



PERS 273

THE MEASUREMENT OF MODERNIZATION
AMONG SOUTH AFRICAN BLACKS :
A PILOT STUDY

NATIONAL INSTITUTE FOR PERSONNEL RESEARCH
COUNCIL FOR SCIENTIFIC AND INDUSTRIAL RESEARCH

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UDC 301.175:303.622] (680=963)

Johannesburg, Republic of South Africa, December 1977

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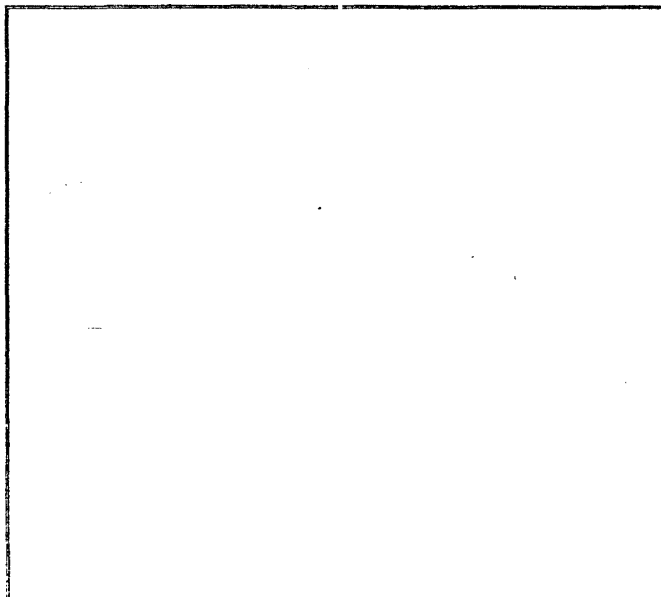
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SUMMARY

Modernization refers to the process of social change which accompanies the industrialization of a previously pastoral country. It is argued that if a country is to develop and become modern then the individuals in that country must adopt modern attitudes and values. The concept modernization is used because it does not refer to a particular influence in this process of adaptation. This is not the case when using concepts such as "Westernization" or "Americanization".

This report describes an attempt to construct a scale to assess this phenomenon among Black South Africans. The Modernity Scale was constructed around an ideal-type model of modern man, who was described as having certain characteristic attitudes and values. Examples would be openness to new experience and valuation of time. Eight sub-scales were developed around key characteristics and were then used as the basis for the selection of items from the Inkeles (1966)¹ English version of the modernity questionnaire, or for the writing of new items. The Modernity Scale finally comprised seventy-five items scored on a four-point continuum.

The administration of the scale was by way of interviews conducted in the vernacular, between September and December 1976. A total of 201 subjects was interviewed, 83 women and 118 men, drawn from organizations in the Johannesburg area.

Comparison of the modernity scores with variables generally postulated as being strongly related to modernity yielded disappointing results suggesting insensitivity of the scale. Examination of the factorial structure of the scale suggests that modernity is a multi-dimensional rather than a unitary construct.

A further examination of the literature on modernization, and the relevant anthropological literature, is recommended as a first step towards the better understanding of the concept.

OPSOMMING

Modernisering verwys na die proses van sosiale verandering wat gepaard gaan met die industrialisasie van 'n voorheen landelike land. Daar word aangevoer dat, alvorens 'n land kan ontwikkel en modern raak, dan moet die individue in daardie land moderne houdings en waardes aanneem. Die konsep modernisering word gebruik omdat dit nie na 'n bepaalde invloed op hierdie aanpassingsproses verwys nie. Dit is nie die geval wanneer konsepte soos verwestering of veramerikaansing gebruik word nie.

Hierdie verslag beskryf 'n poging om 'n skaal op te stel om hierdie verskynsel by Swart Suid-Afrikaners te meet. Die Moderniteitskaal is gebaseer op 'n ideaal-tipe model van die moderne mens wat in terme van sekere kenmerkende houdings en waardes beskryf is. Voorbeelde is oopheid vir nuwe ervaring en waardering van tyd. Agt sub-skale is op grond van sleuteleienskappe ontwikkel en daarna as grondslag gebruik vir die seleksie van items uit die Engelse Inkeles (1966)¹ weergawe van die moderniteitsvraelys, of vir die skryf van nuwe items. Die Moderniteitskaal het uiteindelik bestaan uit vyf-en-sewentig items wat op 'n vierpunt-kontinuum nagesien is.

Die skaal is tussen September en Desember 1976 by wyse van onderhoude in die moedertaal toegepas. Altesaam 201 proefpersone, 83 vrouens en 118 mans, wat uit organisasies in die Johannesburgstreek getrek is, is ondervra.

Vergelyking van die moderniteitstellings met veranderlikes wat oor die algemeen gepostuleer word as sterk verwant aan moderniteit, het teleurstellende resultate gelewer wat dui op onsensitiwiteit van die skaal. Bestudering van die faktoriale struktuur van die skaal dui daarop dat moderniteit 'n multi-dimensionele eerder as 'n unitêre konstruk is.

Verdere bestudering van die literatuur oor modernisering en die tersaaklike antropologiese literatuur word aanbeveel as eerste stap tot die beter begrip van die konsep.

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1. INTRODUCTION

1.1 Modernization Defined

The word "modern" may be used to describe that which is characteristic of present or modern times. Inkeles, in his Foreward to Brode (1969)², defines modern as, "... a term for characterizing the predominant tone or ethos of relations in the contemporary world". (Foreword, p vi)

Modernization is therefore the process by which people accept or adopt the ideas, values, and ways of behaving characteristic of the contemporary industrialized world. Lerner (1968)³ describes modernization as, "... the current term for an old process - the process of social change whereby less developed societies acquire characteristics common to more developed societies". (p 386)

Historically this concept gained currency among social scientists after the second World War. Interest in it grew out of the need to understand the process of rapid economic development taking place in the Third World. Economists found that programmes introduced to encourage economic development were being held back by the people in developing areas. Hagen (1962)⁴, an economist, suggested that there might be a personality variable at work and so distinguished between a traditional and modern personality type. Sociologists were quick to follow this lead.

Attempts to distinguish a modern man are motivated by the belief that for a society to develop and become modern, the members of that society must themselves become modern. Their attitudes, values and behaviour should facilitate the process of modernization. Once a clear distinction is made between a modern and a traditional man, one can then begin to ask what it is that facilitates the development of a modern man and hence a modern society.

Hall (1976)⁵ discusses some of the descriptions of modern man employed by social scientists. For example, Hagen (1962)⁶ sees modern man as open to new phenomena, creative, a decision-maker, problem-solver and individualist.

Lerner (1958)⁷ concentrated on modern man's "empathy", by which he meant the ability of such a person to identify new aspects of a changing environment and operate accordingly. Schnaiberg (1970)⁸ talks of mass-media exposure, the breakdown of extended family ties, growing secularism and rationality, and the ownership of capital goods. Lengermann (1971)⁹ notes modern man's mastery of the environment, problem-solving ability, tolerance of change, work and future orientation, and individualism. All these writers emphasize the individual and concentrate on attitudes and values.

The present study employs the definition of modern man proposed by Inkeles (1966)¹⁰ and Inkeles and Smith (1974)¹¹. They suggest that modern man can be understood in terms of his environment (i.e. urbanization, education, political participation, industrialization and mass communication), and his internalized attitudes and values. A person living in a modern environment need not become modern, and there are traditional sides to even the most highly modern man. However, by measuring the individual's attitudes and values one can determine whether or not such a person has undergone a, "change in spirit". (op cit, p140)

Modern man is described by Inkeles (1966)¹² as one who :

- (a) is open to new experience, innovation and change;
- (b) holds opinions on a wide range of topics outside his immediate environment, but is democratic in his acceptance of the variety of opinion;
- (c) is oriented toward the present and future rather than the past;
- (d) values planning;
- (e) believes that man is able to dominate his natural environment i.e. efficacy;
- (f) believes in calculability i.e. that the world runs according to laws which are subject to human prediction and control;
- (g) is aware of the dignity of others;
- (h) has faith in science and technology;
- (i) believes that status and rewards should be attributed according to achievement rather than ascription.

Smith and Inkeles (1966)¹³ isolate education, urban experience and occupation as the three most powerful influences on individual modernity. These are,

therefore, the external or environmental factors which encourage the "change in spirit" and emergence of the modern man. Further, these writers describe modernity when applied to individuals as, "... a set of attitudes, values and ways of feeling and acting, presumably of the sort either generated by or required for effective participation in a modern society". (op cit, p 353)

1.2 Aim of Study

The present study was undertaken because the continued economic development of South Africa requires a better understanding of the Black man and his adaptation to an urban, modern environment. The factory is seen by Inkeles and Smith (1974)¹⁴ as a key modernizing influence, and for this reason the study looks at the Black man in industry.

This report records the development of a Modernity Scale which might be used to measure the degree of modernity within a Black population. A scale was constructed, administered to a sample of 201 men and women in the Johannesburg area, and then tested to determine whether it discriminated among individuals in terms of their attitudes and values.

1.3 Early attempts at assessment

Hall (1976)¹⁵ reviewed the literature and concluded that the Inkeles and Smith (1966, 1974)^{16, 17} Overall Modernity Scale (OM Scale) was the most comprehensive and thoroughly tested. This OM Scale has been applied in six developing countries - East Pakistan, Nigeria, Chile, India, Argentina and Israel - with a high degree of success.

With the permission of the authors a shortened, 166-item version of the OM Scale was administered to a small sample (N = 14) of factory employees, but proved too long, as each interview lasted 4 hours and employers could not be expected to release subjects for this length of time. It was therefore decided to further shorten the OM Scale for application in South Africa, and to call it the Modernity Scale.

2. CONSTRUCTION OF THE MODERNITY SCALE

2.1 The Model of Modern Man

The nine dimensions or key characteristics listed on page 2 are held by Inkeles (1966)¹⁸ to distinguish the more modern man from the more traditional. This model was originally adopted for the present study, but was subsequently modified somewhat as will be explained below.

At first, Inkeles' nine dimensions were used to generate several themes central to modernization, grouped into nine sub-scales *. It was in terms of this model that items were selected from Inkeles and Smith's full-length scale, to produce the 166-item scale which was rejected as too long - as described above. The 9-dimension model was then re-examined and two sub-scales - "faith in science and technology" and "efficacy" - were combined. In addition, concepts proposed by Lerner (1958)¹⁹ - pertaining to "empathy" - and Schnaiberg (1970)²⁰ - relating to educational aspirations - were included in this modified model. The resultant 8-dimension model, comprised of 23 themes, was described in detail by Hall (1976)²¹, and will therefore only be outlined here.

* This term does not refer to sub-scale in the strict psychometric sense, but is adopted for convenience.

2.1.1 A Description of the eight sub-scales

<u>Sub-scale number</u>	<u>Title</u>	<u>Description and related themes</u>
I	Openness to new experience	Readiness for new experience and change. The following themes were considered as part of this sub-scale : Perception and Valuation of Change (CH), Consumption Aspirations and Values (CO), Information Media (MM), New Experience (NE), and "empathy" (Lerner).
II	Democratic in Opinion	Modern man is aware of variation in opinion and does not accept or reject an opinion simply because it does or does not correspond with his own. Themes : Growth of Opinion Awareness (GO), and Political Activism (AC).
III	Individualism	The individual feels that it is up to himself to make his own way in the world and does not feel obliged to aid or support kinsmen. Themes : Family Size (FS), Citizen's Reference Group (CI), Political Identification (ID), and Extended Kinship Obligations (KO).
IV	Time valuation	Time is seen as a resource with an inherent value; standardised working hours and time schedules are described as efficient and appropriate. Theme : Time Valuation (TI).

<u>Sub-scale number</u>	<u>Title</u>	<u>Description and related themes</u>
V	Efficacy	The world is described as amenable to rational explanation and the individual accepts responsibility for his own well-being and advancement. Themes : General Efficacy (EF), Religious-Secular Orientation (RE), Technical Skill Valuation (TS), Literacy (LT), and Information Questions (IN).
VI	Social Reliability	Modern man is ideally dependable and reliable in his social relationships. Theme : Calculability (CA).
VII	Dignity	Humans are accorded dignity because they are human, not because they have an ascribed status. Themes : Role of the Aged (AG), Dignity Valuation (DI), Women's Rights (WR), and Educational Aspirations (AS and Schnaiberg).
VIII	Planning Valuation	Modern man plans ahead and regards planning as a means of effectively organizing his life. Theme : Planning Valuation (PL).

2.2 The Generation of Items

Using the above model as guide, items were selected from the 166-item scale by two co-workers, independently. No sub-scale, it was decided, should be represented by less than 5 items or more than 15. The two sets of selections were compared and concurrence reached by discussion; the result was a scale of 75 items, arranged randomly. Seventy of these items were derived directly from Inkeles and Smith, 4 were "empathy" items derived from Lerner, and one concerning educational aspirations - from Schnaiberg. Each sub-scale was

now represented by 6 or more items.

The Modernity Scale items are numbered S1 - S75. The mnemonic for each theme and each sub-scale number is recorded below the item number on the Modernity Scale. (See Appendix A, Section B, p 52)

In addition five items were written around the idea of mass-media exposure (MME) and were intended to measure the degree to which people read newspapers and listen to the radio. The scores on these items were related to the modernity scores in the validation procedure and were therefore designated as V1 - V5. (See Appendix A, Section C, p 73)

Finally, biographical data were collected using 29 Biographical or B-items numbered B1 - B29. These items were concerned with the educational background, life experience, urban experience, region of origin, work history and religious affiliation of subjects. (See Appendix A, Section A, p 41) Some of this information was related to modernity scores as part of the attempted validation procedure.

The complete questionnaire consisted therefore of 109 items, 29 in the Biographical Section, 75 in the Modernity Scale and 5 mass-media exposure items.

2.3 Scoring

2.3.1 Modernity and mass-media items

The Modernity Scale and mass-media exposure items were scored on a 4-point continuum, 1 representing the "highly traditional" pole and 4 the "highly modern" pole. Of the two intermediate categories, 2 represented "fairly traditional, but with modern leanings", and 3 was "fairly modern, but with traditional leanings". Inkeles and Smith (1974)²² scored items dichotomously for each sample, 1 being traditional and 2 modern; however, it was felt that account should be taken of the possibility of intermediate responses, hence the use of a 4-point scoring continuum in this study. This was an arbitrary decision, but meant that those with higher final scores (scores for items were combined

cumulatively) were "more modern", those with lower scores being "less modern". However, this decision had undesirable consequences, discussed later. Each item was examined and possible responses were pre-coded using the scoring continuum. As a check, certain items were followed by the questions "why?" or "why do you feel this way?", to ensure that all possible responses were being accounted for.

Anticipated responses to some items appeared to be limited to the two poles of the scoring continuum, and in these cases intermediate response categories were not included. The Modernity and mass-media exposure items were presented in such a way as to allow the interviewer to score the item immediately depending on the subject's response. (See Appendix A, Section B, p 52)

The five "empathy" items (S3, S16, S32, S34, S54) were scored as follows

1. No empathy : no response or a response completely irrelevant to the role.
2. Medium empathy : a general non-specific response, but with some relevance to the role.
4. High empathy : a specific and relevant response showing readiness to identify with the role indicated.

Items S61 and S62 concerned the subject's awareness of problems relating to the local community (S61) and to the country (S62), and were scored as follows :

1. Subject raises no problem or one non-relevant problem.
2. Subject raises one relevant problem.
3. Subject raises two relevant problems.
4. Subject raises three or more relevant problems.

The two items V2 and V3, aimed at determining extent of mass-media exposure, related to radio station and programme preferences. In both items the subject's first choice was used for scoring purposes. Item V2 was scored as follows :

1. No radio listening.
2. Regional or Radio 5 (a non-stop popular music station transmitted on short wave).
3. Radio Bantu.
4. English and Afrikaans Services or Springbok.

The response, "no radio listening", was coded as 1, or highly traditional, because there was no exposure to this medium. Listening to the Regional or Radio 5 stations was thought to involve exposure at the most superficial level, because these are both non-stop music programmes. Radio Bantu as a preference was felt to be more modern because this station, broadcasting in the vernacular, presents news, sport, music and plays and therefore requires greater listener involvement. The English, Afrikaans and Springbok services provide a similar range of programmes, but because they are broadcast in English and Afrikaans they require the listener to be lingual in more than the vernacular and these were, therefore, felt to be highly modern preferences.

Item V3 was scored according to programme preference :

1. Music, religion, agriculture or no radio.
2. Plays, serials, sport.
3. Discussions and talks.
4. News.

The rationale for the scoring of item V3 rests on the assumption that highly modern people are aware of current national and international events and listen first to news programmes to inform their opinions. Tuning in to discussions and talks approaches this modern pole, but a preference for plays, serials and sport suggests less a desire to be informed and more a need for entertainment. Music programmes involve a very superficial exposure, religious programmes are broadcast only on Sundays so exposure is minimal, and preference for agricultural programmes indicates a narrow field of interest, so these preferences or no radio listening were scored "highly traditional".

As there were five mass-media exposure items scored from 1 - 4, a score of

between 5 and 20 could be arrived at for each subject on this dimension.

The Modernity Scale comprised 75 items scored from 1 to 4, thus giving a range of 75 - 300.

2.3.2 Biographical items

The Biographical items were coded numerically, depending on the number of possible response categories. Item B2, for example, refers to tribal affiliation and is coded 1 - 9 because there are 9 possible tribal groups to which any subject may belong, whilst sex was coded 1 (male) or 2 (female).

Certain B-items could not be scored in the field because time consuming calculations were involved. For example, item B12 involved the scoring of a dictated writing test, whilst items B26 and B27 required the calculation of proportions of total life and working life, respectively, spent in urban or rural areas. All other Biographical items were scored in the field by the interviewers.

2.4 Comment on the scoring procedure for the Modernity items

The 75 Modernity items gave, as indicated, a range of 75 - 300 for the total modernity score. Ideally, it could be hoped that responses to each item would be distributed normally about its mid-point, 2,5. However, this expectation would be realized only if degrees of modernity were normally represented in the sample of subjects and if the scoring procedure employed fitted corresponding degrees of modernity. In practice, the scoring procedure was found to be less than ideal, for a number of different reasons.

Firstly, the 4-point scoring continuum was found to be not applicable to all items. The responses to many items were coded only either 1 or 4, without employing any intermediate categories, while in other items only one of the intermediate categories was used in addition to the extremes.

Secondly, there was no certainty that the direction of responses towards high modernity, or the score of 4, were correctly coded. In the analysis of the items and their coding it became clear that a response coded as 2, for example,

in retrospect should have been coded as 1 or 4.

Thirdly, the four response points to any item need not be spaced equidistantly on an hypothetical continuum from traditional to modern.

Finally, it was not known to what extent the responses had been weighted correctly in the pre-coding in respect of the range of modernity to be found in the sample of respondents. However, this problem can be solved only by appeal to an empirically tested and accepted model of modernity, which it is hoped the present project will help produce.

For these reasons deviations from ideal results must be expected. For example, the score of 1 or 4, without the scores of 2 and/or 3, for some items will tend to exaggerate the variance of these items and, to a small degree, of the scale as a whole. Furthermore, without additional information it will not be possible to say with certainty whether the absolute numerical values of the scores, from the whole or parts of the Modernity Scale, are an accurate reflection of the degree of modernity. This is a question of validity, to be probed in the present study, and investigated in greater depth in subsequent studies.

3. ADMINISTRATION

As many of the subjects might not have been able to communicate in either English or Afrikaans it was decided to administer the questionnaires in the vernacular. Black research staff at the N I P R checked the questionnaire to ensure that it could be translated in an interview. In addition the Black interviewers each conducted 3 interviews as a trial, and each of these was checked and discussed to ensure uniformity of approach before the formal interviewing started.

The questionnaire is prefaced by an explanation of its objectives and the subjects were assured that the data were to be treated in confidence. Each interview lasted 1 - 1½ hours and in most cases the interest of the subject was sustained throughout.

The project leader accompanied the interviewers in the field and examined all completed questionnaires. Where scoring errors or inconsistencies arose these were dealt with immediately.

4. THE SAMPLE TESTED

The questionnaire was administered to 118 male and 83 female subjects between September and December 1976. Tables 1 - 9 reflect the composition of the sample in terms of demographic variables.

Table 1

Distribution of subjects by organization

Organization number	Male subjects	Female subjects	% of male sample	% of female sample
1	51	0	43,2	0
2	19	0	16,1	0
3	26	0	22,0	0
4	8	0	6,8	0
5	6	0	5,1	0
6	4	0	3,4	0
7	4	0	3,4	0
8	0	83	0	100,0
	N = 118	N = 83	100,0	100,0

All 8 organizations were in the Johannesburg area.

Table 2

Distribution of subjects by years and standard of education

Education category	Male subjects	Female subjects	% of male sample	% of female sample
No education/0 years	28	10	23,7	12,0
Sub A, Sub B, Std 1/ 1 - 3 years	15	7	12,7	8,4
Std 2, Std 3, Std 4/ 4 - 6 years	29	34	24,6	41,0
Std 5, Std 6, Std 7/ 7 - 9 years	31	31	26,3	37,4
Std 8, Std 9, Std 10/ 10 - 12 years	15	1	12,7	1,2
	N = 118*	N = 83**	100,0	100,0

* Mean years = 5,60

** Mean years = 6,08

SD years = 2,85

SD years = 2,01

The larger SD for the male sample indicates a greater variation in educational standard among the men, however, a one-way analysis of variance comparing the sample means demonstrated that the two samples did not differ significantly on this variable.

Table 3

Distribution of subjects by age

Age category	Male subjects	Female subjects	% of male sample	% of female sample
11 - 15	0	1	0	1,2
16 - 20	5	26	4,2	31,3
21 - 25	28	25	23,7	30,1
26 - 30	22	14	18,7	16,9
31 - 35	23	4	19,5	4,8
36 - 40	17	5	14,4	6,0
41 - 45	5	5	4,2	6,0
46 - 50	9	3	7,6	3,7
51 - 55	6	0	5,1	0,0
56 - 60	1	0	0,9	0,0
61 - 65	2	0	1,7	0,0
	N = 118*	N = 83**	100,0	100,0

* Mean age = 33,02
SD age = 9,00

** Mean age = 24,85
SD age = 8,50

The nine years difference in mean age is a reflection of the comparatively greater proportion of the male sample above the age of 35 (33,9% of males, but only 15,7% of females).

Table 4

Distribution of subjects by occupation

Occupational category	Male subjects	Female subjects	% of male sample	% of female sample
<u>Manual :</u>				
Labourer	46	14	39,4	17,0
Operative	43	66	36,8	79,9
Service	1	0	0,9	0,0
Supervisor	11	0	9,4	0,0

(continued)

Table 4 (continued)

Occupational category	Male subjects	Female subjects	% of male sample	% of female sample
<u>Non-manual :</u>				
Clerk	16	3	13,7	3,1
Salesman	1	0	0,9	0,0
	N = 118	N = 83	100,0	100,0

The most noticeable difference between the men and the women can be seen in the concentration of the female sample, (79,9% of females, but only 36,8% of males), in the operative category. This may be seen as a reflection of the need to keep females out of physically exhausting jobs, but does not mean the women were at a significantly higher skill level as the tasks they performed involved simple machine operations and the maintenance of a steady production flow.

The occupational characteristics of the parents of the subjects are markedly similar for both samples, 60% being involved in manual work either as labourers or domestic servants. The educational backgrounds of the parents do, however, differ significantly, on a one-way analysis of variance comparing the means, the mothers and fathers of female subjects attended school for longer periods : 20% of the mothers and fathers of female subjects continued attending school after standard five, but only 10% did so in the case of the male subjects' parents.

Table 5

Distribution of subjects by family type

Family type	Male subjects	Female subjects	% of male sample	% of female sample
Nuclear	79	59	66,9	71,0
Extended	39	24	31,1	21,0
	N = 118	N = 83	100,0	100,0

The legislative and accommodation problems encountered in urban areas could account for the low percentage of extended family groups. Monogamous marriage was claimed to be the practice in 90% of cases, and "lobola" is still paid by a majority of male subjects, cash being the predominant method of payment.

Table 6

Distribution of subjects by membership of voluntary associations

Membership of voluntary ass.	Male subjects	Female subjects	% of male sample	% of female sample
None	58	57	49,2	63,9
One	49	27	41,5	32,5
More than one	11	3	9,3	3,6
	N = 118	N = 83	100,0	100,0

A voluntary association may be defined as one in which a group of people freely associate in the pursuit of a common interest, and examples would be sports clubs, burial societies or savings groups ("stokvel"). Church membership is not included in the above distribution.

Table 7

Distribution of subjects by religious affiliation

Religious affiliation	Male subjects	Female subjects	% of male sample	% of female sample
Traditional	37	3	31,3	3,6
Orthodox Christian	58	27	49,2	32,5
African Independent	23	53	19,5	63,9
	N = 118	N = 83	100,0	100,0

The above table suggests a strong move by women away from traditional practice, and a significantly greater number of women are members of African Independent Churches. This is possibly a reaction by women against

their subservient position in a paternalistic society, which would be reinforced by traditional religious practice.

Tables 8 and 9 are particularly important as they deal, respectively, with the amount of time a subject has spent in an urban area, and how much of his/her working life has been spent in an urban working environment. Working life is defined as the total number of years the subject has worked, as indicated by the individual's work history. Working life does not include more subtle distinctions such as the hours spent at work, at rest and at leisure.

Table 8

Distribution of subjects by percentage of total life spent in an urban area

% of life in an urban area	Male subjects	Female subjects	% of male sample	% of female sample
0 - 10	7	2	6,2	2,4
11 - 20	10	3	8,6	3,6
21 - 30	9	0	7,7	0,0
31 - 40	22	3	19,1	3,6
41 - 50	9	9	7,7	11,0
51 - 60	9	5	7,7	6,0
61 - 70	9	3	7,7	3,6
71 - 80	4	3	3,5	3,6
81 - 90	3	4	2,6	4,8
91 - 100	34	51	29,2	61,4
	N = 116*	N = 83**	100,0	100,0

* Missing information = 2
 Mean % of life = 57,79
 SD % of life = 32,65

** Mean % of life = 81,26
 SD % of life = 27,89

Table 9

Distribution of subjects by percentage of working life in an urban organization

% working life in an urban organization	Male subjects	Female subjects	% of male sample	% of female sample
0 - 10	0	0	0,0	0,0
11 - 20	0	1	0,0	1,2
21 - 30	1	0	0,9	0,0
31 - 40	0	0	0,0	0,0
41 - 50	0	0	0,0	0,0
51 - 60	1	0	0,9	0,0
61 - 70	3	0	2,6	0,0
71 - 80	1	0	0,9	0,0
81 - 90	3	1	2,6	1,2
91 - 100	107	81	92,1	97,4
	N = 116*	N = 83**	100,0	100,0

* Missing information = 2

** Mean % of working life = 98,86

Mean % of working life = 97,50

SD % of working life = 9,20

SD % of working life = 9,85

For purposes of this study an urban area was defined as being in or around the Witwatersrand. A one-way analysis of variance suggests that the mean proportion of the total life spent by female subjects in urban areas is significantly higher than that for male subjects (81,26% of females, but only 57,79% of males). The group sample standard deviations do not, however, differ significantly, nor is there any significant difference between group sample means and standard deviations for the proportion of working life spent in urban organizations.

4.1 The male and female samples compared

The male subjects are generally older than the females, and the educational standard shows a greater variance for the male sample. A one-way analysis of variance was carried out on certain biographical data; significant differences were demonstrated between sample means for two variables, the first being the

educational background of the subjects' parents, and the second being the proportion of the subjects' lives spent in an urban area. It was found that the female subjects' parents were generally better educated than parents of males, and that the women had spent longer periods in the urban area than the men.

The fact that the female subjects have been brought up by generally better educated parents and, in addition, have spent greater proportions of their lives in urban areas, led one to anticipate higher modernity scores for the female sample. However, this was not found to be the case, as indicated below.

5. RESULTS

5.1 Distribution of modernity scores

Table 10 presents the distribution of total scores on the Modernity Scale for the two samples, none of which were below 150, although the possible range was 75 - 300.

Table 10
Distribution of subjects by modernity score

Modernity score	Male subjects	Female subjects	% of male sample	% of female sample
150 - 164	1	0	0,9	0,0
165 - 179	3	1	2,5	1,2
180 - 194	8	4	6,8	4,8
195 - 209	15	13	12,7	15,6
210 - 224	21	16	17,8	19,6
225 - 239	34	23	28,8	27,6
240 - 254	18	18	15,3	21,6
255 - 269	11	8	9,3	9,6
270 - 284	7	0	5,9	0,0
285 - 300	0	0	0,0	0,0
	N = 118*	N = 83**	100,0	100,0

* Mean = 228,6
SD = 25,7

** Mean = 227,6
SD = 21,4

The maximum score for the male sample was 283, the minimum score being 161 and the range 122. The female sample's maximum score was 269, the minimum 179 and the range 90. The mean scores and standard deviations do not differ significantly for the two samples when compared in a one-way analysis of variance.

The similarity of the distributions of scores for the two samples is disappointing : it suggests either that the scale in its present form is insensitive to differences in degree of modernity or that the basic model of what constitutes modernity is invalid. In terms of the model adopted, the significant differences between the two samples - in terms of the proportion of life spent in an urban area, and level of parents' educational attainment - could have been expected to result in the female subjects being "more modern" than the male subjects. If this were so, and the scale were a valid and sensitive assessment device, the mean modernity score for the female sample would have been higher than that of the males. In fact, however, the mean male score is one point higher than that of the females, and a one-way analysis of variance indicated that the mean scores and standard deviations did not differ significantly for the two samples.

Norms have not been established for modernity scores using the present scale, but the above scores both are high and encompass a limited range. An examination of the frequency distributions of responses to individual items showed that there was a strong response set in the modern direction. An item analysis was carried out and the items rejected, on the basis of poor item-to-scale correlations and lack of variance, were found to be inaccurately coded, poorly conceptualized - particularly in terms of the translatability of certain concepts - or to encourage socially desirable responses in the modern direction. A more detailed consideration of the item analysis follows.

5.2 The item analysis

Tables 11 and 12 present the item analysis data for the two samples for 80 items - these are the 75 Modernity Scale items and the 5 mass-media exposure items. For the male sample an optimal reliability of 0,888 was

achieved (calculated by use of the Kuder-Richardson Formula 20), at which point 44 of the original 80 items remained, 36 having been rejected at the final iteration because of low Gulliksen's Indices, arrived at by multiplying the item-to-scale correlations with the standard deviations of items, see Gulliksen (1950)²³. The optimal reliability for the female sample was 0,855 and at this point 32 items had been rejected, 21 of which corresponded with items rejected for the male sample.

Rejected items are indicated in both tables by an asterisk. The double asterisks in Table 12 identify the 21 common items rejected for both samples. These 21 items may be divided into 3 groups as described below.

Table 11

Item analysis information for the male sample

Item number	Theme code	Sub-scale	Standard deviation	Gulliksen's index	Item-to-scale correlation
S 1	CA	Social reliability	1,11	0,32	0,29
2	AG	Dignity	0,91	0,19*	0,21
3	Lerner	New experience	1,13	0,48	0,43
4	GO	Democratic in opinion	1,50	0,58	0,38
5	GO	Democratic in opinion	0,80	0,19*	0,25
6	NE	New experience	1,43	0,21*	0,15
7	TI	Time valuation	0,49	-0,04*	-0,07
8	GO	Democratic in opinion	1,43	0,52	0,36
9	TS	Efficacy	1,40	0,63	0,45
10	CA	Social reliability	0,97	0,09*	0,09
11	CH	New experience	1,08	0,55	0,51
12	PL	Planning valuation	0,36	0,05*	0,15
13	AS	Dignity	1,46	0,55	0,38
14	MM	New experience	1,21	0,47	0,39
15	MM	New experience	1,11	0,55	0,49
16	Lerner	New experience	0,83	0,25*	0,30
17	CO	New experience	1,08	0,43	0,40
18	FS	Individualism	1,50	0,70	0,47
19	TI	Time valuation	1,50	0,28*	0,19
20	AS	Dignity	1,36	0,33	0,24
21	CA	Social reliability	1,23	0,37	0,30
22	DI	Dignity	0,27	0,03*	0,13
23	RE	Efficacy	1,43	0,72	0,50
24	DI	Dignity	1,17	0,47	0,40
25	KO	Individualism	1,25	0,27*	0,22
26	KO	Individualism	1,07	0,11*	0,10
27	EF	Efficacy	0,77	0,27*	0,35
28	GO	Democratic in opinion	1,03	0,13*	0,12
29	TI	Time valuation	1,12	0,18*	0,16
30	TS	Efficacy	0,84	0,23*	0,27

(continued)

Table 11 (continued)

Item number	Theme code	Sub-scale	Standard deviation	Gulliksen's index	Item-to-scale correlation
S 31	EF	Efficacy	1,35	0,40	0,30
32	Lerner	New experience	1,26	0,18*	0,14
33	PL	Planning valuation	0,94	0,13*	0,14
34	Lerner	New experience	1,00	0,14*	0,14
35	AG	Dignity	1,00	0,15*	0,15
36	CH	New experience	1,04	0,37	0,35
37	WR	Dignity	1,40	0,49	0,34
38	AC	Democratic in opinion	1,08	0,33	0,31
39	PL	Planning valuation	1,24	0,53	0,42
40	CA	Social reliability	0,95	0,44	0,47
41	EF	Efficacy	1,35	0,65	0,48
42	EF	Efficacy	1,28	0,57	0,44
43	EF	Efficacy	0,92	0,23*	0,25
44	KO	Individualism	1,46	0,52	0,35
45	PL	Planning valuation	0,97	0,26*	0,27
46	GO	Democratic in opinion	1,48	0,28*	0,19
47	KO	Individualism	1,14	0,66	0,58
48	GO	Democratic in opinion	0,47	0,04*	0,10
49	PL	Planning valuation	1,14	0,42	0,36
50	EF	Efficacy	0,79	0,25*	0,32
51	NE	New experience	1,38	0,49	0,36
52	KO	Individualism	1,39	0,63	0,45
53	KO	Individualism	1,26	0,04*	0,03
54	Lerner	New experience	1,26	0,63	0,50
55	TI	Time valuation	0,66	0,08*	0,13
56	TI	Time valuation	0,85	0,12*	0,14
57	EF	Efficacy	0,97	0,36	0,37
58	CA	Social reliability	0,97	0,13*	0,13
59	GO	Democratic in opinion	1,04	0,51	0,49
60	TI	Time valuation	0,98	0,25*	0,25
61	GO	Democratic in opinion	0,92	0,34	0,37

(continued)

Table 11 (continued)

Item number	Theme code	Sub-scale	Standard deviation	Gulliksen's index	Item-to-scale correlation
S 62	GO	Democratic in opinion	0,91	0,29	0,32
63	PL	Planning valuation	0,93	0,26*	0,28
64	CH	New experience	0,75	0,22*	0,30
65	WR	Dignity	1,42	0,46	0,32
66	NE	New experience	0,74	0,12*	0,17
67	WR	Dignity	1,39	0,32	0,23
68	AG	Dignity	1,08	0,23*	0,21
69	WR	Dignity	1,27	0,50	0,39
70	CH	New experience	1,03	0,37	0,36
71	WR	Dignity	1,04	0,38	0,36
72	CA	Social reliability	0,87	0,20*	0,23
73	TI	Time valuation	1,26	0,36	0,28
74	TI	Time valuation	0,83	0,45	0,54
75	NE	New experience	1,21	0,38	0,32
V 1	MME	Mass-media item	0,87	0,38	0,43
2	MME	Mass-media item	0,56	0,04*	0,07
3	MME	Mass-media item	1,18	0,18*	0,15
4	MME	Mass-media item	1,14	0,76	0,67
5	MME	Mass-media item	1,26	0,73	0,58

* - the 36 items rejected at the final iteration on the basis of a low Gulliksen's index.

Table 12

Item analysis information for the female sample

Item number	Theme code	Sub-scale	Standard deviation	Gulliksen's index	Item-to-scale correlation
S 1	CA	Social reliability	1,20	0,21	0,17
2	AG	Dignity	1,29	-0,21**	-0,16
3	Lerner	New experience	1,38	0,19*	0,13
4	GO	Democratic in opinion	1,41	0,13*	0,09
5	GO	Democratic in opinion	1,24	0,24	0,19
6	NE	New experience	1,33	0,41	0,31
7	TI	Time valuation	0,50	-0,06**	-0,13
8	GO	Democratic in opinion	0,93	0,27	0,28
9	TS	Efficacy	1,16	0,22	0,19
10	CA	Social reliability	0,98	0,03**	0,03
11	CH	New experience	1,15	0,51	0,44
12	PL	Planning valuation	0,52	0,01**	0,02
13	AS	Dignity	1,47	0,30	0,20
14	MM	New experience	1,14	0,37	0,32
15	MM	New experience	1,06	0,42	0,40
16	Lerner	New experience	1,10	0,39	0,35
17	CO	New experience	0,98	0,18*	0,18
18	FS	Individualism	1,48	0,81	0,55
19	TI	Time valuation	1,43	0,35	0,24
20	AS	Dignity	1,40	0,48	0,34
21	CA	Social reliability	1,22	0,56	0,46
22	DI	Dignity	0,00	0,00**	0,06
23	RE	Efficacy	1,45	0,12*	0,08
24	DI	Dignity	1,48	0,77	0,51
25	KO	Individualism	1,31	0,57	0,44
26	KO	Individualism	1,22	0,41	0,33
27	EF	Efficacy	0,91	0,33	0,36
28	GO	Democratic in opinion	0,71	0,03**	0,04
29	TI	Time valuation	1,18	0,30	0,25
30	TS	Efficacy	0,65	0,15**	0,23

(continued)

Table 12 (continued)

Item number	Theme code	Sub-scale	Standard deviation	Gulliksen's index	Item-to-scale correlation
S 31	EF	Efficacy	1,48	0,56	0,38
32	Lerner	New experience	1,37	0,02**	0,01
33	PL	Planning valuation	0,89	0,06**	0,07
34	Lerner	New experience	1,07	0,20	0,18
35	AG	Dignity	1,38	0,43	0,31
36	CH	New experience	1,12	0,19*	0,17
37	WR	Dignity	1,21	0,23	0,19
38	AC	Democratic in opinion	1,13	0,62	0,55
39	PL	Planning valuation	1,34	0,53	0,39
40	CA	Social reliability	1,00	0,36	0,36
41	EF	Efficacy	1,49	0,73	0,49
42	EF	Efficacy	1,28	0,67	0,52
43	EF	Efficacy	0,56	0,13**	0,23
44	KO	Individualism	1,41	0,72	0,50
45	PL	Planning valuation	0,98	0,20**	0,20
46	GO	Democratic in opinion	1,50	0,23	0,15
47	KO	Individualism	1,18	0,75	0,63
48	GO	Democratic in opinion	0,32	0,02**	0,08
49	PL	Planning valuation	1,25	0,48	0,38
50	EF	Efficacy	0,59	0,14**	0,23
51	NE	New experience	1,24	0,17*	0,14
52	KO	Individualism	0,93	0,10*	0,10
53	KO	Individualism	1,19	0,25	0,21
54	Lerner	New experience	1,16	0,24	0,21
55	TI	Time valuation	0,00	0,00**	0,06
56	TI	Time valuation	0,83	0,25	0,30
57	EF	Efficacy	0,78	0,18*	0,23
58	CA	Social reliability	1,09	0,22	0,20
59	GO	Democratic in opinion	1,13	0,36	0,32
60	TI	Time valuation	0,98	0,09**	0,10
61	GO	Democratic in opinion	0,80	0,30	0,38

(continued)

Table 12 (continued)

Item number	Theme code	Sub-scale	Standard deviation	Gulliksen's index	Item-to-scale correlation	
S	62	GO	Democratic in opinion	0,78	0,27	0,35
	63	PL	Planning valuation	1,05	0,09**	0,08
	64	CH	New experience	0,45	0,02**	0,05
	65	WR	Dignity	1,47	0,49	0,33
	66	NE	New experience	0,56	0,03**	0,05
	67	WR	Dignity	1,49	0,12*	0,08
	68	AG	Dignity	0,73	0,05**	0,06
	69	WR	Dignity	1,34	0,46	0,34
	70	CH	New experience	1,13	0,41	0,37
	71	WR	Dignity	0,67	0,10*	0,15
	72	CA	Social reliability	0,64	0,12**	0,18
	73	TI	Time valuation	1,31	0,53	0,40
	74	TI	Time valuation	0,74	0,23	0,31
	75	NE	New experience	1,18	0,27	0,23
	V	1	MME	Mass-media item	0,78	0,28
2		MME	Mass-media item	0,52	0,06**	0,12
3		MME	Mass-media item	1,13	0,25	0,22
4		MME	Mass-media item	0,36	0,09*	0,27
5		MME	Mass-media item	1,16	0,54	0,46

* and ** - 32 items rejected at the final iteration on the basis of a low Gulliksen's index.

** - 21 items rejected at the final iteration corresponding to items rejected for the male sample.

5.2.1 Response set

Response set refers to the tendency of subjects to consistently respond to items in the same way, to the extent that the distribution of responses is skewed in a particular direction. It may be induced by the perceived social desirability of a particular response or by acquiescence on the part of subjects. In the present study social desirability appears to have influenced subjects' responses more than acquiescence, or the feeling that it would be wrong to disagree with a statement presented in the item. The socially desirable response set is illustrated by item S55, where all the female subjects and 112 of the male subjects felt that teachers should be strict about late arrivals at school, this being the modern response. Other items where response set was evident were S2, S10, S22, S28, S33, S43, S45, S48, S50, S60, S66, S68 and S72.

5.2.2 Inaccurate coding

Inaccuracy in coding is illustrated by item S7, where in retrospect the response coded as 2, calling a worker's attention to his continued late arrival, should have been coded as 4. The number of responses assigned to category 2 resulted in a skewed distribution and negative Gulliksen's Indices for both samples. Items S64 and V2 were also inaccurately coded.

5.2.3 Poorly conceptualized items

The third reason for weak items was poor item writing, as in item S12 where the subject is expected to distinguish between planning ahead "on a few matters", or planning ahead "on most matters". Other items where conceptual problems may exist are S30, S32 and S63.

5.3 Relation of modernity scores to criterion variables

Criterion variables felt to be related to modernity were isolated. It was hypothesized that greater time spent in the urban area, and particularly the urban work environment, would influence attitudes and values and give rise to higher modernity scores. Similarly, higher standards of education and in-

creased mass-media exposure, (as measured by scores on the 5 mass-media exposure items), would be positively related to modernity. Pearson product-moment correlation coefficients were calculated between these variables and total modernity scores; results are presented and discussed below.

The proportions of the total working life and overall life of subjects spent in urban situations were not strongly correlated with modernity scores, the co-efficients being 0,29 and 0,21 respectively for the male sample, and -0,02 and -0,08 for the female sample. The insensitivity of the Modernity Scale explains the above lack of co-variance. If the modernity scores more accurately reflected differences between the male and female sample in the above areas, greater co-variance could be expected.

Standard of education and degree of mass-media exposure, however, co-vary strongly with scores on the Modernity Scale, the correlation co-efficients being 0,51 and 0,60 for the male sample, and 0,34 and 0,41 for the female sample respectively. These findings support the contention that education and mass-media exposure are significant influences in the modernization process. A less heterogeneous sample in terms of urban work and life experience would produce greater co-variance with modernity scores, but this would not mean that the scale had any discriminatory value, and as this is what is required, it is felt that the Modernity Scale should be re-examined.

5.4 Factor analysis

The method best suited to an analysis of the internal structure of a scale like the present one is factor analysis : this technique would reveal empirically the various dimensions inherent in the scale. If this revealed structure coincided with the theoretical structure of the cognitive model according to which the scale was constructed, this would be an indication of the construct validity of the scale.

Unfortunately, the application of factor analysis to the present data in its original form - 80 items (including the 5 "mass-media" variables) and a total of but 201 subjects (males and females combined) - was inadvisable

because of the poor subject : item ratio. Ideally, this ratio should be at least 5 : 1; even by combining males and females the ratio would be less than 3 : 1. If, however, the samples of males and females were combined and in addition the factor analysis was performed on only those 40 items which produced the greatest variance in subject response, the desired 5 : 1 ratio would be obtained.

The 40 scale items were readily identified by means of the standard deviations obtained in the item analysis ¹⁾. However, before the samples of subjects were combined, the Jennrich (1970) ²⁴ Test for the equality of correlation matrices was performed. No significant difference was found, thus allowing the combination of the two samples. A consequence of this procedure, of course, was that there could be no male-female comparison of the results of the factor analysis.

Analysis of the responses of the 201 subjects to the 40 items provided a measure of sampling adequacy (MSA) coefficient of 0,658, which is described by Kaiser (1974) ²⁵ as "mediocre". In an attempt to improve the MSA - that is, to provide better data for the factor analysis - a further 9 items were discarded, on the basis of their comparatively lower standard deviations for both samples.

This resulted in an MSA coefficient of 0,708, assessed by Kaiser (1974) ²⁶ as "middling", but adequate for factor analysis. An iterative principal factor analysis was performed on the data : the matrix of intercorrelations for the set of 31 items is provided as appendix C, p 86 , while Table 13 presents the matrix of rotated factors, factor loadings, the sum of the squared loadings, and the communalities. The factor loadings asterisked refer to items taken as being descriptive of the factors extracted (i.e. factor loadings of 0,30 and above). Tables 14 - 21 in appendix B, p 75 , show the items which describe these factors.

1) It will be recalled that the item analysis procedure reduced the total number of items to 36 for men, 32 for women while providing acceptable K-R₂₀ indices of internal consistency. The 40 items initially chosen for the factor analysis blanketed the items for both men and women. However, this number had to be reduced, as explained in the text.

Table 13

The varimax rotation, communalities and the sum of the squared loadings
for eight factors

Item no.	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8	Communalities
S51	0,18	0,00	-0,02	0,34*	0,09	0,22	0,15	-0,02	0,23
V 5	0,27	0,40*	0,20	0,06	0,17	-0,05	-0,01	0,03	0,31
S75	0,45*	-0,05	0,02	0,11	0,07	-0,04	-0,08	0,06	0,23
S14	0,53*	0,11	0,07	0,00	-0,05	0,11	-0,14	-0,14	0,35
S36	0,03	0,07	0,07	0,46*	0,04	-0,06	0,04	-0,13	0,25
S 4	-0,04	0,03	0,47*	0,16	-0,01	0,06	0,12	-0,05	0,27
S59	0,02	0,18	0,34*	0,42*	-0,10	0,19	0,05	0,04	0,38
S 8	0,38*	-0,14	0,13	0,10	0,05	0,06	0,17	-0,09	0,24
S38	0,15	0,02	0,28	0,09	0,26	0,21	-0,01	0,32*	0,32
S18	0,45*	0,25	0,12	0,25	-0,07	-0,02	0,13	0,08	0,40
S44	0,07	0,28	0,21	0,42*	0,13	-0,06	0,01	0,24	0,38
S25	-0,00	0,06	0,58*	0,01	0,09	-0,05	-0,04	0,08	0,36
S47	0,35*	0,17	0,55*	0,03	0,18	0,06	0,16	-0,14	0,54
S19	0,03	-0,01	0,05	0,03	0,09	0,48*	0,05	0,01	0,24
S73	0,09	0,10	0,20	0,10	0,08	0,09	0,41*	-0,09	0,26
S29	0,11	0,06	0,15	-0,06	0,15	0,10	-0,10	-0,00	0,08
S23	0,06	0,24	0,06	0,22	0,02	0,02	0,07	0,36*	0,25
S 9	0,23	0,01	0,02	0,29	0,00	0,26	0,13	-0,24	0,27
S41	0,05	0,21	0,18	0,20	0,70*	0,16	0,13	0,02	0,65
S31	-0,03	0,58*	0,03	-0,01	0,15	-0,02	0,00	-0,06	0,36
S42	0,07	0,22	0,11	0,16	0,62*	0,32*	0,07	0,24	0,64
S21	0,07	0,17	0,21	0,06	0,05	0,52*	0,11	0,11	0,38
S40	0,16	0,37*	0,20	0,01	0,05	0,21	0,21	0,16	0,31
S13	0,31*	0,28	-0,03	-0,03	-0,02	0,13	-0,17	-0,12	0,23
S65	0,31*	0,26	-0,03	-0,02	0,05	0,07	0,28	-0,03	0,25
S67	0,26	0,17	-0,09	-0,02	-0,03	-0,12	0,36*	0,13	0,27
S20	0,35*	0,20	-0,11	0,05	0,03	-0,07	0,24	0,10	0,25

(continued)

Table 13 (continued)

Item no.	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8	Communalities
S37	0,29	-0,03	-0,05	0,39*	0,08	0,06	0,27	0,02	0,32
S69	0,50*	0,15	-0,10	-0,00	0,06	0,06	0,15	0,05	0,32
S49	0,18	0,31*	0,02	0,19	0,05	-0,02	-0,22	-0,05	0,22
S39	0,02	0,56*	0,08	0,12	-0,06	0,07	0,11	-0,04	0,35
	2,0	1,7	1,4	1,2	1,2	1,0	0,9	0,6	
Sums of the squared loadings									

5.5 Discussion of factors obtained

5.5.1 Factor 1 : New experience

Table 14 presents the items having factor loadings of above 0,30 on factor 1. The four highest loadings on this factor are for items S14, S69, S75 and S18, items dealing with exposure to mass-media, women's rights, rural-urban dwelling preference and contraception; the remaining 5 items being concerned with kin-ties. The attitudes expressed in response to these items would have been influenced by "new experience", and this is therefore the designation used to describe factor 1. An item analysis carried out on these 9 items showed that they are strongly related, the internal consistency being 0,672 as calculated by the Kuder-Richardson Formula 20.

5.5.2 Factor 2 : Efficacy

Table 15 presents the items loading above 0,30 on factor 2. The items are S31, S39, V5, S40 and S49 and deal with personal efficacy, planning valuation, the identification of a government minister and personal reliability. Apart from the mass-media item V5, requiring the identification of a government minister, the items refer to "efficacy" as seen in the individual's attitudes to planning, reliability and personal effort as criteria for success.

5.5.3 Factor 3 : Kinship orientation

Table 16 presents the items loading above 0,30 on factor 3. The items loading on this factor are S25, S47, S4 and S59, (although this item loads more strongly on factor 4), the first two relating to kinship obligations, whilst the second two refer to opinion variation and its significance within close kin groups. The underlying dimension is designated "kinship orientation".

5.5.4 Factor 4 : Individual autonomy

Table 17 presents the items loading above 0,30 on factor 4. The items are S36, S59, S44, S37 and S51, and are concerned with women's rights, variance of opinion, independence from parents in job preference and freedom of movement in the search for work. "Individual autonomy" appears to be the underlying dimension which describes this factor.

5.5.5 Factor 5 : Rationality

Table 18 presents the items loading above 0,30 on factor 5. The two items are S41 and S42, both concerned with the ability of man, using rational and objective procedures, to understand the causes of certain natural phenomena. The underlying dimension is therefore "rationality", but this interpretation should be regarded as tentative as only two items load on this factor.

5.5.6 Factor 6 : Dependability

Table 19 presents the items loading above 0,30 on factor 6. The three items concerned are S21, S19 and S42 and relate to attitudes towards late arrivals at a party, the inability of some people to keep promises, and the understanding of natural phenomena. Item S42 had a high loading of 0,62 on factor 5 and is not included in describing factor 6. The other two items (S21, S19) have as their underlying dimension "dependability", but this interpretation is tentative as only two items load on this factor.

Factors 7 and 8 are not interpretable as the two items which load above 0,30 on each of them (see Tables 20, 21, Appendix B, p. 84.) refer to totally unrelated areas of experience.

5.6 Comments on the results of the factor analysis

The results of the factor analysis, based on a reduced Modernity Scale of 31 items, suggest that modernization is, as hypothesized, a multi-dimensional construct with "new experience" being a key factor. It is possible that the generation of further well-formulated items, particularly items relating to the less well-defined themes, added to the 31 items used in the factor analysis would improve the scale considerably. There are, however, certain doubts raised by the results of the factor analysis concerning the validity of the modernization construct.

The first is that although this construct is clearly multi-dimensional, one would expect more than 4 factors to be interpretable, particularly as the 31 items reflect 8 sub-scales as defined in the model of modern man, yet factors 5 and 6 could only be described tentatively, and factors 7 and 8 have items loading on them which are totally unrelated. The second problem is that one would expect conceptually similar items, that is items generated by the description of a particular sub-scale in the model of modern man, to load on the same factor. However, an examination of the items loading on a factor indicate that they are representative of different dimensions of the conceptual model; the items loading on factor 1, for example, represent 4 different sub-scales. Ideally one would anticipate more interpretable factors and a greater uniformity of items loading on such factors.

Although the factor analysis was based on a reduced Modernity Scale of 31 items, these were the best items in terms of the variance they produced and they did not correspond with the 21 items rejected for both samples in the item analysis. This therefore eliminates the possibility that faults in the items themselves could explain the disappointing factor analysis results.

It is concluded, therefore, that the basic conceptual model may have been poorly formulated or inadequate in that it failed to include certain relevant dimensions. The following section describes criticisms of the present conceptual model and suggests refinements to the approach used in the present study.

6. DISCUSSION AND RECOMMENDATIONS

The present study rests on an ideal-type description of modern man which was used to generate the 75 items which comprised the scale constructed. Although no individual was expected to fit this ideal-type, it was hoped that cumulative scores on these items would reflect the "degree of modernity" within the sample population. The findings, however, suggest that the scale is insensitive, as reflected in the narrow range of modernity scores, the concentration of these scores at the higher end of the distribution, and the fact that they are correlated with only 2 criterion variables, these being mass-media exposure and standard of education. Finally, the factor analysis results raise doubts about the value of the conceptual "model of modern man".

An examination of the model suggests 3 failings which, if corrected, could result in the formulation of a more accurate model, which in turn could result in the construction of a scale both more sensitive to individual variation and a more valid reflection of the construct than the present attempt.

The first failing is that the "model of modern man" does not provide a realistic description of "traditional man", who is in fact seen as the opposite of the modern ideal-type. This conceptual shortcoming allows one to ignore the possibility of variation in traditional culture, behaviour and attitudes, and therefore perpetuates certain myths. Taking "individualism" as an example, the "model of modern man" implies that traditional people are not individualistic, yet Le Vine (1966)²⁷ notes that the Ibos of Nigeria, who have had little contact with modern, urban environments, are more individualistic than the highly urbanized Hausa and Yoruba. In South Africa one would have expected the traditional "lobola" practice (payment of cattle

to the father of the prospective bride) to have died away, but it has not, even though payment is now more frequently in cash than cattle. The relevance of this failing to the present study is that the conceptualization and evaluation of items is divorced from reality, particularly where the distinction between "traditional" and "modern man" is inaccurate.

A second problem is that by conceiving of traditional and modern as opposites, there is the underlying assumption that the two are mutually exclusive. Lerner (1968)²⁸ states that modernization implies the acceptance of certain characteristic attitudes, and that traditions may block this process. This assumption denies the possibility of mutual adaptation and synthesis, demonstrated among sophisticated South African Blacks, who on becoming ill will consult both the modern Western doctor and a traditional diviner. Pauw (1974)²⁹ notes that, "ancestor beliefs have been extensively adapted to the urban and technological milieu . . .," (p 109) and points to attempts at synthesis between indigenous traditions and Christianity. Once again doubts are raised about the writing and assessment of items.

Finally, the concept of "modern man" is in itself ethnocentric. Peil (1972)³⁰ observes that, "one cannot help but be struck by the relationship between many of the attitudes characteristic of modernity and attitudes considered typical of the middle class in industrialized Western countries". (p. 223) Looking at the present model, the area of "future planning" is one in which modern people are supposed to differ from traditional people. However, if one considers the rapidly changing political and economic structure of Africa, it is not difficult to appreciate that a person modern in all other respects, may be very low in his ability to plan for the future, particularly where this is so inherently uncertain. Similarly, the legislative constraints on Black South Africans mitigate against long term, realistic goals except for the few. Here too one needs to relate ideal concepts to the reality of the social, political and economic context.

It is felt that the present model of "modern man" should be re-examined with the above criticisms in mind, and while not rejecting this ideal-type model, the present author feels it could be refined to reflect more accurately the dimensions in which "traditional" and "modern man" could be said to

differ in South Africa. As suggested by de Souza and Porter (1974)³¹ it might be sensible to adopt, "culturally relative interpretations of modernization", implying the development of a model that may not have universal application, but which is, however, relevant to the reality of the culture or society being studied. In effect, an anthropologically informed perspective is being pleaded for.

Bernstein (1971)³² sums up the need for such a perspective, which has to date been lacking in this and other studies, when he writes, "It is significant that often a first step in the operationalization of concepts in anthropological fieldwork is the clearing away of stereotypes of traditional society imposed by abstract deductive categories compounded with ethnocentric bias" (p 146).

While the present study is a promising start in an attempt to better understand the changing attitudes and values of Black South Africans, it is recommended that the present Modernity Scale should be shelved while the literature is examined, particularly that referring to traditional man and the process of urbanization in South Africa. It is hoped, in this way, that a improved "model of modern man" will be produced, from which it might be possible to develop a Modernity Scale with greater relevance to and for South African Blacks.

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APPENDIX A - THE QUESTIONNAIRE

SECTION A

BIOGRAPHICAL INFORMATION

B 1 Place of interview

Transvaal urban	1
Transvaal rural	2
Free State urban	3
Free State rural	4
Cape urban	5
Cape rural	6
Natal urban	7
Natal rural	8

B 2 Tribe

S. Sotho	1
W. Sotho	2
E. and N. Sotho	3
N. Nguni	4
S. Nguni	5
Venda	6
Republic Shangaan	7
Ndebele	8
Extra Republic (State tribe)	9

B 3 Home language

S. Sotho	1
Tswana	2
Pedi	3
Zulu and Swazi	4
Xhosa	5
Venda	6
Shangaan/Tsonga	7
Ndebele	8
Extra Republic (State language)	9

B 4 Age : **Date of birth :**

18 - 25	1
26 - 30	2
31 - 35	3
36 - 40	4
41 - 45	5
46 - 50	6
51 - 55	7
56 and over	8

B 5 Sex

Male	1
Female	2

B 6 Education

Please tell me the highest school standard you have passed :

No schooling	1
Sub A, Sub B	2
Stds. I, II	3
Stds. III, IV, V	4
Stds. VI, VII	5
Stds. VIII, IX	6
Std. X	7

B 7 Reason for no schooling

If "no schooling" ask:- Why did you not receive any education?

Parents' decision	1
Lived too far from school	2
Sickly as a child	3
Financial reasons	4
Traditional agricultural reasons e.g. herding cattle	5
Other (specify)	

B 8 Present occupation :

Manual

Labourer e.g. cleaner, plumber's hand, general labourer	1
Domestic servant	2
Operatives e.g. packers, handymen, messengers, light vehicle drivers	3
Service e.g. police	4
Craftsmen and foremen e.g. tanners, printers, painters, supervisors, heavy duty drivers	5

Non-manual

Clerical, e.g. typists, checkers	6
Sales, e.g. sales attendants	7
Managers	8
Professional e.g. teachers, journalists	9

B 9 Literacy

Are you able to read?

Yes	1
No	2

B 10 (If "Yes")

What language do you read best?

B 11 (For those who answer "Yes" to B 9 above.)

Please read this aloud to me. (Hand S card with two standard sentences of newspaper level of difficulty*. Rate his reading ability as follows:-)

Cannot read at all	1
Reads only a few words	2
Reads slowly but with general comprehension	3
Reads well	4

B 12 A dictated writing test (as a measure of full literacy).

Score :

Parents

Highest standard of education achieved by :-

B 13 Mother Don't know

No schooling	1
Sub A, Sub B	2
Stds. I, II	3
Stds. III, IV, V	4
Stds. VI, VII	5
Stds. VIII, IX	6
Std. X	7

B 14 Father Don't know

No schooling	1
Sub A, Sub B	2
Stds. I, II	3
Stds. III, IV, V	4
Stds. VI, VII	5
Stds. VIII, IX	6
Std. X	7

* In language mentioned in Question B 10.

B 15 Father's occupation Don't know

Manual

Labourer e.g. cleaner, plumber's hand, general labourer	1
Domestic servant	2
Operative e.g. packers, handymen, messengers, light vehicle drivers	3
Service e.g. police	4
Craftsmen and foremen e.g. tanners, printers, painters, supervisors, heavy duty drivers	5

Non-manual

Clerical e.g. typists, checkers	6
Sales e.g. sales attendants	7
Managers	8
Professional e.g. teachers, journalists	9

B 16 Mother's occupation Don't know

Manual

Labourer e.g. cleaner, plumber's hand, general labourer	1
Domestic servant	2
Operative e.g. packers, handymen, messengers, light vehicle drivers	3
Service e.g. police	4
Craftsmen and foremen e.g. tanners, printers, painters, supervisors, heavy duty drivers	5

Non-manual

Clerical e.g. typists, checkers	6
Sales e.g. sales attendants	7
Managers	8
Professional e.g. teachers, journalists	9

Note : If deceased or no longer gainfully employed, the last gainful occupation.

B 17 Father's place of birth* :

Rural	1
Semi-urban	2
Urban	3

B 18 Mother's place of birth* :

Rural	1
Semi-urban	2
Urban	3

B 19 Marital status

Never married	1
Married	2
Formerly married (divorced, separated or widowed)	3
Lobola paid, civil or church ceremonies not completed	4
Living together	5

B 20 For married men

How many wives do you have?

Monogamous	1
Polygamous	2

For married women

How many wives does your husband have?

Monogamous	1
Polygamous	2

* Interviewer note : Find out whether it is a black reserve, white farm, town, city, etc.

B 23 Family composition (continue)

No.	Relation to S.	Age	Sex		Dependant		Contributor	
			M	F	Yes	No	Yes	No

Number of dependents	
Number of contributors	

* (To be coded at N I P R)

B 24 Type of Family

Nuclear	1
Extended	2
Acquired	3

Community participation

B 25 Do you belong to any organization (association, club) such as e.g. social club, cultural organization, sports club, church organizations, school committees?

If the answer is "Yes" record the organizations S belongs to :

.....

Yes - one organization	1
Yes - two organizations	2
Yes - three organizations	3
Yes - plus three organizations	4
No - none	5

Occupational and residential history

B 26

Places lived in	No. of years or dates	Reasons for leaving
Born :-		
Current home :-		

Number of years in a rural area	
Number of years in an urban area	

B 28 Do you have a driver's licence for a motor vehicle?

Yes	1
No	2

B 29 Religion

To which church do you belong?

.....

No church membership	1
Orthodox christian	2
African separatist	3
Other	4



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SECTION B

THE MODERNITY SCALE

ATTITUDES AND BEHAVIOUR

S 1 In the place where you work there certainly must be workers who
(CA)¹⁾ at times don't do their share of the work. In general, how have
VI²⁾ you reacted when they have not done their share?

		m	f ³⁾
Have not been concerned by it	1	15	15
It didn't seem right, but it was the boss's responsibility	2	19	17
It seemed bad and I was tempted to say something to them	3	16	7
It seemed so bad, that I told them their conduct was not right	4	68	44

S 2 These days, in some factories, one finds young men in supervisory
(AG) positions giving orders to older men who are not as well qualified.
VII What do you think of this?

		m	f
Think it is not right	1	12	20
Think there is nothing wrong with this	4	106	63

Why do you feel this way?

S 3 If you were Minister of Bantu Education, what would you
(Ler- do to improve school facilities for Blacks?
ner)



S's score*

I		m	f
_____	1	12	28
_____	2	31	14
_____	4	75	41

(* To be scored at N I P R)

- 1) - Theme code
- 2) - Sub-scale number
- 3) - Frequency distribution of subjects' (m = male, f = female) responses

S 4 Do you think it is a bad thing if people who are related (e.g. uncles/
(GO) nephews/cousins) hold different views on important subjects like
II politics or religion.

		m	f
Yes	1	54	27
No	4	64	56

Why do you feel this way?

S 5 I am now going to read you two statements and I want you to
(GO) listen carefully and tell me which one you agree with.

- II 1. The differing customs and outlook in life between the various tribes make it impossible for members of different tribes to work satisfactorily together or establish ties of friendship with people of other tribes.
4. Although the other tribes have customs and an outlook on life different from those of my own tribe, we can still work together and establish friendships with people of other tribes.

With which of these two points of view do you agree?

		m	f
Impossible to work together	1	9	18
Can work together	4	109	65

S 6 Do you enjoy meeting people who differ from you in many ways or
(NE) do you prefer to spend time with people you already know or who
I are like you?

		m	f
Prefer known people	1	40	22
Meeting different people	4	78	61

Why?

S 7 If a worker arrives half-an-hour or more late for work on repeated
(TI) occasions (e.g. more than ten times in a period of two months),
IV what should his boss do?

		m	f
Wait a while before doing anything	1	3	1
Only call it to his attention	2	90	59
Dock money off his wages	3	23	22
Fire him	4	2	1

S 8 When we interview, do you think we should
(GO)
II

		m	f
Let the husband (family head) speak for the whole family, OR	1	41	9
Should we also be sure to obtain the wife's opinions?	4	77	74

S 9 Now I want to describe something that could happen nowadays. I
(TS) want you to listen, think about it and then answer the question I
V shall ask.

Two candidates present themselves for appointment to a responsible public office (e.g. in a Homeland government). One is a man who is not very well qualified for the position, because he has had no experience, the other is a woman who is very well qualified for the position, because she has had experience.

Whom do you think should be appointed?

		m	f
The man	1	38	15
The woman	4	80	68

S10 There are many things a person expects from those he works with.
(CA) Which of the following things is most important to you in fellow
VI workers?

		m	f
That they be friendly and get on well with you	1	14	10
That they be reliable, fulfilling their share of the work	4	104	73

Why?

S11 Some people say that a young person should prefer the old tra-
 (CH) ditional ways of doing things. Others say that young people should
 I prefer the new and modern ways of doing things.

What do you think a young person should prefer?

		m	f
Only old ways	1	20	32
Mainly old ways	2	23	16
Mainly new ways	3	36	19
Only new ways	4	39	16

S12 People are different in how much they like to plan and arrange
 (PL) their affairs in advance. Would you say that you prefer -

VIII

		m	f
To let things happen without worrying too much ahead?	1	0	0
To plan ahead only on a few matters?	2	4	6
To plan ahead carefully on most matters?	4	114	77

S13 Who do you think is entitled to more status in the community?

(AS)

VII

		m	f
A man of royal birth but with little schooling	1	46	33
A man of ordinary family background, but who is well educated	4	72	50

S14 Which sources of information do you trust most in finding out news
 (MM) about what goes on in the world?

I

		m	f
Local leaders of the community (chiefs)	1	44	28
Friends	2	3	4
Radio	3	42	36
Newspapers	4	29	15

Why would you trust this source most?

S15 Which sort of news interests you most?

(MM) News about -

I

		m	f
Your town or home area	1	47	30
National affairs of South Africa	3	58	46
Affairs outside this country	4	13	7

S16 If you were Mayor of this city, what would you do to obtain

(Ler- a better road system to serve the Black township?
ner)

S's score*

I

		m	f
_____	1	3	9
_____	2	18	13
_____	4	97	61

(* To be scored at N I P R)

S17 What is this picture?

(CO) (Present picture of camera)

I

		m	f
Don't know	1	18	10
Correctly names camera	4	100	73

(If S does not know what it is, briefly explain the function of a camera)

S 18 In this question I want you once again to tell me what you think should
(FS) be done.

III A man and his wife have several children. This is as many as they can afford. They do not want any more. Suppose a doctor could give the wife a new kind of pill/medicine which would prevent the wife having more children for as long as she took the pill/medicine, but would not otherwise change her in any way. Would it be right for her to take such a pill/medicine?

		m	f
No	1	60	34
Yes	4	58	49

S19 Some people when holding a party get very annoyed when their
(TI) guests are late. Others do not seem to worry about late arrivals.
IV If you were holding a party or reception would you -

		m	f
Not be annoyed by people who arrive late?	1	59	29
Get annoyed with people who arrive late?	4	59	54

S20 If a married couple have one son and one daughter, do you think
(Schnaiberg)
(AS)
VII

		m	f
The son should be given more educational opportunities than his sister?	1	34	26
The son and daughter should be given the same educational opportunities?	4	84	57

S21 You must have known people who promised to do certain things (e.g.
(CA) come and help you repair a fence) and then failed to keep those
VI promises. How do you react to such people?

		m	f
They do not worry me at all	1	28	13
I find them a little annoying	2	43	22
I get very angry with them	4	47	48

S22 Two boys, one the son of a chief, the other the son of a commoner,
(DI) once came late to school without having learned their lessons. The
VII teacher punished the commoner's son, but did not punish the chief's
son.

Do you think the teacher's action was -

		m	f
Right, because there is a difference between the sons of chiefs and commoners	1	1	0
Wrong, because all children should be treated the same, regardless of birth	4	117	83

S23 Some say that accidents are due mainly to bad luck or witchcraft.
 (RE) Others say accidents can be prevented if people are careful. Do
 V you think accidents happen -

		m	f
Because of bad luck/witchcraft	1	41	30
Because of carelessness	4	77	53

S24 1. Some people say that the father should make all important
 (DI) family decisions on his own.
 VII 4. Others say that when the children in a family are old enough
 they should have a say in making family decisions, especially
 those that effect them closely such as their educational futures.

		m	f
Father should make all decisions	1	22	34
Children should have a say	4	96	49

S25 Suppose a young working man has, with difficulty, managed to save
 (KO) R20 or R30. Now his first cousin comes to him and tells him that
 III he needs money badly as he is unemployed. How much obligation
 do you think the working man has to share his savings with this
 first cousin?

		m	f
A strong obligation/duty	1	48	34
Only a little obligation	3	41	23
No obligation	4	29	26

S26 Now suppose, in the story I have just told, it was not the working man's
 (KO) first cousin, but a more distant cousin who came to him asking for
 III money. How much obligation do you think the factory worker has to
 share his savings with this distant cousin?

		m	f
A strong obligation	1	24	21
Some/little obligation	3	55	22
No obligation	4	39	40

S27 What is most important for the future of this country?

(EF)

V

		m	f
Good luck	1	7	8
The hard work of its people	3	30	24
Good planning by the government	4	81	51

S28 Two friends were having a conversation about saving money. They
(GO) found that they held completely opposing views about saving some
II money every month. One thought that it was good, while the other
thought it was bad. One of the men then broke off the conversation,
saying that there was no point in going on with the discussion as he
believed his point of view to be the right one, and there was there-
fore no point in continuing.

Do you think the man was right to break off the conversation?

		m	f
Yes, because it is pointless listening to views different from one's own	1	16	5
No, because it is useful to listen to the reasons other people give for holding the views they do have, even though these may differ from one's own	4	102	78

S29 Suppose a friend who said he would meet you at noon did not come
(TI) right on time. How long would it be before you would consider him
IV to be somewhat late?*

		m	f
+ 45 minutes	1	61	45
31 - 45 minutes	2	7	6
16 - 30 minutes	3	38	19
15 minutes and less	4	12	13

* Where the subject does not understand clock time record the response as 1.

S30 You know that vaccinations are given to prevent people from getting
(TS) diseases such as smallpox, polio, etc. In your opinion are these
V vaccinations useful?

		m	f
Almost never?	1	3	0
Sometimes?	2	19	10
Almost always?	4	96	73

S31 1. Some say that getting ahead in life depends entirely on destiny.
(EF) 2. Others say it depends on a person's own efforts.
V What is your opinion?

		m	f
Destiny	1	33	49
Own efforts	4	85	34

S32 If you were the local agricultural extension officer, what would you
(Lerner) do to improve agricultural practices in this area?

I	S's score*	m		f	
<input type="checkbox"/>					
_____	1	23	28		
_____	2	20	16		
_____	4	75	39		

(* To be scored at N I P R)

S33 A young man called Joseph took a poorly-paid job where he had a lot
(PL) of free time which he used to study for a matric certificate so that,
VIII when he had finished studying, he was able to get a highly-paid job.
Peter liked to live comfortably so he took a better-paid job that left
him no time to study, so he was never able to get a really good
salary which comes from getting better qualifications.
Who do you think was wiser?

		m	f
Peter	1	13	8
Joseph	4	105	75

Why?

S34 If you were Minister of Police, what would you do to suppress robbery and violence on the trains/streets of townships?
(Lerner)

I

S's Score		
	m	f
1	10	8
2	14	14
4	94	61

(* To be scored at N I P R)

S35 Do you agree that a 60-year old man should be respected by a 25-year old man because of his greater age?
(AG)

VII

		m	f
Yes	1	103	58
No	4	15	25

S36 How do you feel about the freedom of women to do things like working outside the home? Is that changing in any way?
(CH)

I

		m	f
Change not perceived	1	12	13
Yes - faster than it should be	2	36	20
No - slower than it should be	3	25	16
Just right	4	45	34

S37 Do you think it objectionable/incorrect for men and women to work together (e.g. in same factory, office or side by side in the field)?
(WR)

VII

		m	f
Yes	1	38	17
No	4	80	66

S38 The people of South Africa face many problems such as poverty,
 (AC) lack of education, lack of housing and recreation facilities etc.
 II Have you ever been so deeply concerned about and interested in
 some such public issue that you really wanted to do something
 about it?

		m	f
No	1	18	14
Yes	4	100	69

(AC) What were these issues?

S39 Do you think that in order to be successful in life, it is -
 (PL)
 VIII

		m	f
Much more important to have good luck?	1	26	23
Much more important to make plans?	4	92	60

S40 A person cannot be responsible and reliable all the time. Some
 (CA) people say that an unreliable person should learn to be reliable and
 VI responsible at all times. Should one excuse a person who is not
 reliable at all times?

		m	f
Always	1	14	9
Often	2	18	12
Sometimes	3	52	26
Never	4	34	36

S41 Here are two points of view -

(EF) 1. Man will never fully understand what causes things like
V droughts, diseases.

4. Man will some day fully understand what causes things like
droughts, diseases.

Which one do you agree with most?

		m	f
Never fully understand causes	1	33	38
Will understand causes	4	85	44

S42 Learned people at universities are studying such things as what

(EF) determines whether a baby is a boy or a girl, and how is it that
V a seed turns into a plant.

1. Some say that man should not inquire into such things as they are
the work of God.

4. Others say that these studies will benefit man greatly.

Which opinion do you agree with more?

		m	f
Man should not inquire into such things	1	28	20
These studies will benefit man	4	90	63

S43 A factory has been built in a rural area. It will provide work for

(EF) many people, but the smoke from the factory will kill all the plants

V and trees in the area. Do you think -

		m	f
The factory should be closed?	1	12	3
The factory owner should not worry?	2	1	0
Something should be done about the smoke by the factory owner?	4	105	80

S44 If a person must choose between a job he likes, and a job his parents

(KO) prefer for him, which should he choose?

III

		m	f
Job his parents prefer	1	45	27
Job he prefers	4	73	56

Why?

S45 Do you have a savings account with e.g. the G.P.O., a bank or
(PL) building society?

VIII

Yes No

Would you like to have one?

Yes No

		m	f
No, and S does not want one	1	3	2
No, and S would like one	2	33	52
Yes, S has an account	4	82	29

S46 A person cannot become good friends with somebody whose opinion on
(GO) such matters as religion, sport or education differs a lot from his own.

II Do you agree with this statement?

		m	f
Yes	1	49	46
No	4	69	37

S47 Do you think that a man, before making a major decision, should first
(KO) discuss the matter with his senior kinsmen?

III

		m	f
Yes, always	1	70	49
Yes, but only sometimes	3	36	23
No	4	12	11

Why do you feel this way?

S48 1. Some people say that the different religious beliefs and practices of
(GO) others are unworthy of any respect.

II 4. Others say one should respect the religious beliefs and practices of
other people, though they might differ from one's own.

With which opinion do you agree?

		m	f
Beliefs unworthy of any respect	1	3	1
Should respect beliefs of other people	4	115	82

S49 Do you think the people of today should dedicate themselves -

(PL)

VIII

		m	f
To conserve the memory and traditional ways and customs of our ancestors?	1	24	26
To improve the life and welfare of those who live today?	3	35	26
To assure a good life for the people who will live in the future	4	59	31

S50 Some say that a man born into a poor family will not better his

(EF) condition even if he is ambitious and hard-working. Do you think

V such a man -

		m	f
Will not better his condition	1	6	1
Has little chance of bettering his condition	2	9	4
Has good chance of bettering his condition	3	58	53
Will definitely better his condition	4	45	25

S51 Assuming there were no influx control obstacles, would you be prepared

(NE) to move to a distant city such as (Durban/Cape Town/Johannesburg)* in

I order to live twice as well there as you do here?

		m	f
No	1	36	18
Yes	4	82	65

(* Use furthest city from interview place)

Why?

S52 There were two young men. One of them married the girl selected

(KO) by his parents, the other married the girl he loved. Which of these

III two men would you expect to be happier in marriage?

		m	f
He who married the girl selected by his parents	1	37	9
He who married the girl he loved	4	81	74

Why do you feel this way?

S53 1. Some say that all members of a family or kin group are bound
(KO) to help each other.

III 4. Others say that a man should stand on his own feet in the world
and not depend on his family or kinsmen to help him.

With which point of view do you agree?

		m	f
All members of a family should help each other	1	91	67
A man should stand on his own feet	4	27	16

Why do you feel this way?

S54 If you were Prime Minister, what would you do to ensure this
(Ler- country's prosperity?
ner)

I

S's score*	m		f	
	1	2	3	4
1	24	35		
2	30	29		
4	64	19		

(* To be scored at N I P R)

S55 In some schools the teachers are fairly tolerant about children getting
(TI) to classes late. At other schools the teachers strongly insist that
IV children be in class at the correct time.

Would you prefer the teacher of any child you have/might have,
to be -

		m	f
Quite tolerant about the children getting to classes late	1	6	0
Very strict about the children getting to classes on time	4	112	83

S56 Over the weekend when a man or woman does not have to go to
(TI) work, some people like to sit around and rest. Others like to make
IV a nice garden, or nice things for their home or earn extra money?
What do you like to do?

		m	f
Sit around and rest	1	7	1
Make a garden or things for the home	2	66	56
Earn extra money	3	24	8
Rest and follow other activities	4	21	17

Why do you like to do this?

S57 So much smoke comes from a factory near where you live that you
(EF) cannot breathe without coughing. Some neighbours ask you to go with
V them to complain at the factory. Would you -

		m	f
Not bother to go?	1	14	6
Go immediately?	4	104	77

S58 If you were in charge of a factory and had to choose one of two men
(CA) to work there, which one would you choose?

VI

		m	f
A man who worked quickly, produced a lot but was often absent from work, or	1	14	13
A man who did not work as fast, produced less, but was seldom absent	4	104	70

S59 Do you think it is necessary for a young man/woman to have the same
(GO) ideas and opinions as his/her parents?

II

		m	f
In all important matters	1	37	19
In the majority of matters	2	25	13
In certain matters	3	41	26
In nothing	4	15	25

Why do you feel this way?

S60 Buses often arrive late at a Bus Stop. Do you think such lateness

(TI) is -

IV

		m	f
Just one of those things that one should not worry about too much	1	7	4
Annoying, but can't really be helped	2	21	18
Very inconvenient and due to bad organization which should be rectified	4	90	61

S61 Please tell me what are the biggest problems you see facing your

(GO) township/ location/reserve/community.

II (Stop S when he has raised three different problems. Do not probe at all.)

		m	f	
	*	1	6	2
1.		2	26	15
2.		3	35	15
3.		4	51	33

(* To be scored at N I P R)

S62 Now please tell me what you see as the biggest problems facing this

(GO) country as a whole.

II

		m	f	
	*	1	11	14
1.		2	54	44
2.		3	30	20
3.		4	23	5

(* To be scored at N I P R)

S63 Do you have an insurance policy?

(PL)

VIII

Yes No

Would you like to have one?

Yes No

S63(continued)

		m	f
No, and S does not want one	1	24	16
No, and S would like one	2	74	46
Yes, S has an account	4	20	21

S64 Do you think the amount of respect young people show towards old
(CH) people is changing?

I

		m	f
Change not perceived	1	6	2
Yes - faster than it should be	2	90	74
Yes - slower than it should be	3	6	4
Just right	4	16	3

S65 1. Some people say it is the duty of the wife to keep the house clean
(WR) and look after the children.

VII 4. Others say that a husband should help his wife by doing things
around the house, such as occasionally caring for the children,
doing some heavier cleaning, etc.

With which point of view do you agree?

		m	f
Wife must keep the house clean	1	40	33
Husband should help	4	78	50

S66 1. Some say that there are certain diseases which only traditional
(NE) Black health practioners (e.g. inyanga) can cure.

I 4. Others say that this is not so and that only hospitals and doctors
can help in the curing of all diseases.

Which point of view do you most agree with?

		m	f
Only traditional healers	1	6	1
Only hospitals and doctors	3	36	33
Both traditional healers and hospitals and doctors	4	76	49

S67 Suppose that in a factory or office both men and women did exactly
 (WR) the same work do you feel they should be paid exactly the same
 VII wage?

		m	f
No	1	37	36
Yes, it should be equal	4	81	47

Why do you feel this way?

S68 Some people say that a child learns the deepest and most profound
 (AG) truths about life and the world we live in from old people. Others
 VII say that a child learns the most profound truths from books and in
 school. What is your opinion?

		m	f
Most truth from old people	1	22	4
About equal truth from both	3	47	35
Most truth from books and school	4	49	44

S69 A man working in a factory one day found that his supervisor had been
 (WR) promoted to a higher position and had been replaced by a woman. She
 VII was just as competent as her predecessor, but the man did not like
 working under a woman, so he asked for a transfer to another depart-
 ment of the factory where there were men in supervisory positions.
 What would you have done had you been in the same position as this
 man?

		m	f
The same as he did, i.e., asked for a transfer so as to be under male supervisors	1	26	22
Would have stayed in the same job, but would not have been happy working under a woman	2	7	3
Stayed in the same job and not have worried whether supervisor was a man or a woman	4	85	58

S70 Some people say it is useful to exchange ideas with others about
(CH) new and different ways of doing things (e.g. at work in factory,
I farming, etc.) Others say this is not worthwhile since the tra-
ditional and familiar ways are best.

Do you feel that thinking about new and different ways of doing
things is -

		m	f
Not useful	1	16	15
Useful	4	102	68

S71 Should a girl's marriage partner be chosen by herself or by her
(WR) parents?

VII

(If S answers "by herself", ask :)

Should she marry him even if her parents do not approve of him?

Yes
No

Why do you feel this way?

(If S answers "by her parents", ask :)

Should she marry her parents' choice even if she does not like him?

Yes
No

Why do you feel this way?

		m	f
Parents' choice and should marry him anyway	1	14	3
Parents' choice, but they should not force her to marry someone she does not like	2	12	1
Own choice, but should not marry anyone of whom parents strongly disapprove	3	26	14
Own choice, whatever parents opinion	4	66	65

S72 1. Some people say if it is not convenient to keep a promise
(CA) you had made, then it does not matter.

VI 4. Others say that once you have given a promise to someone,
you must at all costs keep that promise.

With which point of view do you agree?

		m	f
If not convenient, does not matter	1	11	4
Must keep promise at all costs	4	107	79

S73 If you take the wood to a carpenter he will make a stool in 8 hours
(TI) and charge R8,00 to do this. He will charge R24,00 for a really
IV comfortable chair with arms and a backrest. He says he cannot
afford to make a chair for less money because it takes him 3 days
to make it. Do you think it is right he should charge so much
more to make the chair?

		m	f
No	1	27	21
Yes	4	91	62

S74 Some people say it does not matter if a person does not arrive on
(TI) time. Others say a person should always keep his appointments and
IV be on time. If a person fails to be on time should we consider it
excusable?

		m	f
Always	1	10	3
Most times	2	32	11
Few times	3	57	46
Never	4	19	23

S75 Which of the following is more true of you?

(NE)

I

		m	f
I would prefer to live my life in the country (i. e. rural area)	1	30	13
I would prefer to spend half my time in the country and half in the city	2	46	34
I would prefer to live my life in the big city	4	42	48

SECTION C

MASS-MEDIA EXPOSURE ITEMS

Now I would like to ask you about news and people in the news.

V 1 First of all, how often do you listen to the radio?

(MME)

		m	f
Never	1	1	2
Seldom (less than once a week)	2	35	9
Once or more per week but not daily	3	29	26
Daily	4	53	46

(For those who listen to the radio daily or more than once a week)

V 2 Which radio station do you enjoy listening to most?

(MME)

		m	f
No radio listening	1	5	6
Regional or Radio 5	2	10	0
Radio Bantu	3	95	77
English, Afrikaans or Springbok	4	8	0

V 3 Which type of programme do you enjoy listening to most?

(MME)

		m	f
Music, religion, agriculture or no radio	1	17	10
Plays, serials, sport	2	28	23
Discussions and talks	3	4	7
News	4	69	43

V 4 Please tell me who is De Villiers Graaf?

(MME) Country : _____ Position : _____

		m	f
Don't know	1	84	80
Correct country, but position only approximately correct	2	13	2
Correct country and position	4	21	1

V 5 Would you tell me who is M C Botha?

(MME) Country : _____ Position : _____

		m	f
Don't know	1	46	44
Correct country, but position only approximately correct	2	34	22
Correct country and position	4	38	17

APPENDIX B - TABLES 14 TO 21, ITEMS LOADING ON
EIGHT FACTORS

Table 14

Factor loadings for factor 1

S14 Which sources of information do you trust most in finding out news
(MM) about what goes on in the world?

I

Local leaders of the community (chiefs)	1
Friends	2
Radio	3
Newspapers	4

Why would you trust this source most?

Factor loading : 0,53

S69 A man working in a factory one day found that his supervisor
(WR) had been promoted to a higher position and had been replaced
VII by a woman. She was just as competent as her predecessor,
but the man did not like working under a woman, so he asked
for a transfer to another department of the factory where there
were men in supervisory positions.

What would you have done had you been in the same position as
this man?

The same as he did, i.e., asked for a transfer so as to be under male supervisors	1
Would have stayed in the same job, but would not have been happy working under a woman	2
Stayed in the same job and not have worried whether supervisor was a man or a woman	4

Factor loading : 0,50

S75 Which of the following is more true of you?

(NE)

I

I would prefer to live my life in the country (i.e. rural area)	1
I would prefer to spend half my time in the country and half in the city	2
I would prefer to live my life in the big city	4

Factor loading : 0,45

S18 In this question I want you once again to tell me what you think should be done.

(FS)

III A man and his wife have several children. This is as many as they can afford. They do not want any more. Suppose a doctor could give the wife a new kind of pill/medicine which would prevent the wife having more children for as long as she took the pill/medicine, but would not otherwise change her in any way. Would it be right for her to take such a pill/medicine?

No	1
Yes	4

Factor loading : 0,45

S 8 When we interview, do you think we should

(GO)

II

Let the husband (family head) speak for the whole family, OR	1
Should we also be sure to obtain the wife's opinions?	4

Factor loading : 0,38

S20 If a married couple have one son and one daughter, do you think
(Schnaiberg)

(AS)

VII	The son should be given more educational opportunities than his sister?	1
	The son and daughter should be given the same educational opportunities?	4

Factor loading : 0,35

S47 Do you think that a man, before making a major decision, should
(KO) first discuss the matter with his senior kinsmen?

III

	Yes, always	1
	Yes, but only sometimes	3
	No	4

Why do you feel this way?

Factor loading : 0,35

S13 Who do you think is entitled to more status in the community?

(AS)

VII	A man of royal birth but with little schooling	1
	A man of ordinary family background, but who is well educated	4

Factor loading : 0,31

- S65 1. Some people say it is the duty of the wife to keep the house
(WR) clean and look after the children.
- VII 4. Others say that a husband should help his wife by doing things
around the house, such as occasionally caring for the children,
doing some heavier clearing, etc.

With which point of view do you agree?

Wife must keep the house clean	1
Husband should help	4

Factor loading : 0,31

Table 15

Factor loadings for factor 2

- S31 1. Some say that getting ahead in life depends entirely on destiny.
(EF) 4. Others say it depends on a person's own efforts.
- V What is your opinion?

Destiny	1
Own efforts	4

Factor loading : 0,58

- S39 Do you think that in order to be successful in life, it is -
(PL)

VIII Much more important to have good luck?	1
Much more important to make plans?	4

Factor loading : 0,56

V 5 Would you tell me who is M C Botha?

(MME) Country : _____ Position : _____

Don't know	1
Correct country, but position only approximately correct	2
Correct country and position	4

Factor loading : 0,40

S40 A person cannot be responsible and reliable all the time. Some

(CA) people say that an unreliable person should learn to be reliable

VI and responsible at all times. Should one excuse a person who is not reliable at all times?

Always	1
Often	2
Sometimes	3
Never	4

Factor loading : 0,37

Table 16

Factor loadings for factor 3

S25 Suppose a young working man has, with difficulty, managed to save

(KO) R20 or R30. Now his first cousin comes to him and tells him that

III he needs money badly as he is unemployed. How much obligation do you think the working man has to share his savings with this first cousin?

A strong obligation/duty	1
Only a little obligation	3
No obligation	4

Factor loading : 0,58

S47 Do you think that a man, before making a major decision, should
(KO) first discuss the matter with his senior kinsmen?

III

Yes, always	1
Yes, but only sometimes	3
No	4

Why do you feel this way?

Factor loading : 0,55

S 4 Do you think it is a bad thing if people who are related (e.g. uncles/
(GO) nephews/cousins) hold different views on important subjects like
II politics or religion.

Yes	1
No	4

Why do you feel this way?

Factor loading : 0,47

S59 Do you think it is necessary for a young man/woman to have the
(GO) same ideas and opinions as his/her parents?

II

In all important matters	1
In the majority of matters	2
In certain matters	3
In nothing	4

Why do you feel this way?

Factor loading : 0,34

Table 17

Factor loadings for factor 4

S36 How do you feel about the freedom of women to do things like
(CH) working outside the home? Is that changing in any way?

I

Change not perceived	1
Yes - faster than it should be	2
Yes - slower than it should be	3
Just right	4

Factor loading : 0,46

S59 Do you think it is necessary for a young man/woman to have
(GO) the same ideas and opinions as his/her parents?

II

In all important matters	1
In the majority of matters	2
In certain matters	3
In nothing	4

Why do you feel this way?

Factor loading : 0,42

S44 If a person must choose between a job he likes, and a job his parents
(KO) prefer for him, which should he choose?

III

Job his parents prefer	1
Job he prefers	4

Why?

Factor loading : 0,42

S37 Do you think it objectionable/incorrect for men and women to work
(WR) together (e.g. in same factory, office or side by side in the field)?

VII

Yes	1
No	4

Factor loading : 0,39

S51 Assuming there were no influx control obstacles, would you be
(NE) prepared to move to a distant city such as (Durban/Cape Town/
I Johannesburg)* in order to live twice as well there as you do here?

No	1
Yes	4

(* Use furthest city from interview place)

Why?

Factor loading : 0,34

Table 18

Factor loadings for factor 5

S41 Here are two points of view -
(EF) 1. Man will never fully understand what causes things like droughts,
V diseases.
4. Man will some day fully understand what causes things like droughts,
diseases.

Which one do you agree with most?

Never fully understand causes	1
Will understand causes	4

Factor loading : 0,70

S42 Learned people at universities are studying such things as what
(EF) determines whether a baby is a boy or a girl, and how is it that
V a seed turns into a plant.

1. Some say that man should not inquire into such things as they
are the work of God.

4. Others say that these studies will benefit man greatly.

Which opinion do you agree with more?

Man should not inquire into such things	1
These studies will benefit man	4

Factor loading : 0,62

Table 19

Factor loadings for factor 6

S21 You must have known people who promised to do certain things (e.g.
(CA) come and help you repair a fence) and then failed to keep those
VI promises. How do you react to such people?

They do not worry me at all	1
I find them a little annoying	2
I get very angry with them	4

Factor loading : 0,52

S19 Some people when holding a party get very annoyed when their guests
(TI) are late. Others do not seem to worry about late arrivals. If you
IV were holding a party or reception would you -

Not be annoyed by people who arrive late?	1
Get annoyed with people who arrive late?	4

Factor loading : 0,48

Table 20

Factor loadings for factor 7

S73 If you take the wood to a carpenter he will make a stool in 8
 (TI) hours and charge R8,00 to do this. He will charge R24,00 for
 IV a really comfortable chair with arms and a backrest. He says
 he cannot afford to make a chair for less money because it takes
 him 3 days to make it. Do you think it is right he should charge
 so much more to make the chair?

No	1
Yes	4

Factor loading : 0,41

S67 Suppose that in a factory or office both men and women did exactly
 (WR) the same work do you feel they should be paid exactly the same
 VII wage?

No	1
Yes, it should be equal	4

Why do you feel this way?

Factor loading : 0,36

Table 21

Factor loadings for factor 8

S23 Some say that accidents are due mainly to bad luck or witchcraft.
 (RE) Others say accidents can be prevented if people are careful. Do you
 V think accidents happen -

Because of bad luck/witchcraft	1
Because of carelessness	4

Factor loading : 0,36

S38 The people of South Africa face many problems such as poverty,
(AC) lack of education, lack of housing and recreation facilities etc.

II Have you ever been so deeply concerned about and interested in
some such public issue that you really wanted to do something
about it?

No	1
Yes	4

What were these issues?

Factor loading : 0,32

Table 22

The intercorrelation matrix for 31 items; sample n = 201

1	S	51	1,00										
2	V	5	0,05	1,00									
3	S	75	0,08	0,14	1,00								
4	S	14	0,15	0,18	0,27	1,00							
5	S	36	0,12	0,09	0,05	0,02	1,00						
6	S	4	0,02	0,10	-0,00	0,06	0,04	1,00					
7	S	59	0,18	0,14	0,03	0,08	0,23	0,31	1,00				
8	S	8	0,15	0,11	0,16	0,11	0,00	0,07	0,06	1,00			
9	S	38	0,12	0,19	0,14	0,07	0,02	0,14	0,23	0,10	1,00		
10	S	18	0,16	0,26	0,21	0,25	0,15	0,06	0,16	0,18	0,14	1,00	
11	S	44	0,17	0,23	0,10	-0,01	0,14	0,21	0,30	0,07	0,13	0,30	1,00
12	S	25	0,01	0,16	-0,03	0,05	0,13	0,19	0,17	0,04	0,22	0,07	0,30
13	S	47	0,05	0,30	0,17	0,24	0,11	0,30	0,22	0,30	0,21	0,31	0,07
14	S	19	0,11	0,02	-0,00	0,01	0,06	0,01	0,06	0,05	0,16	0,02	0,31
15	S	73	-0,00	0,09	-0,04	0,05	0,09	0,21	0,14	0,14	0,11	0,22	0,02
16	S	29	-0,00	0,05	0,13	0,09	0,01	0,01	0,04	0,01	0,12	0,05	0,22
17	S	23	0,09	0,15	0,11	0,08	0,17	0,16	0,24	0,03	-0,07	0,14	0,05
18	S	9	0,22	0,08	0,08	0,19	0,13	0,11	0,15	0,23	0,05	0,19	0,14
19	S	41	0,14	0,24	0,04	0,01	0,18	0,13	0,13	0,08	0,28	0,08	0,19
20	S	31	0,06	0,32	-0,05	0,04	-0,05	-0,00	0,06	-0,08	0,05	0,16	0,08
21	S	42	0,19	0,25	0,10	0,05	0,06	0,11	0,16	0,05	0,40	0,13	0,16
22	S	21	0,12	0,14	0,04	0,09	0,04	0,14	0,26	0,07	0,22	0,14	0,13
23	S	40	0,05	0,18	0,03	0,08	-0,03	0,14	0,22	0,06	0,16	0,22	0,14
24	S	13	0,05	0,10	-0,03	0,30	0,02	-0,05	0,04	0,08	0,01	0,23	0,22
25	S	65	0,10	0,14	0,08	0,18	0,05	0,01	0,06	0,14	0,01	0,14	0,23
26	S	67	-0,08	0,10	0,06	0,05	0,01	-0,01	0,01	0,07	0,12	0,25	0,14
27	S	20	0,01	0,17	0,17	0,16	0,12	-0,03	0,02	0,11	0,01	0,24	0,25
28	S	37	0,14	0,04	0,16	0,16	0,25	-0,00	0,16	0,24	0,10	0,27	0,24
29	S	69	0,11	0,24	0,25	0,26	-0,00	-0,05	0,06	0,20	0,07	0,27	0,27
30	S	49	0,17	0,20	0,11	0,18	0,20	0,01	0,12	0,03	0,10	0,15	0,27
31	S	39	-0,04	0,23	-0,00	0,08	0,17	0,05	0,20	-0,01	0,02	0,16	0,15
			1	2	3	4	5	6	7	8	9	10	

Table 22 (continued)

11	S	44	1,00										
12	S	25	0,22	1,00									
13	S	47	0,15	0,38	1,00								
14	S	19	0,01	0,01	0,13	1,00							
15	S	73	0,04	0,11	0,25	0,07	1,00						
16	S	29	0,04	0,14	0,15	0,09	-0,02	1,00					
17	S	23	0,03	-0,05	0,17	0,02	0,10	0,09	1,00				
18	S	9	0,12	-0,05	0,14	0,15	0,17	0,00	0,20	1,00			
19	S	41	0,29	0,19	0,34	0,15	0,22	0,13	0,13	0,15	1,00		
20	S	31	0,20	0,08	0,12	-0,02	0,08	0,00	0,19	0,05	0,26	1,00	
21	S	42	0,28	0,08	0,23	0,22	0,15	0,16	0,05	0,06	0,66	0,16	
22	S	21	0,09	0,15	0,20	0,36	0,16	0,10	0,04	0,15	0,21	0,09	
23	S	40	0,20	0,17	0,27	0,08	0,18	0,04	0,03	0,16	0,24	0,21	
24	S	13	0,06	-0,01	0,15	0,05	-0,05	0,10	0,05	0,14	0,07	0,16	
25	S	65	0,10	0,01	0,21	0,04	0,16	0,08	0,11	0,11	0,12	0,17	
26	S	67	0,02	-0,07	0,09	-0,06	0,11	-0,02	0,09	0,04	0,03	0,05	
27	S	20	0,13	-0,08	0,14	0,06	0,12	0,08	0,02	0,03	0,08	0,07	
28	S	37	0,19	-0,02	0,13	0,07	0,18	-0,02	0,04	0,24	0,20	-0,01	
29	S	69	0,07	-0,04	0,12	0,03	0,12	-0,02	0,09	0,11	0,15	0,04	
30	S	49	0,14	0,01	0,12	-0,02	0,02	0,04	0,12	0,03	0,12	0,11	
31	S	39	0,20	0,04	0,20	0,06	0,17	0,08	0,18	0,03	0,09	0,34	
			11	12	13	14	15	16	17	18	19	20	

Table 22 (continued)

21	S	42	1,00												
22	S	21	0,33	1,00											
23	S	40	0,27	0,26	1,00										
24	S	13	0,05	0,07	0,13	1,00									
25	S	65	0,14	0,15	0,21	0,09	1,00								
26	S	67	0,04	-0,02	0,18	0,05	0,25	1,00							
27	S	20	0,11	0,06	0,09	0,07	0,30	0,27	1,00						
28	S	37	0,15	0,09	0,09	0,05	0,14	0,16	0,16	1,00					
29	S	69	0,10	0,09	0,25	0,21	0,27	0,19	0,23	0,16	1,00				
30	S	49	0,11	0,01	0,12	0,20	0,08	0,03	0,09	-0,02	0,06	1,00			
31	S	39	0,17	0,19	0,26	0,15	0,15	0,11	0,16	0,12	0,06	0,23	1,00		
			21	22	23	24	25	26	27	28	29	30	31		

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