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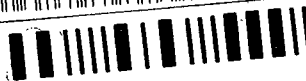
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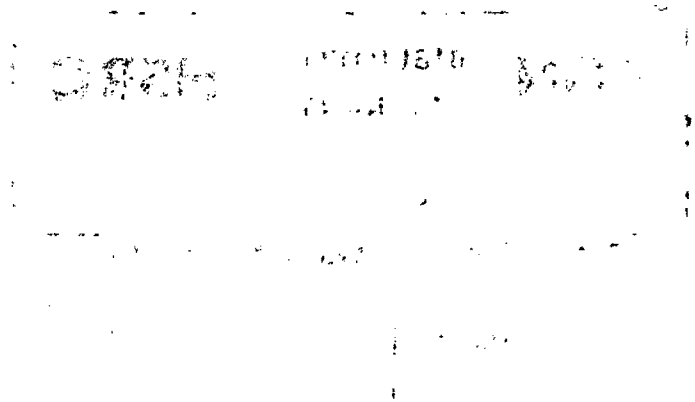
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**The effect of television on  
the religious activities of  
English-speaking secondary  
school pupils**

Research Finding COMM N-119

# The effect of television on the religious activities of English-speaking secondary school pupils

J.E. Senekal



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## OPSOMMING

In die ondersoek na die godsdienstige aktiwiteite van Engelssprekende sekondêreskoolleerlinge is aandag aan die volgende aspekte gegee: die maontlike veranderinge wat tussen 1974 en 1981 in deelname aan die aktiwiteite plaasgevind het; die mate waarin sekere godsdienstige aktiwiteite deur die leerlinge beoefen word; die verskille in deelname wat tussen die twee geslagte bestaan; die rol wat die ontwikkelingsfase in deelname aan godsdienstige aktiwiteite by die leerlinge speel.

Omdat daar besorgdheid bestaan oor die invloed van televisie op skoolgaande kinders, is 'n verdere ondersoek onderneem om vas te stel of televisie die godsdienstige aktiwiteite van Engelssprekende sekondêreskoolleerlinge in die RSA beïnvloed. By die seuns is aanduidings gevind dat televisie die hou van huisgodsdiens, bid met etes en die luister na huisgodsdiensprogramme oor die radio in 'n geringe mate positief beïnvloed het. Daar is ook aanduidings gevind dat televisie 'n geringe positiewe invloed gehad het op een van die groepe van die seuns (die redelik strawwe kykergroep) wat persoonlik-godsdienstige aangeleenthede soos die lees van die Bybel, Bybelverhale en deelname aan persoonlike gebed betref. Dit is egter duidelik dat televisie weinig invloed uitgeoefen het op die deelname van die seunsgroep as geheel en geen invloed op die deelname van die meisies aan enige van genoemde aktiwiteite nie. Dit het ook geblyk dat die deelname van beide seuns en meisies aan ander godsdienstige aktiwiteite soos kerkbywoning, inskakeling by kerklike jeugverenigings en die luister na kerkdienste oor die radio, nie deur televisie beïnvloed is nie.

## SUMMARY

In the investigation attention was paid to the following aspects of the religious activities of English-speaking secondary school pupils: possible changes in the participation in these activities between 1974 and 1981; the extent of the participation in certain religious activities; the role of sex in the participation in religious activities; the role of the development phase in the participation in religious activities.

Because there was concern over the effect of television on the school-going youth, a further investigation was undertaken to determine whether television had an effect on the religious activities of English-speaking secondary school pupils in the RSA. With the boys it was found that television had a slight positive effect with regard to participation in family prayers, saying grace at meals and listening to family prayer programmes on the radio. There were also indications with one of the groups of boys (the fairly heavy viewer group) of a slight positive effect with regard to personal religious matters such as the reading of the Bible and of Bible stories and participation in personal prayer. It was clear, however, that television had hardly any effect on the participation of the group of boys as a whole and no effect on the participation of the girls in any of the above activities. It also appeared that the participation of both the boys and the girls in other religious activities such as church attendance, joining of church youth organizations and listening to church services on the radio were not influenced by television.

## CHAPTER 1

### INTRODUCTION

By the time SABC TV became operational in January 1976, television had already been firmly established in most overseas countries. South Africa was therefore not only one of the last Western countries to be introduced to this electronic marvel, but also had the opportunity, prior to the introduction of television, of doing research work to determine the possible effect of television on society.

With a view to this unique research opportunity, the South Africa Commission of Inquiry into Matters relating to Television as far back as 1971 recommended that research be conducted, and the HSRC was charged with the task of undertaking the investigation.

Accordingly between 1974 and 1981 the Institute for Communication Research of the HSRC, in collaboration with the different education departments, undertook an extensive investigation into the effect of television on the school-going youth which included research on the religious activities of English-speaking secondary school pupils.

For some time now community leaders in the RSA have shown considerable interest in the role that religion plays in modern society. Because of the important relation between religious activities and the quality of the child's maturation, this interest has been focused particularly on the religious activities of the school-going youth. It is therefore understandable that the obvious popularity of television should lead to speculation about the possible negative effect of television on the religious activities of children. Reports that appear in church journals from time to time reflect the grave concern of the churches about this matter (Heyns 1982, D'Assonville 1982).

An investigation into the state of religious activities among Afrikaans-speaking secondary school pupils in the RSA and the role that television plays in this, has already been completed (Senekal 1985). From the literature study included in this report it appears that there is not consensus among researchers on the possible effect of television on religious activities. Katz and Gurevitch (1976), Small (1979), De Villiers (1980) and Singer, Singer and Zuckerman (1981) *inter alia* found indications of a negative effect in their investigations. Investigations by certain other researchers, however, have indicated that television may possibly have a positive effect on certain religious activities (Becker and Connor 1981; Weigel, Russell and Jessor 1981; Robinson 1981).

In the investigation into the religious activities of English-speaking secondary school pupils, the following questions will receive attention: To what extent do these pupils participate in religious activities? Has there been any change in the participation in these activities over a period of time? Do girls participate in religious activities to a greater extent than boys? Is there a relation between the pupils' phase of development and their participation in religious activities? Does television have an effect on the religious activities of English-speaking pupils?



## CHAPTER 2

### METHODOLOGY

#### 2.1 AIM AND HYPOTHESIS

The aim of this investigation was of a twofold nature.

- 2.1.1 To determine general trends in the religious activities of English-speaking secondary school pupils between 1974 and 1981 in respect of the following: the extent to which religious activities are practised; consistency in participation in religious activities; the role of sex in participation in religious activities; the role of the development phase in participation in religious activities (trend study).
- 2.1.2 To determine whether the extent to which the English-speaking secondary school pupils watched television had an effect on their participation in religious activities (effect study).

The hypothesis for the effect study was that the extent to which English-speaking secondary school pupils watched television had an effect on their religious activities.

#### 2.2 METHOD OF INVESTIGATION

##### 2.2.1 *Background*

In the extensive investigation discussed in the introductory chapter, various aspects of religious activity were investigated over a period of eight years with the help of questionnaires and standardized tests. A sample of Standard 3 pupils and a sample of Standard 6 pupils who had been included in the initial survey in 1974 and who were called the follow-up group, were tested annually for experimental purposes until they reached Standard 10 (cf.

Appendix A). Of the above two samples only the data of the Standard 6 follow-up pupils were used in this investigation (effect study).

Independent of the above follow-up groups (i.e. the Standard 3 and the Standard 6 follow-up groups), approximately 1 500 Afrikaans-speaking and English-speaking pupils, called the control pupils, were also tested annually in each of the standards (cf. Appendix A) between 1974 and 1981. Owing to absences, other problems during the surveys and incompletely filled in questionnaires, the numbers in the sample did not amount to 1 500. Because no distinction had as yet been drawn in 1974 between follow-up and control groups, the Standard 6 pupils in the follow-up group ( $N = 5\ 000$ ) were also used as the control group in the trend study. Data on the control groups were used for the trend study in which general trends in the religious activities of secondary school pupils were investigated.

#### 2.2.2 *Measuring instruments*

Three questionnaires were used in the investigation. They had been compiled by the Institute for Communication Research of the HSRC (ICOMM) specially for the project *The effect of television on the school-going youth*.

##### (1) Biographical Questionnaire

The purpose of this questionnaire was to obtain as much biographical and other background information as possible on every pupil. From this questionnaire, which *inter alia* concerned matters of a religious, social and scholastic nature, the following questions were used:

1. In what language are you taught at school?  
Afrikaans/English/Afrikaans and English (double medium)/  
Another language.
2. I am a boy/girl.
3. Mark the standard you are in.  
Std 3/Std 4/Std 5/Std 6/Std 7/Std 8/Std 9/Std 10.
4. *Where* do you live during school terms?  
On a farm/On a plot near a city or town/In a town/In a city  
or suburb.
5. What church do you attend? (Mark one only.)  
None/N.G./Ned. Herv./Geref./Anglican/Methodist/Presbyterian/  
Roman Catholic/Apostolic Faith Mission/Lutheran/Jewish/Other  
Christian/Other Non-Christian/I don't know.
6. How often do you go to church?  
Never/A few times a year/About once a month/A few times each  
month/Once a week or more often.
7. Do you, as a family, have family prayers (where the Bible is  
read and prayers are offered)?  
Yes/No.
8. Do you listen to the family prayer programmes on the radio?  
Yes/No.
9. Do you usually say grace at meals?  
Yes/No.
10. Have you, in the past week, prayed for assistance on one or  
more occasions?  
Yes/No.

11. How often do you attend a Sunday-school or catechism class (catechism class in the church)?

On each occasion when there is Sunday-school or catechism/\_\_\_\_  
Most of the time/Now and then/Never/Sunday-school or catechism completed."

(2) Time Utilization Questionnaire

The purpose of this questionnaire was to obtain information regarding the pupils' utilization of time after school hours during school terms. The following questions in this questionnaire were used:

"1. Do you usually take part in the following activities?

Church Youth Societies:

Yes/No or does not apply to me.

2. Indicate the extent to which you read each of the following types of reading matter (excluding your ordinary school books).

Bible stories:

Read them a lot/Read them now and again/Never read them.

3. Indicate the extent to which you read each of the following types of reading matter (excluding your ordinary school books).

The Bible:

Read them a lot/Read them now and again/Never read them.

4. Indicate how often you listen to the following programmes:

Religious programmes such as church services:

Listen a lot/Listen now and then/Never listen."

(3) Television Questionnaire

This questionnaire was compiled in order to obtain information on the television viewing habits of pupils. Questions used for the purposes of this investigation were the following:

- "1. How many hours *per day* do you usually watch television?  
(Mondays to Thursdays during school terms)."

Categories for 1976 and 1977

"Never watch television.

Less than 1 hour.

One hour or more, but less than 2 hours.

Two hours or more, but less than 3 hours.

Three hours or more, but less than 4 hours.

Four hours or more, but less than 5 hours.

Five hours or more."

Categories from 1978

"Never watch television.

Less than  $\frac{1}{2}$  hour.

A half-hour or more, but less than 1 hour.

One hour or more, but less than 2 hours.

Two hours or more, but less than 3 hours.

Three hours or more, but less than 4 hours.

Four hours or more.

2. How many hours per day do you usually watch television during weekends? (Fridays to Sundays during school terms)"

Categories for 1976 and 1977

"Never watch television.

Less than 1 hour.

One hour or more, but less than 2 hours.

Two hours or more, but less than 3 hours.

Three hours or more, but less than 4 hours.

Four hours or more, but less than 5 hours.

Five hours or more, but less than 6 hours.

Six hours or more, but less than 7 hours.

Seven hours or more."

## Categories from 1978

"Never watch television.

Less than  $\frac{1}{2}$  hour.

A half-hour or more, but less than 1 hour.

One hour or more, but less than 2 hours.

Two hours or more, but less than 3 hours.

Three hours or more, but less than 4 hours.

Four hours or more, but less than 5 hours.

Five hours or more.

3. Indicate how often you view the following programmes on television: Religious programmes:  
View them regularly/View them now and then/Never view them."

### 2.2.3 *Experimental design*

#### (1) Trend study

The data reported on in the trend study were collected from the control pupils as part of the extensive investigation discussed in Par. 2.2.1. In 1973 the four provincial education departments at ICOMM'S request provided the required figures in respect of the White school population. With the help of this information the samples were stratified on a national basis according to sex, language medium of school, urban and non-urban location of school and province in which situated.

Since the proportions of the stratified sample did not correspond exactly with the particular census proportions, the sample was not self-weighting. This was compensated for, however, by weighting the sample percentages and means. To determine this the census proportion of respondents in subpopulation  $i$  was indicated by  $W_i$  and the corresponding mean by  $\bar{X}_i$ . Consequently a weighted mean was indicated as  $\bar{X}_W = W_1\bar{X}_1 + W_2\bar{X}_2 + \dots$ . The weighted percentage was calculated similarly.

TABLE 2.1  
COMPOSITION OF UNWEIGHTED SAMPLE OF ENGLISH-SPEAKING RESPONDENTS IN TREND STUDY

Year	Sex	Standard 6		Standard 7		Standard 8		Standard 9		Standard 10	
		N	%	N	%	N	%	N	%	N	%
1974	Boys	667	49,33	245	50,83	250	54,95	236	52,91	228	51,01
	Girls	685	50,67	237	49,17	205	45,05	210	47,09	219	48,99
	TOTAL	1352	100,00	482	100,00	455	100,00	446	100,00	447	100,00
1975	Boys	293	51,31	257	50,89	257	51,30	243	51,05	240	50,85
	Girls	278	48,69	248	49,11	244	48,70	233	48,95	232	49,15
	TOTAL	571	100,00	505	100,00	501	100,00	476	100,00	472	100,00
1976	Boys					289	51,61				
	Girls					271	48,39				
	TOTAL					560	100,00				
1977	Boys	242	48,79	241	48,88	250	50,81	245	49,80	192	45,71
	Girls	254	51,21	252	51,12	242	49,19	247	50,20	228	54,29
	TOTAL	496	100,00	493	100,00	492	100,00	492	100,00	420	100,00
1978	Boys			220	49,77					228	49,46
	Girls			222	50,23					233	50,54
	TOTAL			442	100,00					461	100,00
1979	Boys	218	49,66	215	50,12	231	51,79	226	50,33	230	51,00
	Girls	221	50,34	214	49,88	215	48,21	223	49,67	221	49,00
	TOTAL	439	100,00	429	100,00	446	100,00	449	100,00	451	100,00
1980	Boys							240	51,95		
	Girls							222	48,05		
	TOTAL							462	100,00		
1981	Boys									241	51,94
	Girls									223	48,06
	TOTAL									464	100,00

Table 2.1 indicates the division of the unweighted sample of English-speaking pupils used in the trend study. As evident from Table 2.1, the sample of English-speaking pupils in most cases varied between 420 and 571 pupils for the different standards.

All the results in the trend study are reported in percentages. The 95 % confidence interval\* was also calculated for every percentage.

The upper and lower limits of these intervals are indicated in table form in Appendix B.

## (2) Effect study

For the effect study the sample was compiled from the Standard 6 follow-up group. A total of 435 English-speaking pupils tested in 1974 when they were in Standard 6 (prior to the introduction of television) were retested in 1978 when they were in matric (after the introduction of television). Of these pupils 217 were boys and 218 were girls.

The questions concerning the pupils' participation in religious activities that were included in the measuring instruments, were divided into four themes and weights were awarded to the responses to each question (see Table 2.2). A total score was then calculated for every respondent for each of the four themes separately.

A large number of factors in the child's life-world may have an effect on his religious activities. In order to study the effect of television it is important to determine what these factors are.

---

\*A confidence interval of 95 % implies that 95 out of every 100 such intervals are correct statements.



TABLE 2.2  
DIVISION OF THEMES AND AWARDING OF WEIGHTS TO ITEM RESPONSES  
IN EFFECT STUDY

Theme	Question	Item response	Item score
1. Church activities	1. How often do you go to church?	1. Never 2. A few times a year 3. About once a month 4. A few times each month 5. Once a week or more often	0 2 3 4 5
	2. Do you usually take part in church youth societies?	1. Yes 2. No or does not apply to me	2 0
2. Religious activities in the family context	1. Do you, as a family, have family prayers?	1. Yes 2. No	4 0
	2. Do you listen to the family prayer programmes on the radio?	1. Yes 2. No	2 0
	3. Do you usually say grace at meals?	1. Yes 2. No	2 0
3. Personal religious activities	1. Have you, in the past week, prayed for assistance on one or more occasions?	1. Yes 2. No	2 0
	2. Indicate the extent to which you read Bible stories.	1. Read them a lot 2. Read them now and again 3. Never read them	4 1 0
	3. Indicate the extent to which you read the Bible.	1. Read them a lot 2. Read them now and again 3. Never read them	4 2 0
4. Use of mass media (religious matters)	1. Do you listen to the family prayer programmes on the radio?	1. Yes 2. No	2 1
	2. Indicate how often you listen to religious programmes such as church services.	1. Listen a lot 2. Listen now and then 3. Never listen	2 1 0

By performing a CHAID statistical analysis\* on the above themes, home language, sex and place of residence were identified as those factors that accounted for most of the variation in the scores for religious activities of the secondary school pupils.

The total average viewing time a week of the pupils was obtained by calculating the total of the average work day time x 4 (Mondays to Thursdays) and weekend day time x 3 (Fridays to Sundays). The cumulative viewing time was obtained by calculating the total of the total average viewing time for the years 1976, 1977 and 1978. The respondents were divided into five categories according to cumulative viewing time, whereby five television-viewing time groups were identified which varied from a very light viewer group to a very heavy viewer group.

The statistical model used for analytical purposes was a multivariate analysis of covariance, the dependent variables and covariants of which are indicated below. Provision was made in the model for different viewing-time groups as well as different places of residence. The data were analyzed with the help of multivariate regression of the dependent variables in respect of covariants and dummy variables. The BMDP-6R program was used for this purpose.

The analyses were performed for boys and girls separately according to language group since interactions existed between sex and language group and the other explanatory variables.

The dependent variables were:

- T178: Theme 1 - Church activities (1978).
- T278: Theme 2 - Religious activities in the family context (1978).
- T378: Theme 3 - Personal religious activities (1978).
- T478: Theme 4 - Use of the mass media (religious matters) (1978).

---

\*For further particulars see Du Toit *et al.* 1982.

The covariants were:

T174: Theme 1 - Church activities (1974).

T274: Theme 2 - Religious activities in the family context (1974).

T374: Theme 3 - Personal religious activities (1974).

T474: Theme 4 - Use of the mass media (religious matters) (1974).

The television viewing time groups were divided as follows:

Category 1: 0-20 hours (Boys: N = 20; Girls: N = 20)

Category 2: 20-40 hours (Boys: N = 58; Girls: N = 54)

Category 3: 40-60 hours (Boys: N = 59; Girls: N = 70)

Category 4: 60-80 hours (Boys: N = 48; Girls: N = 38)

Category 5: 80-120 hours (Boys: N = 26; Girls: N = 27)

The data of six boys and nine girls could not be used for the investigation.

Places of residence were divided as follows:

Category 1: On a farm.

Category 2: On a smallholding near a town or city.

Category 3: In a town.

Category 4: In a city or suburb.

An analysis of covariance was used in order to compensate for the differences in pupils' scores prior to the introduction of television. The model according to which the expected value of the dependent variable (theme value in 1978) was represented was

$$E(\text{THEME}) = \mu + b_1 (T174) + b_2 (T274) + b_3 (T374) + b_4 (T474) + \lambda_w + \lambda_t$$

where  $\lambda_t$  was the main effect for the particular television viewing time group,  $\lambda_w$  the main effect for the particular place of resi-

dence, and  $b_1$ ,  $b_2$ ,  $b_3$  and  $b_4$ : the regression coefficients for the respective 1974 theme values. (The sum of the main effects for viewing-time groups and the sum of the main effects for places of residence respectively were zero.)

A check was made for excessive deviations (outliers) by ignoring an observation if one of the following applied:

$/T178 - T174/ > 5$

$/T278 - T274/ > 6$

$/T378 - T374/ > 8$

The results of the investigation are given in Chapter 3 (trend study) and Chapter 4 (effect study).

## CHAPTER 3

### RESULTS AND CONCLUSIONS OF THE TREND STUDY

#### 3.1 INTRODUCTION

The results of the investigation into English-speaking pupils' participation in 11 different religious activities are indicated in Table 3.1. The mean percentage participation in the various activities as indicated in the last column of Table 3.1 is the average number of pupils that participated in the activities (expressed as a percentage), calculated for the five standards collectively (Standard 6 to 10) for a period of eight years (1974-1981). The mean percentage of respondents involved in religious activities *according to the item responses* is indicated in Table 3.2 and was also calculated for boys and girls collectively for the five standards over the above period. Data regarding the pupils who participated very actively in religious activities are indicated in Appendix B according to year of survey, sex and standard. For the sake of comprehensiveness the above data are also represented in Figures 3.1 to 3.11 and are indicated at the end of Chapter 3. The item responses of the Standard 8, 9 and 10 pupils in respect of the attendance of catechism classes are given in Appendix C according to sex and year of survey.

#### 3.2 RESULTS

##### 3.2.1 *Consistency in participation in religious activities*

According to the results of the investigation no noteworthy change in participation in any of the religious activities occurred during the eight-year period between 1974 and 1981

(cf. Figures 3.1 to 3.11). These activities included church attendance and catechism classes, church youth societies, family prayers, personal prayers and saying grace at meals, reading the Bible and Bible stories, listening to family prayer programmes and religious programmes such as church services on the radio and watching religious programmes on television. The results of this investigation therefore differed from those of Dickenson's (1982) investigation among secondary school pupils in Northern Texas. He found that between 1964 and 1979 the church attendance of the girls declined gradually and that they read the Bible and said grace less frequently. With the boys in his investigation there was a sharper decline in their participation in the above three activities between 1964 and 1974 than with the girls and then a gradual increase in participation again until 1979.

### 3.2.2 *The extent to which religious activities were practised*

When the data of English-speaking pupils in Standards 6 to 10 for the eight-year period (1974-1981) are considered collectively, it appears that these pupils attached a relatively high value to prayer. From Table 3.1 it appears that an average of 64,7 % of the pupils said personal prayers while an average of 51,4 % said grace at meals. With regard to church attendance and related matters, it appears that an average of 30,8 % attended church once or more often a week, 29,0 % participated in the activities of church youth societies and 16,3 % attended catechism classes "every time that there are such classes".

With regard to religious activities within the family context 12,7 % of the respondents indicated that they came from homes where family prayers were held. The results of the investigation also indicated that 20,6 % of the respondents read the Bible and 9,2 % read Bible stories regularly. The pupils gave evidence of little interest in religious programmes on the radio: 2,5 % listened regularly to religious programmes such

TABLE 3.1  
MEAN PERCENTAGE OF ENGLISH-SPEAKING SECONDARY SCHOOL PUPILS ACTIVELY INVOLVED IN RELIGIOUS ACTIVITIES CALCULATED COLLECTIVELY  
FOR THE EIGHT YEAR PERIOD (1974-1981)\*

Religious activities	Std 6			Std 7			Std 8			Std 9			Std 10			Mean percentage boys	Mean percentage girls	Mean percentage boys and girls
	Boys	Girls	%	Boys	Girls	%	Boys	Girls	%	Boys	Girls	%	Boys	Girls	%			
Church attendance	32,27	36,59	34,43	27,02	35,36	31,19	27,05	38,02	32,54	25,34	35,07	30,21	22,79	28,68	25,74	26,89	34,74	30,82
Church youth societies	26,79	38,34	32,57	27,13	39,23	33,18	22,82	34,25	28,54	22,07	33,69	27,88	20,04	25,43	22,74	23,77	34,19	28,98
Catechism classes	22,22	25,73	23,98	15,91	21,92	18,92	14,04	19,79	16,92	12,88	16,60	14,74	6,34	7,40	6,87	14,28	18,29	16,29
Family prayers	17,28	17,62	17,45	14,38	15,66	15,02	10,64	13,00	11,82	10,86	9,81	10,34	8,39	8,92	8,66	12,31	13,00	12,66
Grace at meals	54,82	57,99	56,41	50,88	56,09	53,49	48,34	54,53	51,44	46,93	49,56	48,25	46,85	47,79	47,32	49,56	53,19	51,38
Personal prayer	63,61	75,60	69,61	58,72	75,31	67,02	55,41	72,54	63,98	52,70	71,64	62,17	51,27	70,58	60,93	56,34	73,13	64,74
Reading of Bible stories	12,11	19,68	15,90	6,96	12,77	9,87	4,37	10,00	7,19	5,06	9,36	7,21	4,32	7,71	6,02	6,56	11,90	9,23
Reading of Bible	21,14	29,37	25,26	16,08	27,31	21,70	13,28	25,42	19,35	15,97	23,66	19,82	13,16	20,20	16,68	15,93	25,19	20,56
Family prayer programmes on the radio	16,08	20,35	18,22	12,50	12,81	12,66	9,15	12,08	10,62	6,50	8,72	7,61	5,73	8,82	7,28	9,99	12,56	11,28
Religious programmes on the radio (church services, etc.)	3,70	4,22	3,96	1,65	3,15	2,40	1,55	3,18	2,37	2,30	2,02	2,16	0,95	2,24	1,60	2,03	2,96	2,50
Religious programmes on television	6,51	7,83	7,17	1,99	6,36	4,18	2,54	5,52	4,03	1,74	3,53	2,64	1,82	2,81	2,32	2,92	5,21	4,07

\*Cf. comment below Table 3.2

as church services on the radio and 4,1 % regularly watched religious programmes on television.

TABLE 3.2

MEAN PERCENTAGE OF ENGLISH-SPEAKING SECONDARY SCHOOL PUPILS INVOLVED IN RELIGIOUS ACTIVITIES CALCULATED COLLECTIVELY FOR EIGHT YEARS (1974-1981) ACCORDING TO THE ITEM RESPONSES

Question	Response	Mean percentage calculated collectively according to year, sex and standard
How often do you go to church?	Never	13,73
	A few times a year	27,18
	About once a month	9,60
	A few times a month	18,68
	Once a week or more often*	30,82
Do you normally participate in the activities of church youth societies?	Yes*	28,98
	No/Not applicable to me	71,02
How often do you attend catechism classes at the church?	Whenever there is catechism*	16,29
	Most of the time	10,80
	Now and then	14,68
	Never	32,35
	Catechism already completed	25,89
Do you as a family have family prayers?	Yes*	12,66
	No	87,15
Do you usually say grace at meals?	Yes*	51,38
	No	48,62
Have you prayed for help once or more often during the past week?	Yes*	64,74
	No	35,26

\*It was assumed that the pupils who indicated these responses were actively involved in the activities concerned. Their data were used in Table 3.1



TABLE 3.2 (CONTINUED)

Question	Response	Mean percentage calculated collectively according to year, sex and standard
Indicate the extent to which you read Bible stories	Often* Now and then Never	9,23 41,85 48,92
Indicate the extent to which you read the Bible	Often* Now and then Never	20,56 46,10 33,35
Do you listen to family prayers programmes on the radio?	Yes* No	11,28 88,69
Indicate how often you listen to religious programmes such as church services on the radio	Often* Now and then Never	2,50 30,02 67,49
Indicate how often you watch religious programmes on television	Regularly* Now and then Never	4,07 43,11 52,82

\*It was assumed that the pupils who indicated these responses were actively involved in the activities concerned. Their data were used in Table 3.1.

According to the results indicated in Table 3.2 a relatively high percentage of English-speaking secondary school pupils indicated through a "no" or "never" response that they did not participate in any way in certain religious activities, including the following:

Activities	Mean percentage of pupils not involved*
Church youth societies	71,02 %
Catechism classes	32,35 %
Family prayers	87,15 %
Grace at meals	48,62 %
Reading of the Bible	33,35 %
Family prayer programmes on the radio	88,69 %
Religious radio programmes such as church services	67,49 %
Religious programmes on television	52,82 %

\*Mean percentage for eight years (1974-1981) and five standards (Std 6-10).

### 3.2.3 *The role of sex in participation in religious activities*

From the results of the investigation it appears that the girls were involved to a greater extent in all the activities than the boys (cf. Table 3.1). The following percentages illustrate the extent to which the boys and girls respectively participated in certain of the activities:

Activities	Mean %* of boys who participated in the activity	Mean %* of girls who participated in the activity
Church youth societies	23,77	34,19
Personal prayer	56,34	73,13
Reading of the Bible	15,93	25,19

\*Mean percentage for eight years and all five standards (Std 6 to 10).

The results of this investigation thus corresponded with the results of research by Gous (1966), Hurlock (1973), Rohrbaugh and Jessor (1975), Frances (1976), Wagner (1978) and Mark (1982) which also indicated that girls were attracted to religion to a greater extent than boys during puberty.

### 3.2.4 *The role of the development phase in participation in religious activities*

From Table 3.1 it appears that the mean percentage of pupils in Standard 10 who participated regularly in religious activities during the eight years was smaller in respect of all the activities than the mean percentage of Standard 6 pupils who actively participated (cf. Figures 3.1 to 3.11). The following figures illustrate this :

Activities	Mean percentage of Standard 6 pupils* who participated in the activity	Mean percentage of Standard 10 pupils* who participated in the activity
Church attendance	34,43	25,74
Church youth societies	32,57	22,74
Family prayers	17,45	8,66
Family prayers on the radio	18,22	7,28
Reading of the Bible	25,26	16,68

\*Mean percentage (boys and girls) for eight years (1974-1981).

The low attendance figure for catechism classes in Standard 10 is partly due to the fact that an average of 37,7 % of the boys and 48,7 % of the girls had already completed catechism (cf. Appendix C.1).

It therefore seems as if the pupils' interest in religious matters declined with age. This can probably be ascribed to the fact that there is usually a decrease in parental control as pupils approach the end of their school careers.

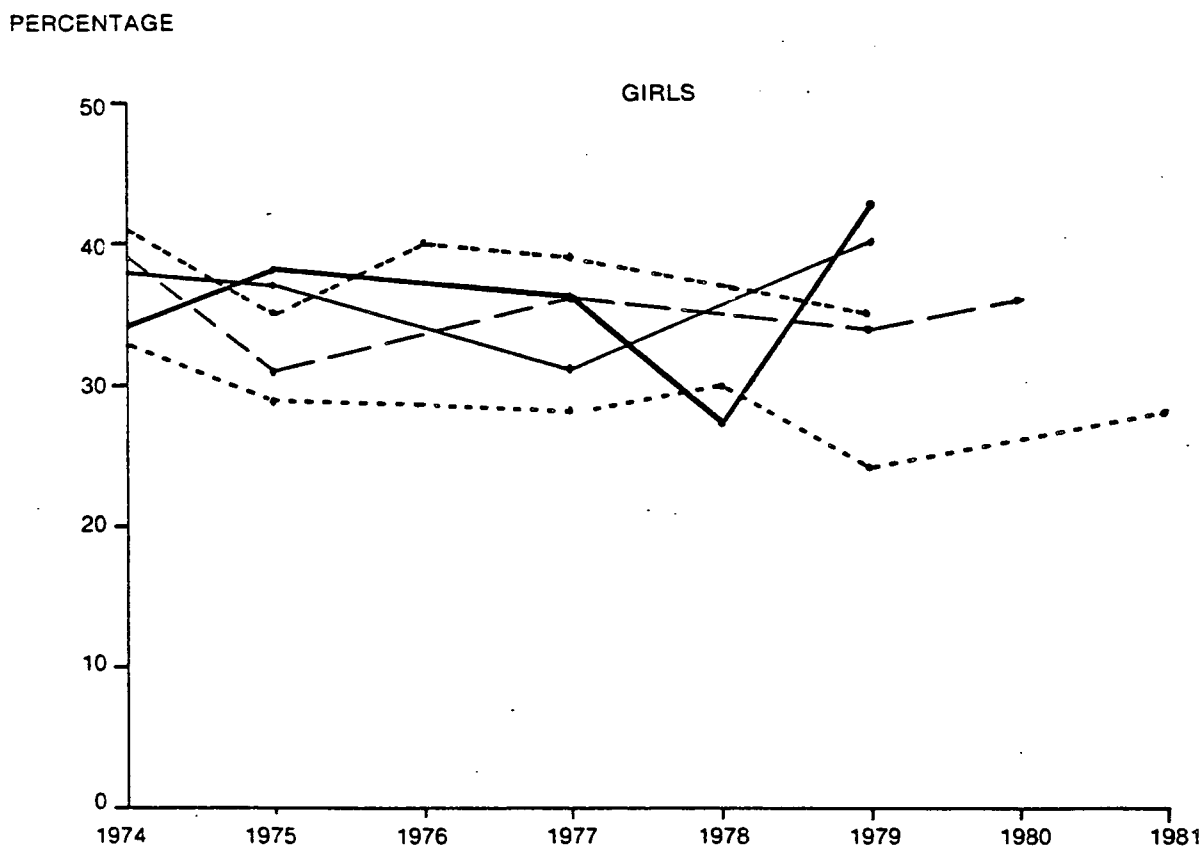
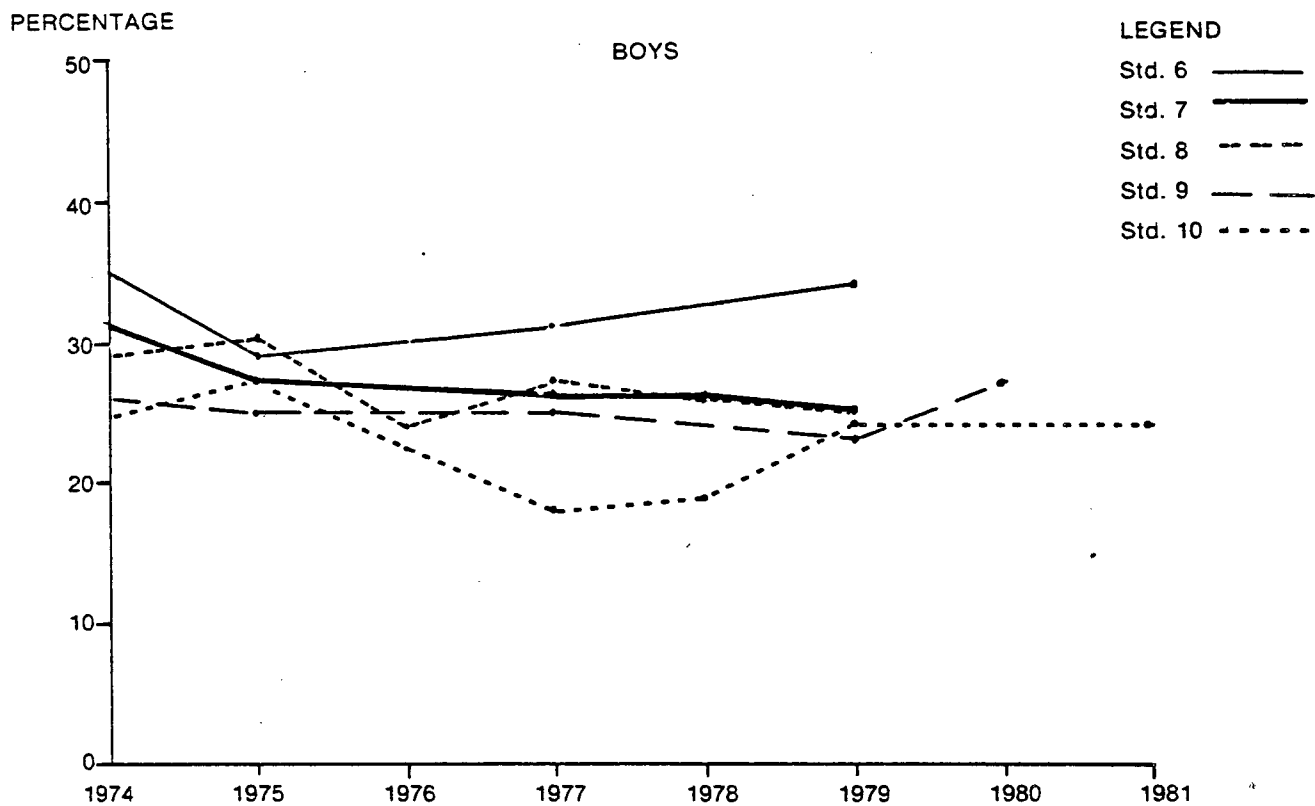
This finding corresponds with the views of Hurlock (1973) and Francis (1976) that religion is experienced as less important during the later adolescent years and that there is then a gradual decline in religious involvement. In a recent investigation in England Mark (1982) also found that adolescents tended to attend church, read the Bible and say personal prayers less frequently as they became older.

### 3.3 SUMMARY OF THE TREND STUDY

From the results of the investigation it appears that no noteworthy change occurred in the participation in religious activities of English-speaking secondary school pupils in the course of the eight years between 1974 and 1981. The majority of the pupils attached great value to prayer but religious programmes on television and on the radio had little appeal for them. A relatively high mean percentage of pupils were not involved in any way in activities such as church youth societies and family prayers (cf. Par. 3.2.2).

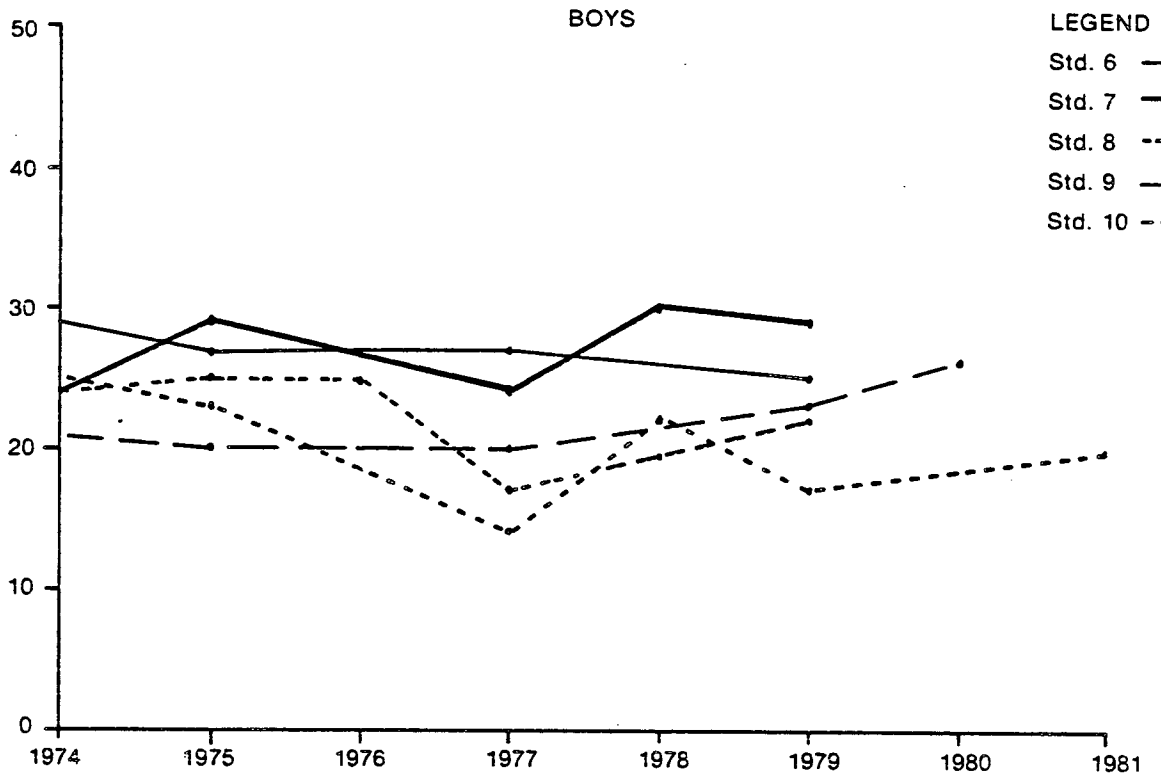
It appears throughout that the girls in the investigation were involved in religious activities to a greater extent than the boys. The results also indicated a gradual decline between Standard 6 and Standard 10 in the pupils' participation in respect of all the activities included in the investigation.

**FIGURE 3.1**  
**PERCENTAGE OF ENGLISH-SPEAKING PUPILS WHO ATTEND CHURCH AT LEAST**  
**ONCE A WEEK, ACCORDING TO STANDARD AND YEAR OF SURVEY**



**FIGURE 3.2**  
**PERCENTAGE OF ENGLISH-SPEAKING PUPILS WHO BELONG TO RELIGIOUS**  
**YOUTH ASSOCIATIONS, ACCORDING TO STANDARD AND YEAR OF SURVEY**

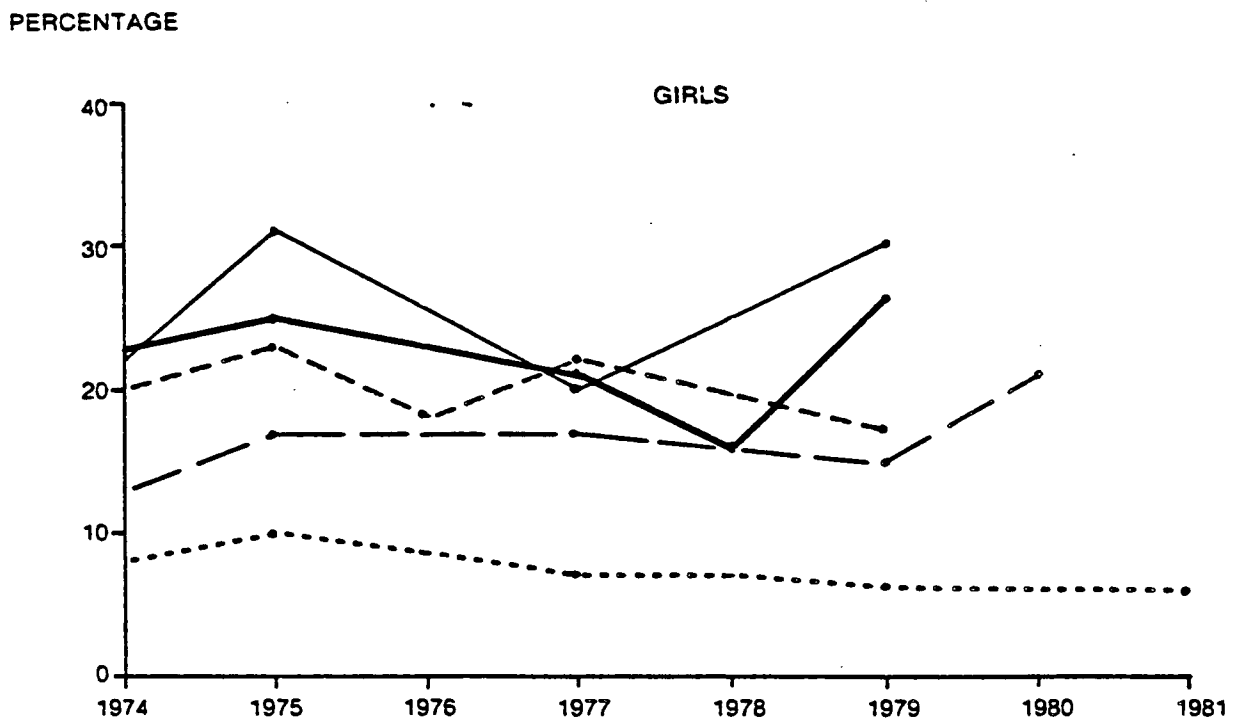
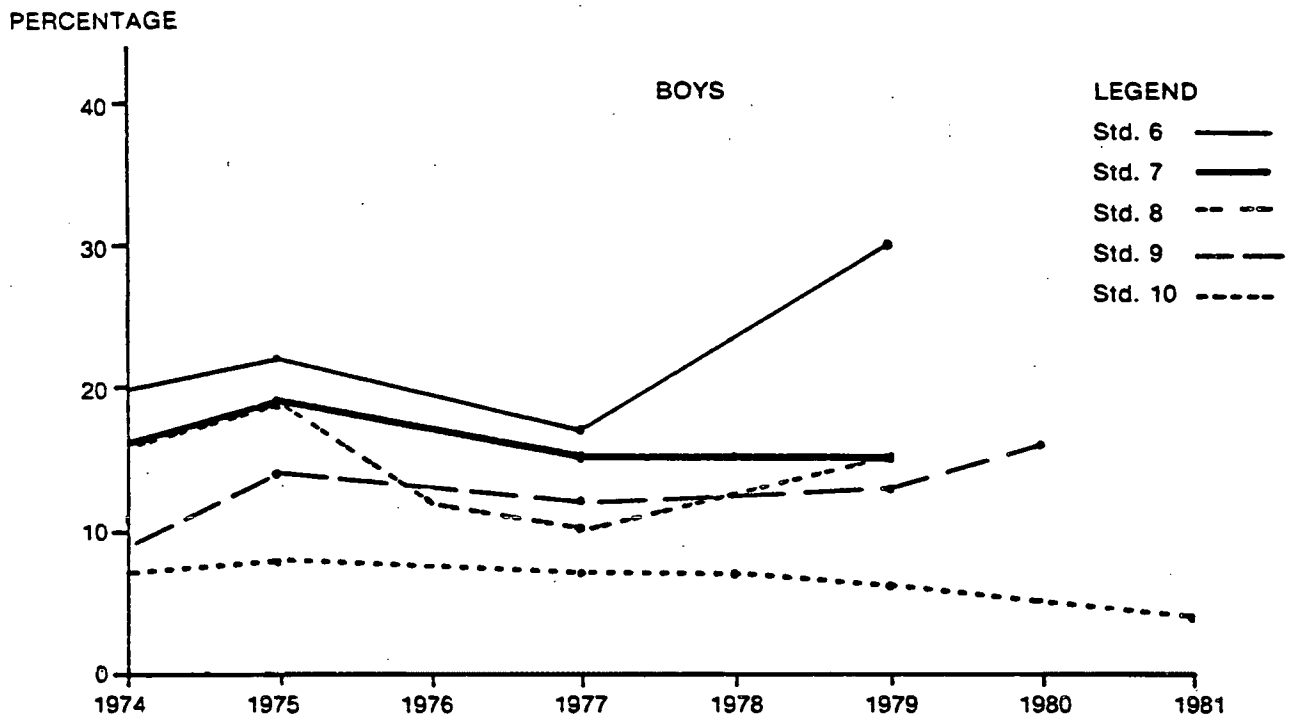
PERCENTAGE



PERCENTAGE

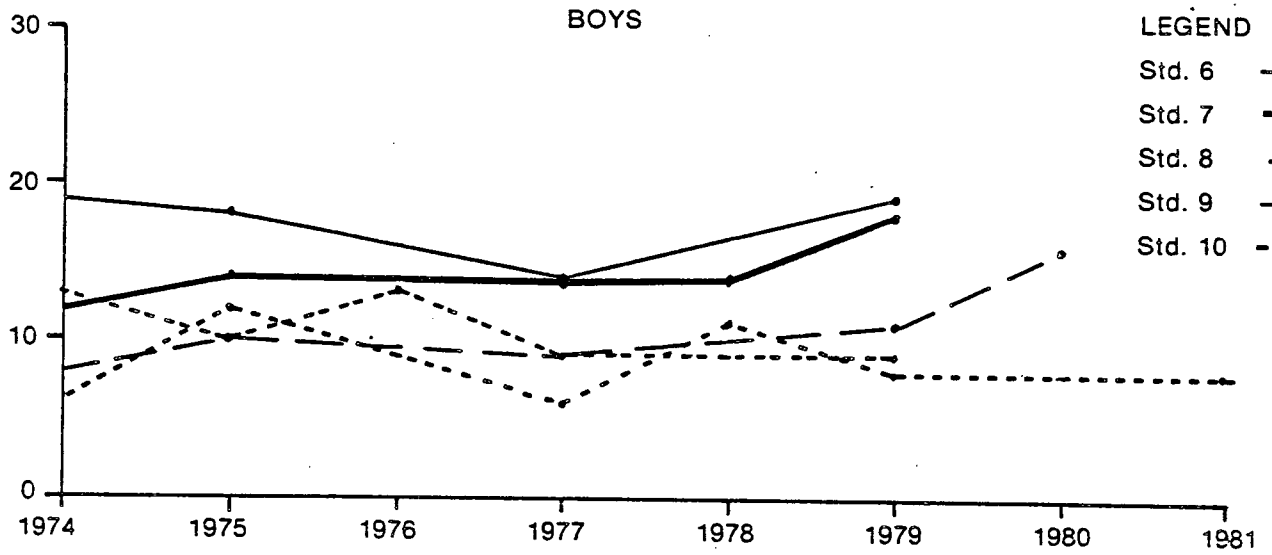


**FIGURE 3.3**  
**PERCENTAGE OF ENGLISH-SPEAKING PUPILS WHO ATTEND CATECHESIS**  
**CLASSES EVERY TIME THEY ARE HELD, ACCORDING TO STANDARD AND YEAR**  
**OF SURVEY**

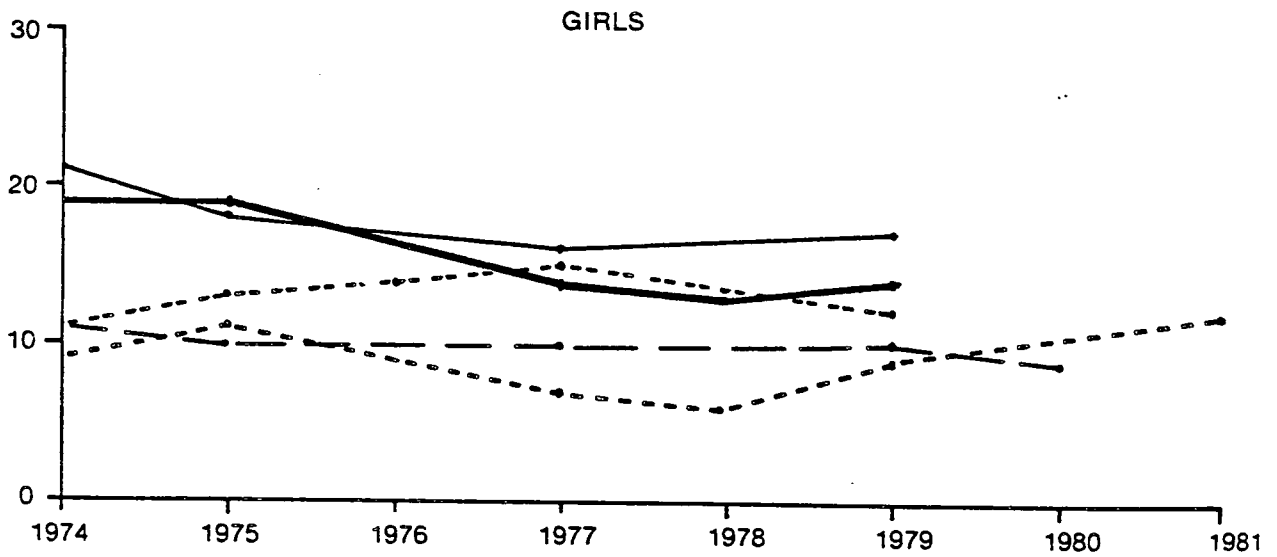


**FIGURE 3.4**  
**PERCENTAGE OF ENGLISH-SPEAKING PUPILS WHO HAVE FAMILY PRAYERS**  
**HOME, ACCORDING TO STANDARD AND YEAR OF SURVEY**

PERCENTAGE

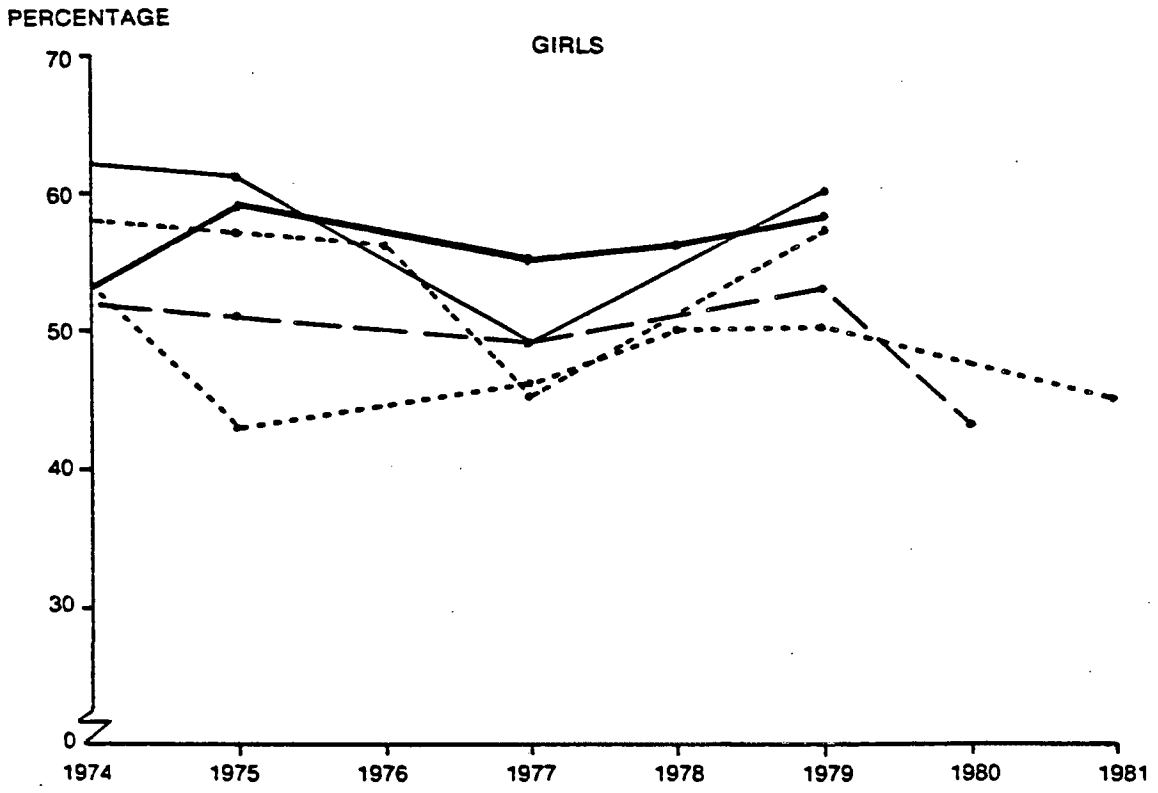
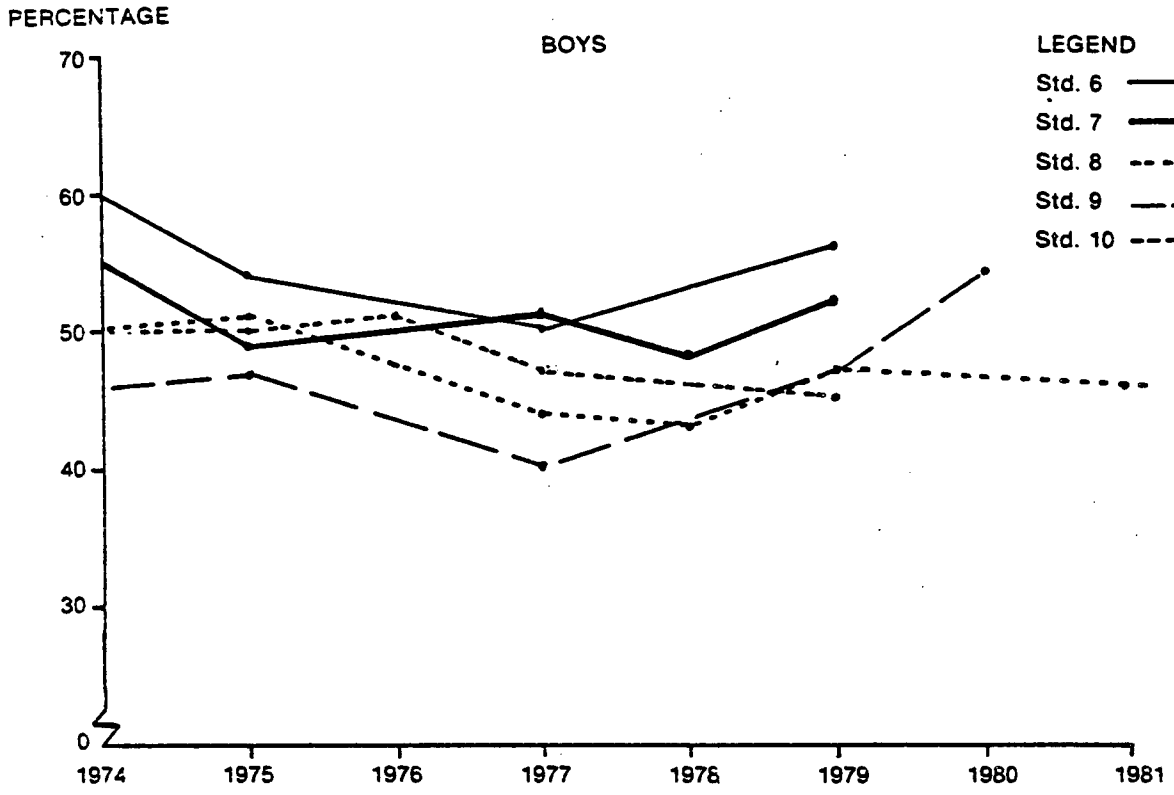


PERCENTAGE

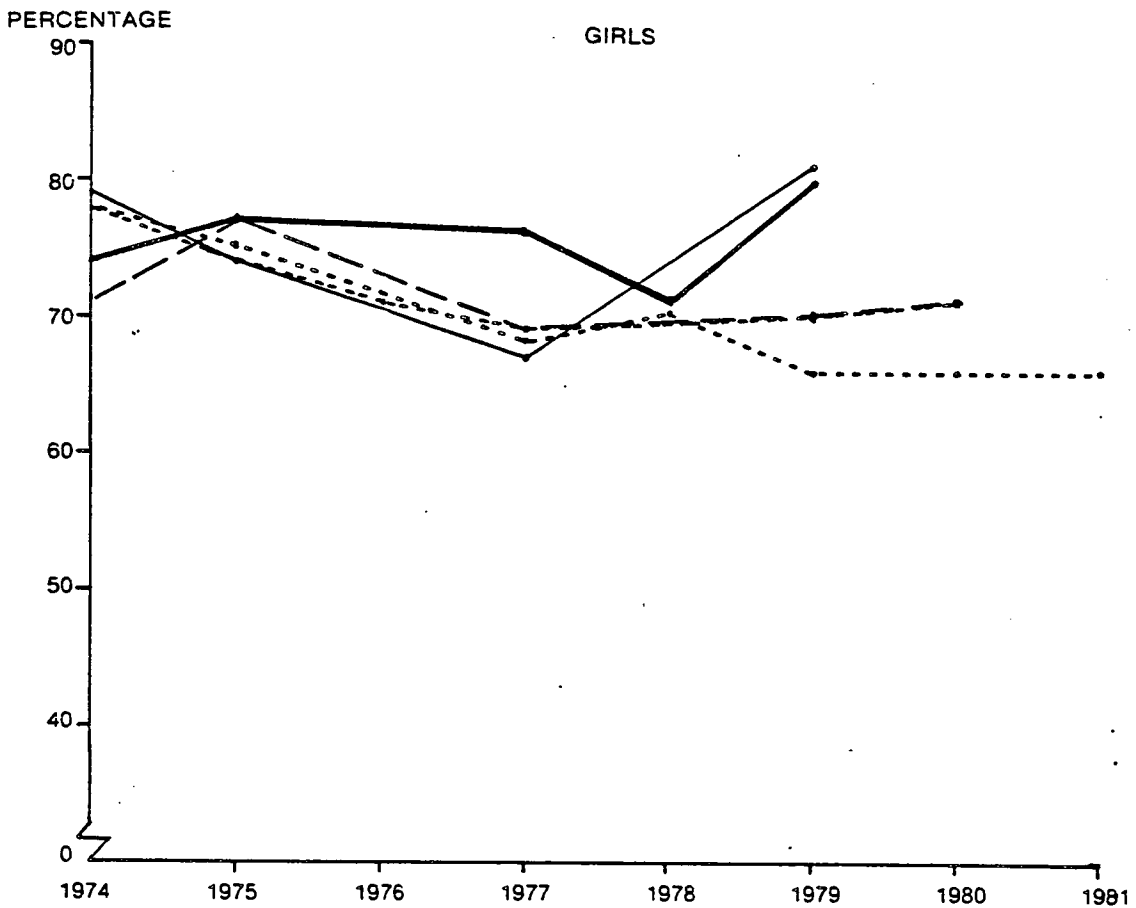
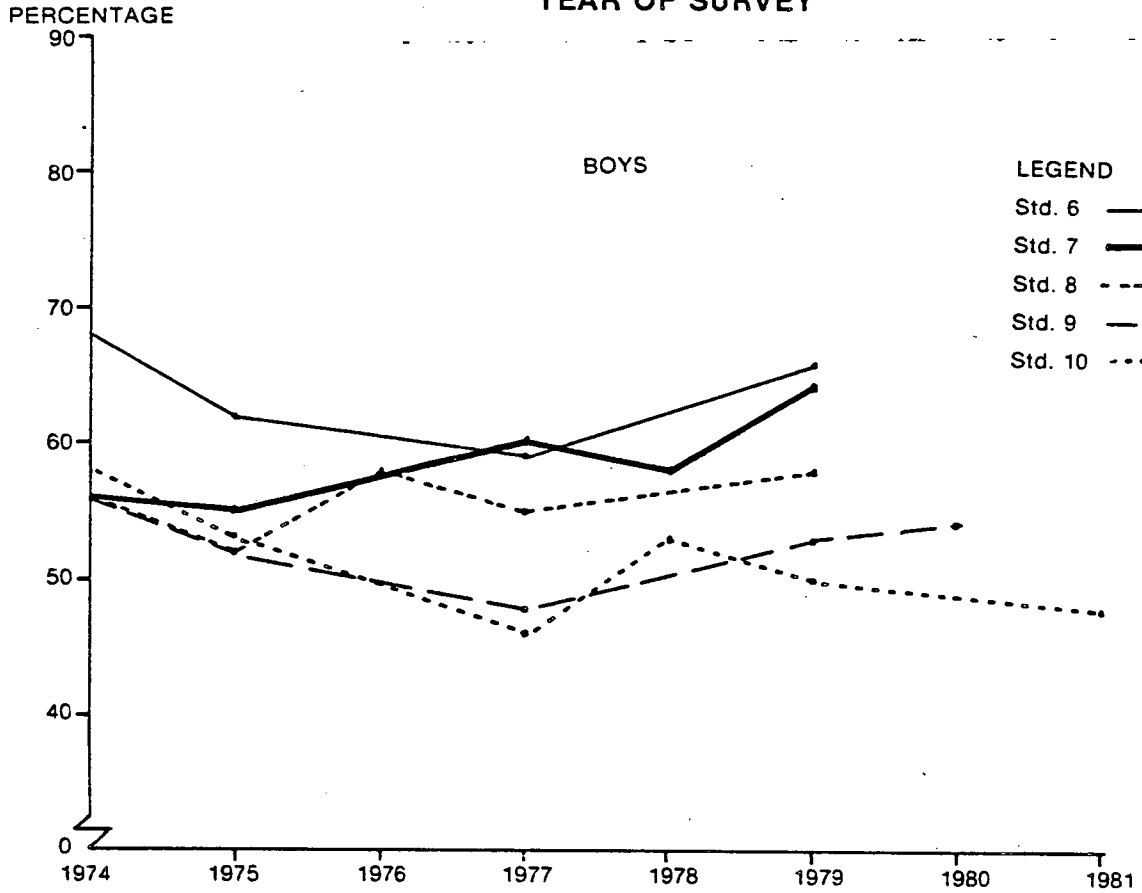




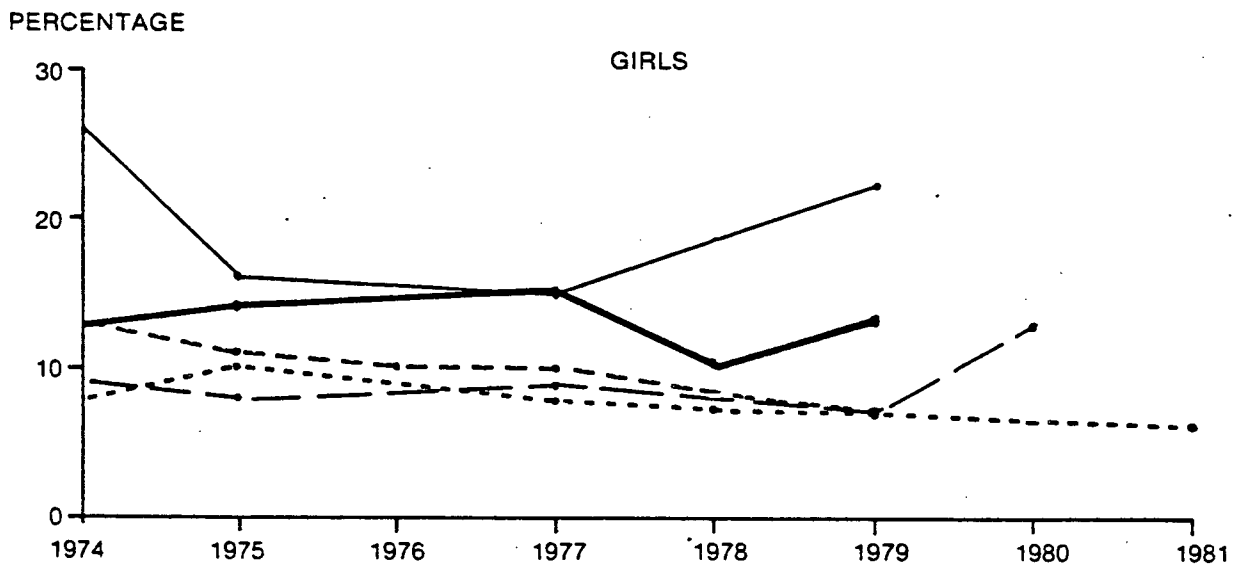
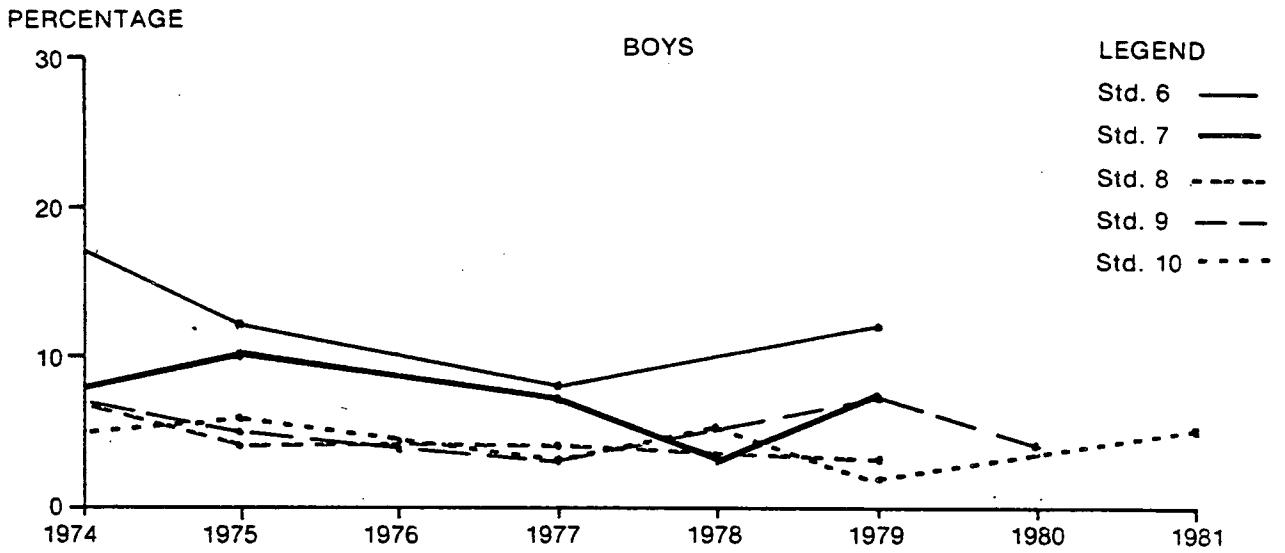
**FIGURE 3.5**  
**PERCENTAGE OF ENGLISH-SPEAKING PUPILS WHO USUALLY SAY GRACE**  
**BEFORE OR AFTER MEALS, ACCORDING TO STANDARD AND YEAR OF SURVEY**



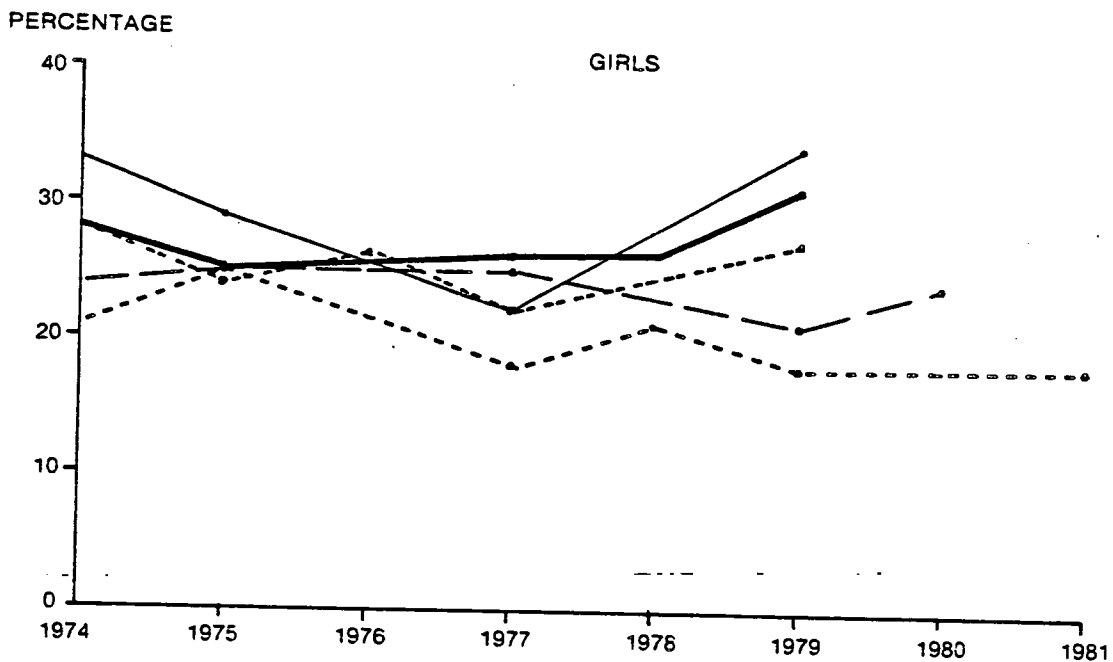
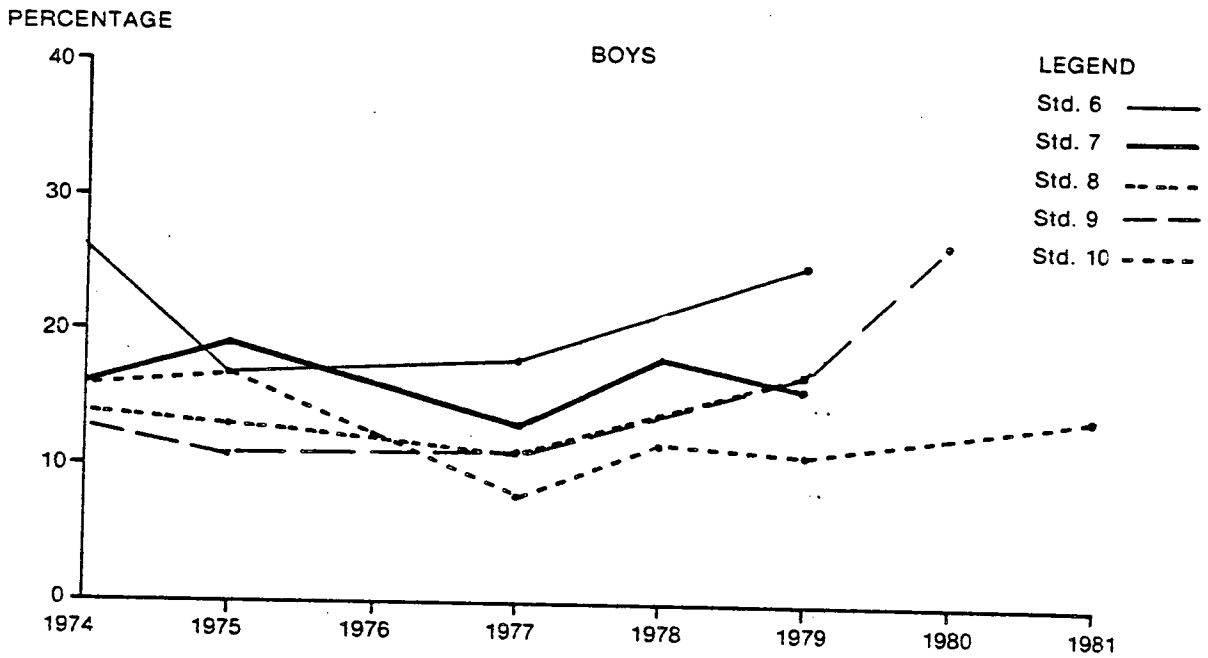
**FIGURE 3.6**  
**PERCENTAGE OF ENGLISH-SPEAKING PUPILS WHO PRAYED FOR HELP ONCE**  
**OR MORE OFTEN DURING THE PAST WEEK, ACCORDING TO STANDARD AND**  
**YEAR OF SURVEY**



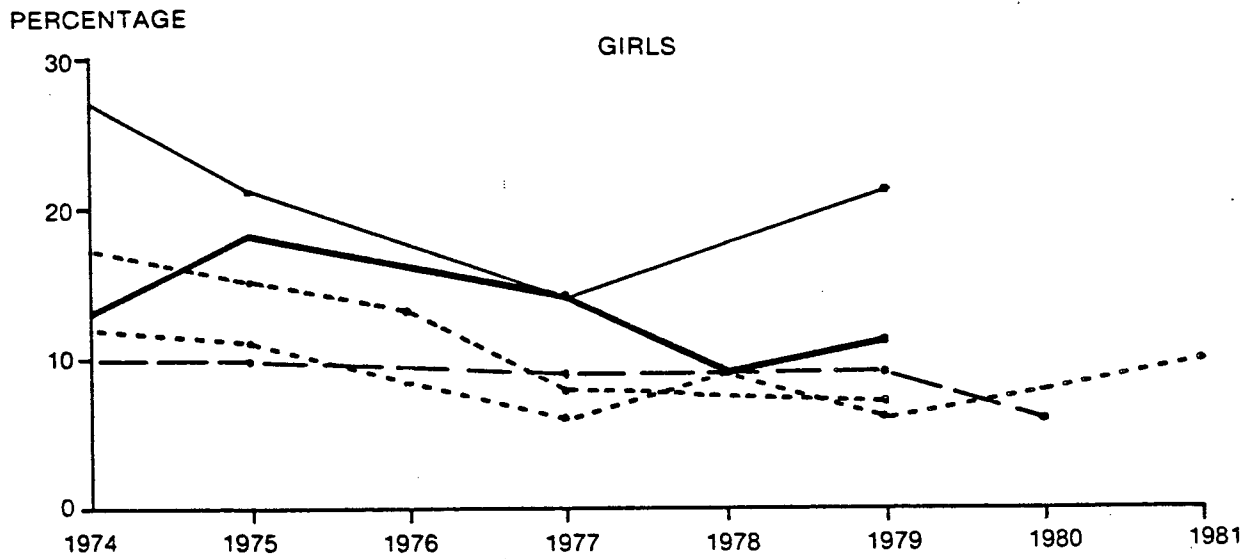
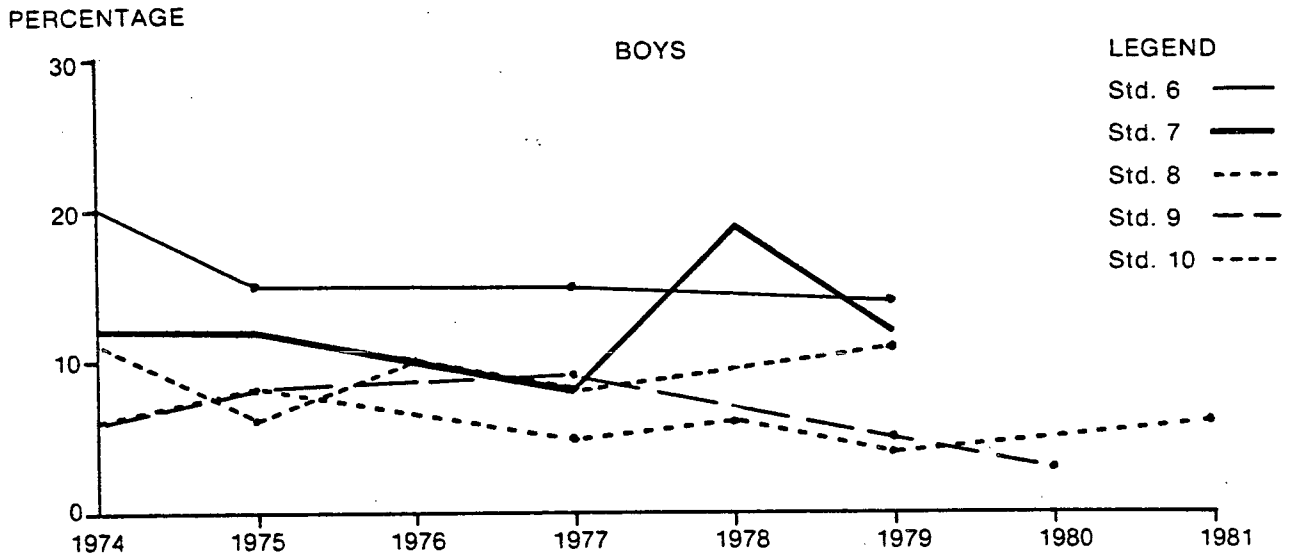
**FIGURE 3.7**  
**PERCENTAGE OF ENGLISH-SPEAKING PUPILS WHO OFTEN READ BIBLE STORIES**  
**ACCORDING TO STANDARD AND YEAR OF SURVEY**



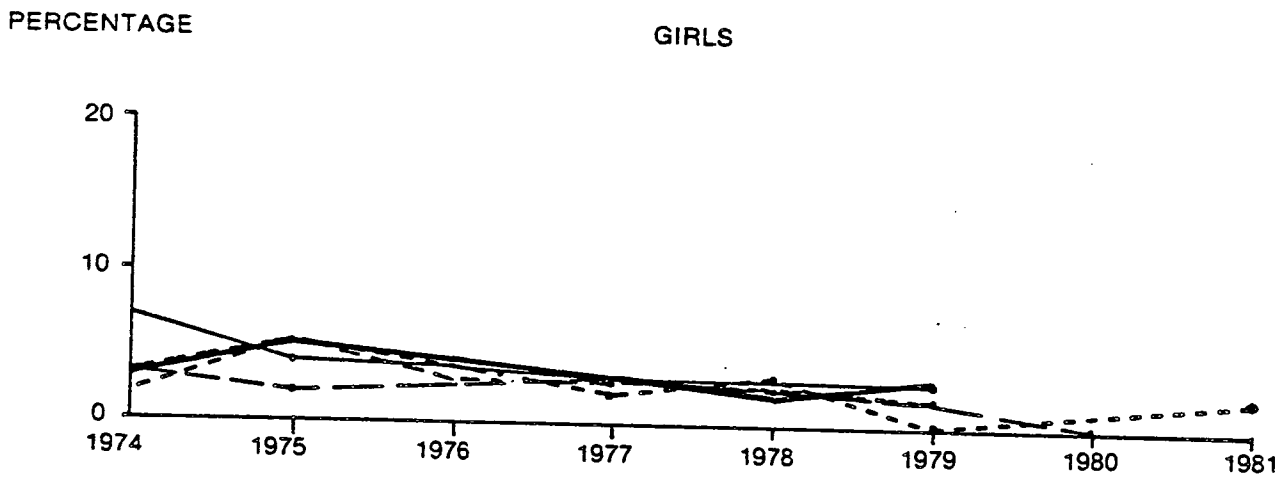
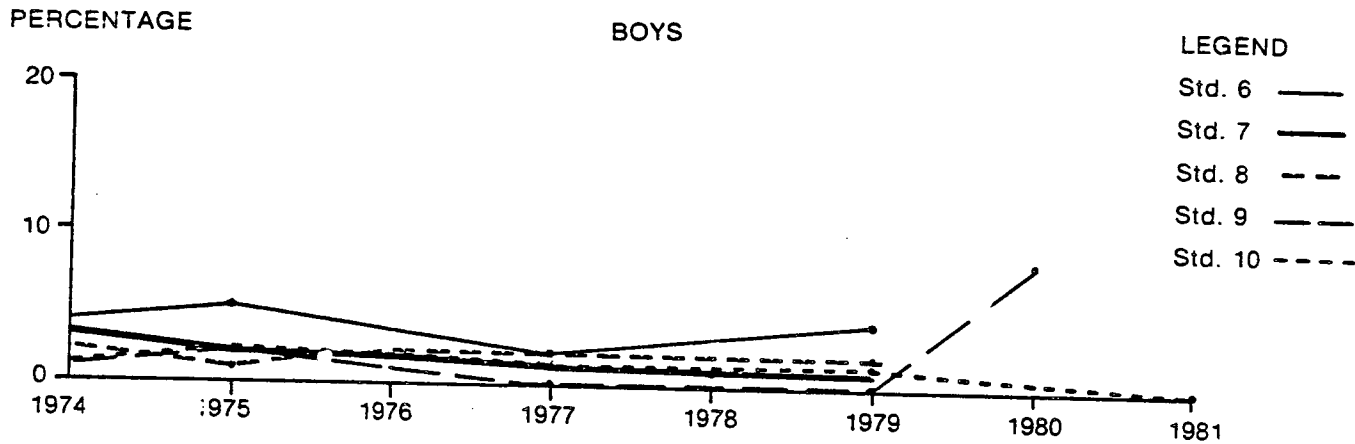
**FIGURE 3.8**  
**PERCENTAGE OF ENGLISH-SPEAKING PUPILS WHO OFTEN READ THE BIBLE,**  
**ACCORDING TO STANDARD AND YEAR OF SURVEY**



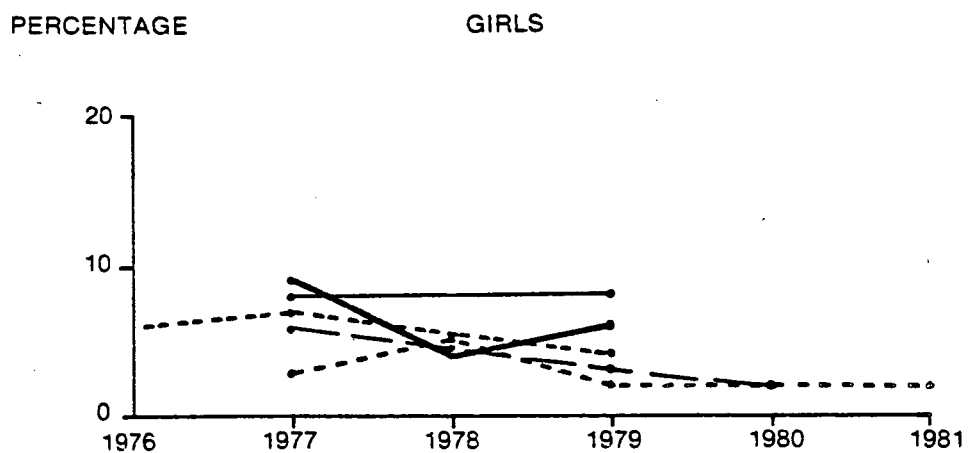
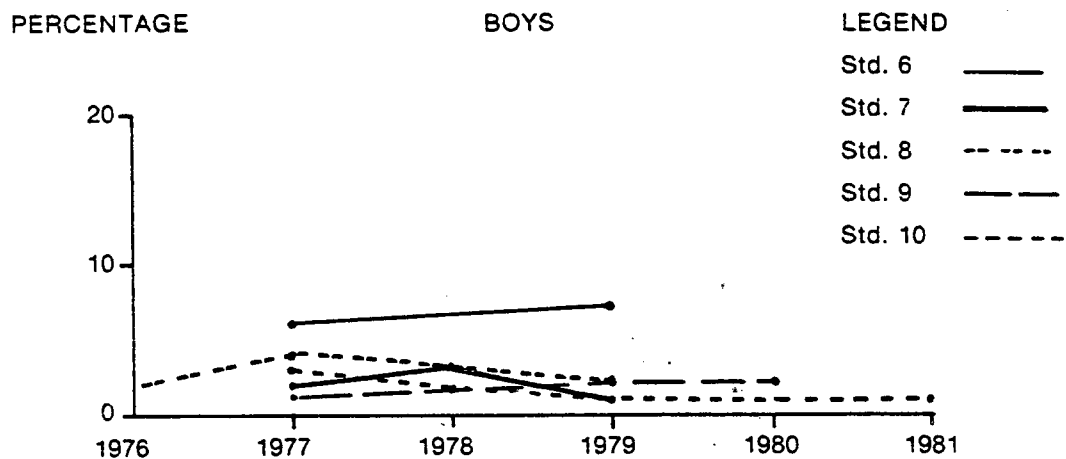
**FIGURE 3.9**  
**PERCENTAGE OF ENGLISH-SPEAKING PUPILS WHO LISTEN TO FAMILY PRAYER PROGRAMMES ON THE RADIO, ACCORDING TO STANDARD AND YEAR OF SURVEY**



**FIGURE 3.10**  
**PERCENTAGE OF ENGLISH-SPEAKING PUPILS WHO OFTEN LISTEN TO RELIGIOUS PROGRAMMES SUCH AS CHURCH SERVICES ON THE RADIO, ACCORDING TO STANDARD AND YEAR OF SURVEY**



**FIGURE 3.11**  
**PERCENTAGE OF ENGLISH-SPEAKING PUPILS WHO OFTEN WATCH RELIGIOUS**  
**PROGRAMMES ON TELEVISION, ACCORDING TO STANDARD AND YEAR OF**  
**SURVEY**



## CHAPTER 4

### RESULTS AND CONCLUSIONS OF EFFECT STUDY

#### 4.1 INTRODUCTION

The aim of the effect study was to determine whether the extent to which English-speaking secondary school pupils watched television had an effect on their religious activities. Pupils of the follow-up group who were tested in Standard 6 during 1974 and again in standard 10 during 1978, were used in the investigation. A total score was calculated for every respondent for each of the four themes (see Par. 2.2.3 (2)). The respondents were also divided into five television-viewing time groups according to cumulative viewing time. These groups varied from a very light viewer group to a very heavy viewer group.

The covariance model that was used (as discussed in Par. 2.2.3 (2)), is given by

$$E(\text{THEME}) = \mu + b_1 (T174) + b_2 (T274) + b_3 (T374) + b_4 (T474) + \lambda_w + \lambda_t$$

Then  $\lambda_{w1}$ ,  $\lambda_{w2}$ ,  $\lambda_{w3}$  and  $\lambda_{w4}$  are the main effects for the different places of residence and  $\lambda_{t1}$ ,  $\lambda_{t2}$ ,  $\lambda_{t3}$ ,  $\lambda_{t4}$  and  $\lambda_{t5}$  the main effects for the different viewing-time groups ( $\sum \lambda_{w1} = 0$  and  $\sum \lambda_{t1} = 0$ ).

The results obtained from the analysis have been summarized in Tables 4.1 to 4.3.

#### 4.2 RESULTS

In Par. 4.2.1 to 4.2.4 the results in respect of each of the themes are discussed separately. It should be borne in mind that the calculations in the effect study were based on a collective theme score



TABLE 4.1

THE MULTIPLE CORRELATION COEFFICIENTS IN RESPECT OF ENGLISH-SPEAKING  
PUPILS FOR EVERY THEME WITH THE INDEPENDENT  
VARIABLES

Sex	Theme (1978)	Explained variance	Multiple correlation coefficients	Probability of exceedance
Boys	1	0,24	0,49	0,00001
	2	0,42	0,65	0,00000
	3	0,35	0,59	0,00000
	4	0,22	0,47	0,00001
Girls	1	0,29	0,54	0,00001
	2	0,37	0,61	0,00000
	3	0,18	0,42	0,00001
	4	0,14	0,38	0,00073

TABLE 4.2

MINIMUM AND MAXIMUM VALUES BETWEEN WHICH THE FOUR THEMES FOR  
ENGLISH-SPEAKING PUPILS LIE

Sex	Theme	Year	Mean score	Standard deviation	Minimum value	Maximum value
Boys	1 Church activities	1974 1978	2,880 3,618	2,189 1,992	0,0 0,0	7,0 7,0
	2 Religious activities in the family context	1974 1978	1,189 2,000	1,712 2,064	0,0 0,0	8,0 8,0
	3 Personal religious activities	1974 1978	2,406 4,567	2,627 2,642	0,0 0,0	10,0 10,0
	4 Mass media (religious matters)	1974 1978	1,171 1,571	0,445 0,743	1,0 1,0	3,0 4,0
Girls	1 Church activities	1974 1978	3,821 4,353	2,254 2,079	0,0 0,0	7,0 7,0
	2 Religious activities in the family context	1974 1978	1,459 2,422	1,857 2,257	0,0 0,0	8,0 8,0
	3 Personal religious activities	1974 1978	4,193 5,628	2,802 2,743	0,0 0,0	10,0 10,0
	4 Mass media (religious matters)	1974 1978	1,358 1,890	0,630 0,857	0,0 1,0	4,0 4,0

TABLE 4.3

ESTIMATED MAIN EFFECTS OF VIEWING-TIME GROUPS ACCORDING TO THEME

Sex	Television-viewing time groups	Theme 1	Theme 2	Theme 3	Theme 4
Boys	$\lambda_{t1}$ (0-20 hours)	-0,04	-0,60*	-0,51	0,03
	$\lambda_{t2}$ (20-40 hours)	0,14	-0,18	-0,07	-0,14
	$\lambda_{t3}$ (40-60 hours)	0,15	0,39	-0,01	-0,10
	$\lambda_{t4}$ (60-80 hours)	-0,29	0,02	0,83*	0,17
	$\lambda_{t5}$ (80-120 hours)	0,03	0,37	-0,24	0,04
Girls	$\lambda_{t1}$ (0-20 hours)	0,30	0,39	0,38	0,00
	$\lambda_{t2}$ (20-40 hours)	0,01	-0,25	-0,35	-0,05
	$\lambda_{t3}$ (40-60 hours)	0,27	0,19	-0,22	0,03
	$\lambda_{t4}$ (60-80 hours)	-0,08	-0,07	0,12	0,03
	$\lambda_{t5}$ (80-120 hours)	-0,49	-0,26	0,08	0,05

\*p &lt; 0,05

and that the results therefore apply to the theme as a whole.

#### 4.2.1 *Theme 1 (church activities)*

This theme concerns the attendance of church services and participation in church youth society affairs. The main effects for the five viewing-time groups were not significant in respect of either the boys or the girls (cf. Table 4.3). From this it can be deduced that the extent to which the boys and girls in the investigation watched television had no significant effect on their church attendance and participation in the activities of church youth societies. The results of the investigation therefore differed from the finding by Katz and Gurevitch (1976) that there was a decline in the participation in Jewish religious festivals and activities in Israel in the years following the introduction of television. According to a comprehensive investigation by Himmelweit *et al.* (1958) the church attendance of children in Britain was however not affected by the extent to which they watched television. In a recent investigation among Afrikaans-speaking secondary school pupils it was also found that church activities such as attendance of church services and participation in the activities of church youth societies had not been affected by television (Senekal 1985).

#### 4.2.2 *Theme 2 (Religious activities in the family context)*

Theme 2 concerned the following religious activities in which pupils participated in the family context: family prayers, saying grace at meals and listening to family prayer programmes on the radio.

With the boys the multiple correlation for Theme 2 was 0,65 and the model accounted for 42 % of the variation in the theme (Table 4.1). The main effect for the boys of viewing-time group 1 was significantly negative, namely -0,60 (Table 4.3) on the scale of 0-8 (Table 4.2), which indicated that the main effects for Theme 2 differed in respect of the boys. Consequently there was an indication that the mean value of Theme 2 had declined for the boys in viewing-time group 1 (and even in viewing-time group 2 although it was not statistically significant), while the value had increased for the other time groups (although not statistically significantly either). A slight positive relation between the value of Theme 2 and the extent to which television was watched, was therefore indicated.

According to the results of the trend study only 2,9 % of the English-speaking secondary school boys on average watched religious programmes on television (Table 3.1). The question then arose as to what caused this positive relation. It should however be borne in mind that religious views, themes, etc. frequently crop up in other not purely religious television programmes and that pupils might for instance identify with persons on television who are religious. The possibility of positive influencing is strong when one takes into consideration the finding of the trend study that on average a low percentage of the boys included in the investigation participated in family prayers: 12,3 % on average participated in family prayers at home and 10 % listened to family prayer programmes on the radio (Table 3.1).

In the trend study it was found that there had been no change in the participation of English-speaking secondary school pupils in these three activities during the investigation period (cf. Figures 3.4, 3.5 and 3.9).

From Table 4.3 it appears that the five main effects for the viewing time groups were not significant in respect of the girls.

#### 4.2.3 *Theme 3 (Personal religious activities)*

Theme 3 concerned religious activities of a personal nature, including the reading of the Bible and of Bible stories and personal prayer. With the boys the multiple correlation was 0,59 for Theme 3 and the model accounted for 35 % of the variation in the theme (Table 4.1). The main effect for the boys of television-viewing time group 4, namely 0,83 (Table 4.3) on the scale 0 to 10 (Table 4.2), was significantly positive, which indicates that the main effects for Theme 3 differed in respect of the boys. This indicates that the boys of viewing-time group 4 had been influenced by television to read the Bible and Bible stories and say personal prayers slightly more than the average of the five viewing-time groups.

As with Theme 2, this positive relation can probably be ascribed to the influence of not purely religious programmes. There is a strong possibility of positive influencing here (as with Theme 2) when taking into consideration that, according to the trend study, only 6,6 % on average of the English-speaking secondary school boys read Bible stories very regularly and only 15,9 % read the Bible very regularly (Table 3.1).

The main effects for the television-viewing time groups of the girls were not significant (cf. Table 4.3). According to the trend study there had also not been a change in the participation of English-speaking secondary school girls in the activities included in Theme 3 during the period involved (cf. Figures 3.6 to 3.8).

#### 4.2.4 *Theme 4 (use of the mass media - religious matters)*

Theme 4 consisted of questions concerning the listening to religious programmes such as family prayers and church services on the radio. With both the boys and the girls the main effects for the five viewing-time groups were not significant (cf. Table 4.3). It therefore appears that the extent to which the pupils watched television did not affect the extent to which they listened to church services and family prayer programmes on the radio.

### 4.3 SUMMARY OF EFFECT STUDY

According to the results of the effect study, the hypothesis stated in Par. 2.1.2, namely that the extent to which English-speaking secondary school pupils watched television had an effect on their religious activities, was not confirmed in respect of all the themes with the girls and in respect of Theme 1 (church activities) and Theme 4 (use of the media-religious matters) with the boys. With regard to Theme 2 (religious activities in a family context) and Theme 3 (personal religious matters) there were indications with the boys of a slight increase in participation in the activities concerned as the viewing time increased.

## CHAPTER 5

### SUMMARY

The results of the trend study and of the effect study are reflected in this research finding.

#### 5.1 TREND STUDY

##### 5.1.1 *Aim*

The aim of the trend study was to determine general trends in the religious activities of English-speaking secondary school pupils between 1974 and 1981 in respect of the following: consistency in participation in religious activities, the extent to which certain religious activities were practised, the role of sex and of the development phase in participation in religious activities.

##### 5.1.2 *Methodology*

The following three questionnaires compiled by the Institute for Communication Research of the HSRC specially for the project *The effect of television on the school-going youth*, were used as measuring instruments in the investigation: Biographical Questionnaire, Television Questionnaire and Time Utilization Questionnaire. The survey data were collected from English-speaking secondary school pupils between 1974 and 1981. A weighting technique was used in order to compare the data of the different years. Percentages were calculated for the particular years with a view to determining trends.



### 5.1.3 Findings

(1) Consistency in participation in religious activities

No remarkable change in the participation in any of the religious activities concerned occurred between 1974 and 1981.

(2) The extent to which religious activities were practised

The religious activities practised the most consistently by the pupils were personal prayers and grace at meals, while they were also involved to a reasonable extent in *inter alia* church attendance and church youth society affairs. The pupils participated to a lesser extent in the reading of the Bible, the attendance of catechism classes, family prayers and the listening to family prayer programmes on the radio. Activities that appeared to have little appeal for the English-speaking secondary school pupils were the reading of Bible stories, the listening to religious programmes such as church services on the radio and the watching of religious programmes on television.

(3) The role of sex in participation in religious activities

The girls were involved in all the religious activities to a greater extent than the boys.

(4) The role of the development phase in participation in religious activities

From the results of the investigation it appears that the pupils' interest in religious activities declined with age. The mean percentage of pupils in Standard 10 who participated regularly in religious activities was smaller for all the activities than the percentage for the corresponding group of Standard 6 pupils.

## 5.2 EFFECT STUDY

### 5.2.1 *Aim*

The aim of the effect study was to determine whether the extent to which English-speaking secondary school pupils watched television had any effect on their religious activities.

### 5.2.2 *Methodology*

The same measuring instruments were used as for the trend study. The sample consisted of 435 English-speaking pupils who had been used as the respondents in 1974 (Standard 6) and again in 1978 (Standard 10). The religious activities were divided into four themes, weights were assigned to item responses and a total score was calculated for every pupil per theme. The cumulative television viewing time for 1976, 1977 and 1978 was calculated for every pupil and five television-viewing time groups were identified. An analysis of covariance to determine the effect of the extent to which television was watched, was subsequently performed on the four themes.

### 5.2.3 *Findings*

The extent to which the English-speaking secondary school girls involved in the investigation watched television had no effect on their participation in any of the activities included in the four themes (church activities, religious activities in a family context, personal religious activities and the use of the mass media - religious matters). The extent to which the English-speaking secondary school boys involved in the investigation watched television apparently did not affect their participation in the activities in Theme 1 (church activities) and Theme 4 (mass media - religious matters). With regard to Theme 2 (religious activities in a family context) and Theme 3 (personal religious activities),

however, there were indications of a slight increase in the participation in the activities concerned as the viewing time increased.

### 5.3 CONCLUSION

Further investigations that should be undertaken are the following:

1. An investigation into trends such as change in participation in religious activities over a period of time, the extent of participation in religious activities and the role of sex and of the development phase in participation in religious activities of English-speaking primary school pupils.
2. The effect of television on the religious activities of English-speaking infants, primary school pupils and the postschool youth.

APPENDICES

APPENDIX A

TEST PROGRAMME USED FOR FOLLOW-UP AND CONTROL GROUPS (1974-1981)

Year	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7	Standard 8	Standard 9	Standard 10	Subtotals	TOTALS
1974	7 500	1 500	1 500	5 000	1 500	1 500	1 500	1 500	21 500	21 500
1975	1 500	6 525	1 500	1 500	3 750	1 500	1 500	1 500	10 275	22 275
1976	-	-	5 700	-	-	2 850	-	-	8 550	11 550
1977	1 500	1 500	1 500	5 000	1 500	1 500	1 875	1 500	6 875	18 875
1978	-	-	-	-	3 750	-	-	1 500	5 250	8 250
1979	1 500	1 500	1 500	1 500	1 500	2 850	1 500	1 500	2 850	14 850
1980	-	-	-	-	-	-	1 875	-	1 875	3 375
1981	-	-	-	-	-	-	-	1 500	1 500	3 000
									TOTAL	103 675

TV

-46-

Introduction of television

With  Follow-up group (the same pupils tested every year)

Without  Control group (N + 1 500)

APPENDIX B.1

PERCENTAGE OF ENGLISH-SPEAKING PUPILS (INCLUDING 95 % CONFIDENCE LIMITS) WHO ATTEND CHURCH AT LEAST ONCE A WEEK ACCORDING TO STANDARD AND YEAR OF SURVEY

Standard	Sex	1974	Upper and lower limits	1975	Upper and lower limits	1976	Upper and lower limits	1977	Upper and lower limits	1978	Upper and lower limits	1979	Upper and lower limits	1980	Upper and lower limits	1981	Upper and lower limits
6	Boys	35,36	31,73 38,99	29,25	24,04 34,46			30,64	24,83 36,45			33,84	27,56 40,12				
	Girls	38,20	34,56 41,84	37,36	31,67 43,05			30,48	24,82 36,14			40,32	33,85 46,79				
7	Boys	30,75	24,97 36,53	27,22	21,78 32,66			26,24	20,69 31,79	25,63	19,86 31,40	25,26	19,45 31,07				
	Girls	33,91	27,88 39,94	37,57	31,54 43,60			35,66	29,75 41,57	26,50	20,69 32,31	43,16	36,52 49,80				
8	Boys	29,40	23,75 35,05	29,63	24,05 35,21	24,44	19,49 29,39	26,55	21,08 32,02			25,22	19,62 30,82				
	Girls	41,33	34,59 48,07	34,62	28,65 40,59	40,39	34,55 46,23	39,32	33,17 45,47			34,45	28,10 40,80				
9	Boys	25,65	20,08 31,22	25,18	19,72 30,64			25,07	19,64 30,50			23,41	17,89 28,93	27,37	21,73 33,01		
	Girls	38,53	31,95 45,11	31,20	25,25 37,15			35,63	29,66 41,60			34,07	27,85 40,29	35,90	29,59 42,21		
10	Boys	25,39	19,74 31,04	27,23	21,60 32,86			17,86	12,44 23,28	19,09	13,99 24,19	23,51	18,03 28,99			23,63	18,27 28,99
	Girls	33,17	26,93 39,41	28,68	22,86 34,50			28,16	22,32 34,00	29,58	23,72 35,44	24,16	18,52 29,80			28,31	22,40 34,22

APPENDIX B.2

PERCENTAGE OF ENGLISH-SPEAKING PUPILS (INCLUDING 95 % CONFIDENCE LIMITS) WHO PARTICIPATE IN THE ACTIVITIES OF CHURCH YOUTH SOCIETIES ACCORDING TO STANDARD AND YEAR OF SURVEY

Standard	Sex	1974	Upper and lower limits	1975	Upper and lower limits	1976	Upper and lower limits	1977	Upper and lower limits	1978	Upper and lower limits	1979	Upper and lower limits	1980	Upper and lower limits	1981	Upper and lower limits
6	Boys	29,27	25,82 32,72	26,49	21,44 31,54			26,88	21,29 32,47			24,51	18,80 30,22				
	Girls	36,42	32,82 40,02	34,53	28,94 40,12			38,36	32,38 44,34			44,06	37,51 50,61				
7	Boys	24,08	18,73 29,43	28,69	23,16 34,22			23,59	18,23 28,95	30,38	24,30 36,46	28,89	22,83 34,95				
	Girls	41,60	35,32 47,88	40,74	34,62 46,86			34,94	29,05 40,83	36,78	30,44 43,12	42,08	35,47 48,69				
8	Boys	24,25	18,94 29,56	25,38	20,06 30,70	24,84	19,86 29,82	17,44	12,74 22,14			22,19	16,83 27,55				
	Girls	35,49	28,94 42,04	31,84	25,99 37,69	34,72	29,05 40,39	34,33	28,35 40,31			34,86	28,49 41,23				
9	Boys	20,68	15,51 25,85	20,36	15,30 25,42			20,07	15,05 25,09			23,26	17,75 28,77	25,96	20,41 31,51		
	Girls	28,61	22,50 34,72	30,86	24,93 36,79			35,30	29,34 41,26			29,81	23,81 35,81	43,89	37,36 50,42		
10	Boys	25,25	19,61 30,89	22,59	17,30 27,88			13,91	9,02 18,80	21,87	16,50 27,24	16,67	11,85 21,49			19,95	14,90 25,00
	Girls	26,36	20,52 32,20	28,56	22,75 34,37			26,77	21,02 32,52	24,89	19,34 30,44	23,85	18,23 29,47			22,15	16,70 27,60

APPENDIX B.3

PERCENTAGE OF ENGLISH-SPEAKING PUPILS (INCLUDING 95 % CONFIDENCE LIMITS) WHO ATTEND CATECHISM CLASSES EVERY TIME THAT THERE ARE SUCH CLASSES ACCORDING TO STANDARD AND YEAR OF SURVEY

Standard	Sex	1974	Upper and lower limits	1975	Upper and lower limits	1976	Upper and lower limits	1977	Upper and lower limits	1978	Upper and lower limits	1979	Upper and lower limits	1980	Upper and lower limits	1981	Upper and lower limits
6	Boys	19,78	16,76 22,80	21,96	17,22 26,70			17,01	12,28 21,74			30,13	24,04 36,22				
	Girls	22,42	19,30 25,54	30,82	25,39 36,25			19,87	14,96 24,78			29,79	23,76 35,82				
7	Boys	15,98	11,39 20,57	18,67	13,91 23,43			15,19	10,66 19,72	14,76	10,07 19,45	14,94	10,17 19,71				
	Girls	22,64	17,31 27,97	24,77	19,40 30,14			20,73	15,72 25,74	15,57	10,80 20,34	25,89	20,02 31,76				
8	Boys	15,58	11,08 20,08	18,96	14,17 23,75	11,68	7,98 15,38	9,45	5,82 13,08			14,52	9,98 19,06				
	Girls	19,79	14,34 25,24	22,83	17,56 28,10	17,59	13,06 22,12	21,82	16,62 27,02			16,94	11,93 21,95				
9	Boys	8,82	5,20 12,44	14,43	10,01 18,85			12,39	8,26 16,52			13,21	8,80 17,62	15,53	10,95 20,11		
	Girls	12,83	8,31 17,35	17,15	12,31 21,99			16,91	12,24 21,58			14,95	10,27 19,63	21,17	15,80 26,54		
10	Boys	6,68	3,44 9,92	7,51	4,18 10,84			7,33	3,64 11,02	6,55	3,34 9,76	6,02	2,95 9,09			3,92	1,47 6,37
	Girls	7,80	4,25 11,35	10,40	6,47 14,33			6,51	3,31 9,71	7,07	3,78 10,36	6,23	3,04 9,42			6,41	3,20 9,62

APPENDIX B.4

PERCENTAGE OF ENGLISH-SPEAKING PUPILS (INCLUDING 95 % CONFIDENCE LIMITS) WHO HAVE FAMILY PRAYERS AT HOME ACCORDING TO STANDARD AND YEAR OF SURVEY

Standard	Sex	1974	Upper and lower limits	1975	Upper and lower limits	1976	Upper and lower limits	1977	Upper and lower limits	1978	Upper and lower limits	1979	Upper and lower limits	1980	Upper and lower limits	1981	Upper and lower limits
6	Boys	18,57	15,62 21,52	17,77	13,39 22,15			13,68	9,35 18,01			19,10	13,88 24,32				
	Girls	20,49	17,47 23,51	17,48	13,02 21,94			16,06	11,54 20,58			16,45	11,56 21,34				
7	Boys	12,35	8,23 16,47	13,99	9,75 18,23			13,46	9,15 17,77	13,83	9,27 18,39	18,27	13,10 23,44				
	Girls	19,29	14,27 24,31	18,58	13,74 23,42			13,88	9,61 18,15	12,49	8,14 16,84	14,08	9,42 18,74				
8	Boys	13,16	8,79 17,35	10,15	6,46 13,84	12,50	8,69 16,31	8,84	5,32 12,36			8,54	4,94 12,14				
	Girls	11,31	6,97 15,65	12,71	8,53 16,89	13,52	9,45 17,59	15,06	10,55 19,57			12,38	7,98 16,78				
9	Boys	7,56	4,19 10,93	10,39	6,55 14,23			9,20	5,58 12,82			10,97	6,90 15,04	16,20	11,54 20,86		
	Girls	10,79	6,59 14,99	9,47	5,71 13,23			9,95	6,22 13,68			10,39	6,39 14,39	8,46	4,80 12,12		
10	Boys	6,29	3,14 9,44	11,95	7,85 16,05			5,77	2,47 9,07	10,63	6,63 14,63	7,86	4,38 11,34			7,81	4,42 11,20
	Girls	9,03	5,23 12,83	11,26	7,19 15,33			7,13	3,79 10,47	5,57	2,63 8,51	8,74	5,02 12,46			11,76	7,53 15,99

RAAD VIR GEESTERWETENSKAPLIK NAVORSING  
HUMANITATSKUNDE EN PEDAGOGIE



APPENDIX B.5

PERCENTAGE OF ENGLISH-SPEAKING PUPILS (INCLUDING 95 % CONFIDENCE LIMITS) WHO USUALLY SAY GRACE AT MEALS ACCORDING TO STANDARD AND YEAR OF SURVEY

Standard	Sex	1974	Upper and lower limits	1975	Upper and lower limits	1976	Upper and lower limits	1977	Upper and lower limits	1978	Upper and lower limits	1979	Upper and lower limits	1980	Upper and lower limits	1981	Upper and lower limits
6	Boys	59,57	55,85 63,29	53,52	47,81 59,23			50,08	43,78 56,38			56,09	49,50 62,68				
	Girls	61,98	58,34 65,62	61,17	55,44 66,90			48,53	42,38 54,68			60,29	53,84 66,74				
7	Boys	55,34	49,11 61,57	48,86	42,75 54,97			50,45	44,14 56,76	47,56	40,96 54,16	52,21	45,53 58,89				
	Girls	53,12	46,77 59,47	58,57	52,44 64,70			54,93	48,79 61,07	56,10	49,57 62,63	57,74	51,12 64,36				
8	Boys	49,58	43,38 55,78	49,81	43,70 55,92	51,01	45,25 56,77	46,45	40,27 52,63			44,83	38,42 51,24				
	Girls	57,57	50,80 64,34	57,13	50,92 63,34	55,96	50,05 61,87	45,21	38,94 51,48			56,78	50,16 63,40				
9	Boys	46,26	39,90 52,62	47,31	41,03 53,59			39,86	33,73 45,99			46,82	40,31 53,33	54,40	48,10 60,70		
	Girls	52,13	45,37 58,89	50,74	44,32 57,16			48,79	42,56 55,02			53,20	46,65 59,75	42,92	36,41 49,43		
10	Boys	50,34	43,85 56,83	50,71	44,38 57,04			44,11	37,09 51,13	43,05	36,62 49,48	46,59	40,14 53,04			46,31	40,01 52,61
	Girls	52,84	46,23 59,45	43,21	36,84 49,58			46,31	39,84 52,78	49,73	43,31 56,15	49,81	43,22 56,40			44,86	38,33 51,39

APPENDIX B.6

PERCENTAGE OF ENGLISH-SPEAKING PUPILS (INCLUDING 95 % CONFIDENCE LIMITS) WHO PRAYED FOR HELP ONCE OR MORE OFTEN DURING THE PAST WEEK ACCORDING TO STANDARD AND YEAR OF SURVEY

Standard	Sex	1974	Upper and lower limits	1975	Upper and lower limits	1976	Upper and lower limits	1977	Upper and lower limits	1978	Upper and lower limits	1979	Upper and lower limits	1980	Upper and lower limits	1981	Upper and lower limits
6	Boys	67,84	64,30 71,38	61,97	56,41 67,53			59,02	52,82 65,22			65,59	59,28 71,90				
	Girls	79,44	76,41 82,47	74,34	69,21 79,47			67,25	61,48 73,02			81,35	76,21 86,49				
7	Boys	55,85	49,63 62,07	55,01	48,93 61,09			60,44	54,27 66,61	58,31	51,79 64,83	63,99	57,57 70,41				
	Girls	73,47	67,85 79,09	76,71	71,45 81,97			75,67	70,37 80,97	71,24	65,29 77,19	79,46	74,05 84,87				
8	Boys	55,68	49,52 61,84	51,81	45,70 57,92	57,55	51,85 63,25	54,48	48,31 60,65			57,55	51,18 63,92				
	Girls	78,17	72,52 83,82	73,99	68,49 79,49	71,44	66,06 76,82	68,97	63,14 74,80			70,15	64,03 76,27				
9	Boys	56,23	49,90 62,56	51,56	45,28 57,84			48,13	41,87 54,39			53,19	46,68 59,70	54,41	48,11 60,71		
	Girls	71,28	65,16 77,40	77,25	71,87 82,63			68,83	63,05 74,61			69,49	63,45 75,53	71,37	65,42 77,32		
10	Boys	57,56	51,14 63,98	52,93	46,62 59,25			46,10	39,05 53,15	53,07	46,59 59,55	50,35	43,89 56,81			47,63	41,32 53,94
	Girls	77,64	72,12 83,16	75,38	69,84 80,92			68,05	62,00 74,10	70,31	64,44 76,18	65,92	59,67 72,17			66,16	59,95 72,37

APPENDIX B.7

PERCENTAGE OF ENGLISH-SPEAKING PUPILS (INCLUDING 95 % CONFIDENCE LIMITS) WHO OFTEN READ BIBLE STORIES ACCORDING TO STANDARD AND YEAR OF SURVEY

Standard	Sex	1974	Upper and lower limits	1975	Upper and lower limits	1976	Upper and lower limits	1977	Upper and lower limits	1978	Upper and lower limits	1979	Upper and lower limits	1980	Upper and lower limits	1981	Upper and lower limits
6	Boys	16,53	13,71 19,35	12,03	8,31 15,76			8,29	4,82 11,76			11,60	7,35 15,85				
	Girls	25,62	22,35 28,89	16,10	11,78 20,42			14,82	10,45 19,19			22,19	16,71 27,67				
7	Boys	8,12	4,70 11,54	10,13	6,44 13,82			6,95	3,74 10,16	2,56	0,47 4,65	7,06	3,64 10,48				
	Girls	12,89	8,62 17,16	14,10	9,77 18,43			14,45	10,11 18,79	9,85	5,93 13,77	12,57	8,13 17,01				
8	Boys	7,24	4,03 10,45	3,56	1,29 5,83	3,89	1,66 6,12	4,23	1,74 6,73			2,94	0,76 5,12				
	Girls	12,51	7,98 17,04	10,70	6,82 14,58	9,48	5,99 12,97	10,20	6,39 14,01			7,11	3,67 10,55				
9	Boys	6,87	3,64 10,10	4,62	1,98 7,26			2,70	0,67 4,73			7,39	3,98 10,80	3,73	1,33 6,13		
	Girls	9,36	5,42 13,30	8,24	4,71 11,77			9,12	5,53 12,71			7,05	3,69 10,41	13,01	8,58 17,44		
10	Boys	5,07	2,22 7,92	5,48	2,60 8,36			3,26	0,75 5,77	5,07	2,22 7,92	1,70	0,03 3,37			5,32	2,49 8,15
	Girls	8,02	4,42 11,62	9,87	6,03 13,71			8,40	4,80 12,00	6,84	3,60 10,08	6,78	3,47 10,09			6,35	3,15 9,55

APPENDIX B.8

PERCENTAGE OF ENGLISH-SPEAKING PUPILS (INCLUDING 95 % CONFIDENCE LIMITS) WHO OFTEN READ THE BIBLE ACCORDING TO STANDARD AND YEAR OF SURVEY

Standard	Sex	1974	Upper and lower limits	1975	Upper and lower limits	1976	Upper and lower limits	1977	Upper and lower limits	1978	Upper and lower limits	1979	Upper and lower limits	1980	Upper and lower limits	1981	Upper and lower limits
6	Boys	25,46	22,15 28,77	16,70	12,43 20,97			17,60	12,80 22,40			24,78	19,05 30,51				
	Girls	32,52	29,01 36,03	29,32	23,97 34,67			22,09	16,99 27,19			33,53	27,31 39,75				
7	Boys	15,99	11,40 20,58	18,62	13,86 23,38			12,54	8,36 16,72	17,57	12,54 22,60	15,66	10,80 20,52				
	Girls	28,39	22,65 34,13	24,89	19,51 30,27			25,90	20,49 31,31	26,00	20,23 31,77	31,37	25,15 37,59				
8	Boys	14,24	9,91 18,57	12,64	8,58 16,70	11,65	7,95 15,35	11,18	7,27 15,09			16,71	11,90 21,52				
	Girls	27,50	21,39 33,61	24,06	18,70 29,42	25,94	20,72 31,16	22,25	17,01 27,49			27,36	21,40 33,32				
9	Boys	13,43	9,08 17,78	11,02	7,08 14,96			11,31	7,34 15,28			17,21	12,29 22,13	26,88	21,27 32,49		
	Girls	24,01	18,23 29,79	24,53	19,01 30,05			25,05	19,65 30,45			20,66	15,35 25,97	24,04	18,42 29,66		
10	Boys	15,98	11,22 20,74	17,38	12,59 22,17			8,26	4,37 12,15	12,40	8,12 16,68	11,43	7,32 15,54			13,50	9,19 17,81
	Girls	20,99	15,60 26,38	25,39	19,79 30,99			18,30	13,28 23,32	21,25	16,00 26,50	17,78	12,74 22,82			17,50	12,51 22,49

APPENDIX B.9

PERCENTAGE OF ENGLISH-SPEAKING PUPILS (INCLUDING 95 % CONFIDENCE LIMITS) WHO LISTEN TO FAMILY PRAYER PROGRAMMES ON THE RADIO ACCORDING TO STANDARD AND YEAR OF SURVEY

Standard	Sex	1974	Upper and lower limits	1975	Upper and lower limits	1976	Upper and lower limits	1977	Upper and lower limits	1978	Upper and lower limits	1979	Upper and lower limits	1980	Upper and lower limits	1981	Upper and lower limits
6	Boys	19,98	16,95 23,01	15,40	11,27 19,53			14,80	10,33 19,27			14,14	9,51 18,77				
	Girls	26,53	23,22 29,84	20,71	15,95 25,47			13,61	9,39 17,83			20,55	15,22 25,88				
7	Boys	12,01	7,94 16,08	11,95	7,98 15,92			7,78	4,40 11,16	19,10	13,91 24,29	11,68	7,39 15,97				
	Girls	12,68	8,44 16,92	17,66	12,91 22,41			13,95	9,67 18,23	9,01	5,24 12,78	10,75	6,60 14,90				
8	Boys	10,96	7,09 14,83	6,30	3,33 9,27	10,20	6,71 13,69	7,64	4,35 10,93			10,64	6,66 14,62				
	Girls	16,66	11,56 21,76	15,25	10,74 19,76	13,14	9,12 17,16	8,05	4,62 11,48			7,29	3,81 10,77				
9	Boys	6,32	3,22 9,42	8,30	4,83 11,77			9,40	5,75 13,05			5,12	2,25 7,99	3,35	1,07 5,63		
	Girls	10,16	6,07 14,25	9,94	6,10 13,78			9,01	5,44 12,58			8,99	5,24 12,74	5,48	2,49 8,47		
10	Boys	6,27	3,12 9,42	7,78	4,39 11,17			4,92	1,86 7,98	5,53	2,56 8,50	4,37	1,73 7,01			5,51	2,63 8,39
	Girls	12,00	7,70 16,30	10,80	6,81 14,79			5,77	2,74 8,80	8,84	5,19 12,49	5,56	2,54 8,58			9,97	6,04 13,90

APPENDIX B.10

PERCENTAGE OF ENGLISH-SPEAKING PUPILS (INCLUDING 95 % CONFIDENCE LIMITS) WHO OFTEN LISTEN TO RELIGIOUS PROGRAMMES SUCH AS CHURCH SERVICES ON THE RADIO ACCORDING TO STANDARD AND YEAR OF SURVEY

Standard	Sex	1974	Upper and lower limits	1975	Upper and lower limits	1976	Upper and lower limits	1977	Upper and lower limits	1978	Upper and lower limits	1979	Upper and lower limits	1980	Upper and lower limits	1981	Upper and lower limits
6	Boys	4,38	2,83 5,93	4,84	2,38 7,30			2,07	0,28 3,86			3,49	1,05 5,93				
	Girls	6,97	5,06 8,88	4,31	1,92 6,70			2,63	0,66 4,60			2,96	0,73 5,19				
7	Boys	2,90	0,80 5,00	2,32	0,48 4,16			0,95	-0,27 2,17	0,72	-0,40 1,84	1,35	-0,19 2,89				
	Girls	3,00	0,83 5,17	4,45	1,88 7,02			2,56	0,61 4,51	2,35	0,36 4,34	3,38	0,96 5,80				
8	Boys	1,52	0,003 3,04	0,78	-0,30 1,86	1,51	0,10 2,92	2,01	0,27 3,75			1,93	0,16 3,70				
	Girls	3,01	0,67 5,35	5,36	2,53 8,19	3,38	1,23 5,53	2,54	0,56 4,52			1,63	-0,06 3,32				
9	Boys	0,81	-0,33 1,95	1,65	0,05 3,25			0,32	-0,39 1,03			0,36	-0,42 1,14	8,34	4,84 11,84		
	Girls	3,28	0,87 5,69	2,18	0,30 4,06			3,07	0,92 5,22			1,57	-0,06 3,20	0,00	0,00 0,00		
10	Boys	0,86	-0,34 2,06	2,00	0,23 3,77			0,45	-0,50 1,40	1,20	-0,21 2,61	1,20	-0,21 2,61			0,00	0,00 0,00
	Girls	2,21	0,26 4,16	4,77	2,03 7,51			1,92	0,01 3,70	2,86	0,72 5,00	0,00	0,00 0,00			1,65	-0,02 3,32

APPENDIX B.11

PERCENTAGE OF ENGLISH-SPEAKING PUPILS (INCLUDING 95 % CONFIDENCE LIMITS) WHO REGULARLY WATCH RELIGIOUS PROGRAMMES ON TELEVISION  
ACCORDING TO STANDARD AND YEAR OF SURVEY

Standard	Sex	1974	Upper and lower limits	1975	Upper and lower limits	1976	Upper and lower limits	1977	Upper and lower limits	1978	Upper and lower limits	1979	Upper and lower limits	1980	Upper and lower limits	1981	Upper and lower limits
6	Boys							6,02	3,02 9,02			7,00	3,61 10,39				
	Girls							8,01	4,67 11,35			7,64	4,14 11,14				
7	Boys							1,77	0,11 3,43	3,40	1,01 5,79	0,80	-0,39 1,99				
	Girls							9,40	5,80 13,00	3,57	1,13 6,01	6,10	2,89 9,31				
8	Boys					2,36	0,61 4,11	3,60	1,29 5,91			1,66	0,01 3,31				
	Girls					6,04	3,20 8,88	6,86	3,68 10,04			3,66	1,15 6,17				
9	Boys							0,92	-0,28 2,12			2,26	0,32 4,20	2,04	0,25 3,83		
	Girls							6,00	3,04 8,96			3,08	0,81 5,35	1,52	-0,09 3,13		
10	Boys							2,71	0,41 5,01	2,20	0,30 4,10	1,21	-0,20 2,62			1,15	-0,20 2,50
	Girls							3,11	0,86 5,36	4,87	2,11 7,63	1,62	-0,04 3,28			1,65	-0,02 3,32

APPENDIX C.1

PERCENTAGE OF ENGLISH-SPEAKING PUPILS ACCORDING TO THE ITEM RESPONSES WHO ATTEND CATECHISM CLASSES, ACCORDING TO STANDARD, SEX AND YEAR OF SURVEY

Standard	Sex	Response	1974	1975	1976	1977	1978	1979	1980	1981	Mean percentage over all the years
8	Boys	Every time that there are	15,58	18,96	11,68	9,45		14,52			14,34
		Most of the time	8,41	8,57	10,14	8,70		13,79			9,92
		Now and then	17,33	16,27	17,83	12,91		16,11			16,09
		Never	33,95	34,79	35,19	44,57		39,46			37,59
		Already completed	24,72	21,41	25,16	24,37		16,12			22,36
	Girls	Every time that there are	19,79	22,83	17,59	21,82		16,94			19,79
		Most of the time	9,67	12,28	13,56	9,10		9,10			10,74
		Now and then	11,11	13,93	8,78	15,60		16,80			13,24
		Never	30,25	31,26	29,85	27,03		37,35			31,15
		Already completed	29,17	19,70	30,22	26,45		19,81			25,07
9	Boys	Every time that there are	8,82	14,43		12,39		13,21	15,53		12,88
		Most of the time	7,64	7,46		4,71		6,13	3,71		5,93
		Now and then	15,62	9,01		12,57		11,94	13,02		12,43
		Never	35,03	38,15		40,40		40,37	38,26		38,44
		Already completed	32,89	30,95		29,92		28,35	29,48		30,32
	Girls	Every time that there are	12,83	17,15		16,91		14,95	21,17		16,60
		Most of the time	6,94	9,06		6,38		8,80	5,74		7,38
		Now and then	11,31	12,13		9,92		13,19	7,37		10,78
		Never	23,88	28,31		30,45		29,85	40,90		30,68
		Already completed	45,04	33,35		36,34		33,21	24,82		34,55
10	Boys	Every time that there are	6,68	7,51		7,33	6,55	6,02		3,92	6,34
		Most of the time	7,63	5,09		4,19	4,21	5,03		4,99	5,19
		Now and then	7,90	7,87		18,40	13,08	11,82		16,29	12,56
		Never	36,27	37,16		40,16	37,93	36,66		41,68	38,31
		Already completed	41,52	42,37		29,92	38,23	40,47		33,72	37,71
	Girls	Every time that there are	7,80	10,40		6,51	7,07	6,23		6,41	7,40
		Most of the time	3,40	3,09		3,51	5,82	4,83		6,35	4,50
		Now and then	8,64	6,01		7,82	7,59	10,06		7,74	7,98
		Never	18,98	30,60		33,29	30,89	34,48		40,11	31,39
		Already completed	61,18	49,90		48,86	48,63	44,33		39,39	48,72



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