

### Survey on student lifestyle and media usage: 1998

1. Sex

Female	1
Male	2

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2. Age

19 or younger	1
20-21	2
22 and older	3

5

3. Study direction

Humanities, Education	1
Commerce, Law	2
Science, Pharmacy	3

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4. In what population group would you regard yourself to be?

African	1
Coloured	2
Indian	3
White	4
Other: specify .....	5

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1-3

5. Where did you grow up?

Predominantly rural area	1
Small town	2
City	3
Other: specify .....	4

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6. How would you, in general, classify yourself?

Coming from a middle class background	1
Coming from a working class background	2
Coming from a peasant background	3
Other: specify .....	4

9

7. What high school did you attend?

Government school (model C)	1
Government school (DET)	2
Private school	3
Other: specify .....	4

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8. How interested would you say you are in politics?

Very interested | 1 | 2 | 3 | 4 | 5 | Not at all interested

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9. In political matters, people talk of "the left" (radical) and "the right" (conservative). Generally speaking, how would you place your view on this scale?

Left | 1 | 2 | 3 | 4 | 5 | Right

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10. Where on the scale below would you put the South African political system as it is today?

Very good | 1 | 2 | 3 | 4 | 5 | Very bad

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11. Do you agree or disagree with the following statements?

	Strongly agree	Agree	Disagree	Strongly disagree	Uncertain	
*It's leisure that makes life worth living, not work	1	2	3	4	5	14
*The government should take more responsibility to ensure that everyone is provided for	1	2	3	4	5	15
*People are poor because of laziness and lack of willpower	1	2	3	4	5	16
*Money and material possessions are central to ensuring a happy life	1	2	3	4	5	17
*There should be greater respect for authority	1	2	3	4	5	18
*We should develop a truly South African culture	1	2	3	4	5	19
*There are absolutely clear guidelines about what is good and evil. These always apply to everyone, whatever the circumstances.	1	2	3	4	5	20
*Regardless of what the qualities and faults of one's parents are, one must always love and respect them.	1	2	3	4	5	21
*Most values our parents hold onto still have much relevance to today's youth	1	2	3	4	5	22
*A woman's place is in the home	1	2	3	4	5	23
*Marriage is an outdated institution	1	2	3	4	5	24
*When jobs are scarce, men should have more right to a job than women	1	2	3	4	5	25

*A woman needs to have children in order to be fulfilled	1	2	3	4	5	1
*Individuals should have the chance to enjoy complete sexual freedom without restriction	1	2	3	4	5	2
*I am optimistic about my future	1	2	3	4	5	2
*There is little we as individuals can do to change society	1	2	3	4	5	29

12. How much confidence do you have in the following?

	A great deal	Quite a lot	Not very much	None at all	
The churches	1	2	3	4	30
The police	1	2	3	4	31
The legal system	1	2	3	4	32
Central government	1	2	3	4	33
Provincial government	1	2	3	4	34
Labour unions	1	2	3	4	35
Parliament	1	2	3	4	36
Rhodes administration	1	2	3	4	37
The press	1	2	3	4	38
Television	1	2	3	4	39
My parents' generation	1	2	3	4	40

13. Please rate your opinion on each of the following:

	Strongly agree	Agree	Disagree	Strongly disagree	Uncertain	
*I connect more with American music, TV, and film than with South African music, TV and film	1	2	3	4	5	41
*In dress South African youth are becoming increasingly like American youth	1	2	3	4	5	42
*In attitude South African youth are becoming increasingly like American youth	1	2	3	4	5	43
*Youth have more in common with each other than they do with their parents	1	2	3	4	5	44
*On Rhodes campus black and white youth lead separate lives	1	2	3	4	5	45
*With all the problems we face in South Africa it is difficult to be optimistic about our future	1	2	3	4	5	46
*The whole world is moving towards adopting Western capitalist values	1	2	3	4	5	47
*Money and material possessions are the main indicators of success in the world	1	2	3	4	5	48
*The media are the main providers of images and styles in my life	1	2	3	4	5	49
*Having access to 'hard' news (newspapers, TV news) and being up to date with current affairs is important to me	1	2	3	4	5	50

*The spread of American popular culture around the world is a good thing.	1	2	3	4	5
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14. What media do you readily have access to?

Unrestricted access	1	2	3	4	5	Restricted access	
Television	1	2	3	4	5		52
Radio	1	2	3	4	5		53
Music (CDs/tapes)	1	2	3	4	5		54
Newspapers	1	2	3	4	5		55
Magazines	1	2	3	4	5		56
Internet	1	2	3	4	5		57
Other: specify .....	1	2	3	4	5		58

15. Where do you mainly get information about what is happening around the country?

	Always	1	2	3	4	5	Never	
Television	1	2	3	4	5			59
Radio	1	2	3	4	5			60
Music (CDs/tapes)	1	2	3	4	5			61
Newspapers	1	2	3	4	5			62
Magazines	1	2	3	4	5			63
Internet	1	2	3	4	5			64
Other: specify .....	1	2	3	4	5			65

16. Indicate what media you use during your leisure time.

	Always	1	2	3	4	5	Never
Television		1	2	3	4	5	
Radio		1	2	3	4	5	
Music (CDs/tapes)		1	2	3	4	5	
Newspapers		1	2	3	4	5	
Books		1	2	3	4	5	
Magazines		1	2	3	4	5	
Films		1	2	3	4	5	
Videos		1	2	3	4	5	
Internet		1	2	3	4	5	
Other: specify .....		1	2	3	4	5	

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17. What single medium do you use most often during your leisure time?  
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18. How much money do you on average spend on different media (going to movies, buying CDs, magazines, etc.) each month?

R201 and more	1
R151 - R200	2
R101 - R150	3
R51 - R100	4
R26 - R50	5
Less than R25	6

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19. When watching television, do you prefer local or foreign programmes?

Local	1
Foreign	2

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20. State the reasons for your preference .....

21. Indicate to what extent you enjoy the following television programmes.

	Great enjoyment	1	2	3	4	5	No enjoyment
News/documentary		1	2	3	4	5	
Sport		1	2	3	4	5	
Games shows (e.g. Win and Spin)		1	2	3	4	5	
Situation comedies (e.g. The Cosby Show)		1	2	3	4	5	
Soap operas (e.g. The Bold and the Beautiful)		1	2	3	4	5	
Youth dramas (e.g. Beverly Hills 9010)		1	2	3	4	5	
Detective/legal series (e.g. New York Undercover)		1	2	3	4	5	
Adult dramas (e.g. Lesido Rula, The X Files)		1	2	3	4	5	
Movies		1	2	3	4	5	
Music programmes (e.g. Studio Mix)		1	2	3	4	5	
Other: state .....		1	2	3	4	5	

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22. From the above list, name your top two programme types and give examples .....

23. State the reasons you enjoy these programmes .....

24. How often do you listen to music either on radio or CD/tape?

More than 3 hours per day	1
Up to 3 hours per day	2
Less than 1 hour per day	3
Regularly, but not daily	4
Seldom	5
Never	6

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25. Select your 2 most favourite music types by writing a 1 next to the most favourite one and a 2 next to the second most favourite one.

Soul	1	
Rock	2	
Blues	3	
Mbhaqanga	4	
Reggae	5	
Rap	6	
Choral	7	
Jazz	8	
Traditional	9	
White Pop (e.g. Urban Creep)	10	
Township jive	11	
House music	12	
Kwela	13	
Gospel	14	
R&B	15	
Classical	16	
Heavy Metal	17	
Township Pop (e.g. Brenda Fassie)	18	
'Alternative' (hardcore, post-grunge e.g. Sprinbok Nude Girls)	19	

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Kwaito	20	
Other: state .....	21	

26. Write briefly why these are your favourite music types.  93

27. When listening to music, do you prefer local or foreign musicians/groups?

Local	1
Foreign	2

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28. State the reasons for your preference.  95

29. Why do you *mainly* listen to the radio?

Information	1
Entertainment	2
Other: state .....	3

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30. What radio station do you listen to most frequently?

SAFM	1
RMR	2
5 FM	3
Metro	4
Other: state .....	5

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31. State why is it your favourite station.  98

32. On average, how often do you read a newspaper?

Every day	1
Every second day	2
At least twice a week	3
Once a week	4
Once every two weeks	5
Never	6
Other: state .....	7

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33. If you do read daily newspapers, how regularly do you read the following ones?

Very regularly	1	2	3	4	5	Never
Daily Dispatch	1	2	3	4	5	
Eastern Province Herald	1	2	3	4	5	
Sowetan	1	2	3	4	5	
Business Day	1	2	3	4	5	
Other: state .....	1	2	3	4	5	

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34. If you do read weekly newspapers, how regularly do you read the following ones?

Very regularly	1	2	3	4	5	Never
Mail and Guardian	1	2	3	4	5	
Sunday Independent	1	2	3	4	5	
City Press	1	2	3	4	5	
Sunday Times	1	2	3	4	5	
Other: state .....	1	2	3	4	5	

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35. Please rate your opinion on each of the following.

	Strongly agree	Agree	Disagree	Strongly disagree
*I need to read newspapers regularly in order to get a sense of what is going on in the world	1	2	3	4
*Newspapers are dull and uninteresting	1	2	3	4
*With the news and entertainment I get from other sources I could quite easily do without newspapers	1	2	3	4
*All responsible citizens should read newspapers so that they can make informed political choices	1	2	3	4

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36. How often, on average, do you watch rented videos? (Videos rented from a video shop.)

Seldom	1
Once a week	2
Twice a week	3
Three times a week	4
More than three times a week	5
Never	6

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37. How often, on average, do you go to the cinema?

Seldom	1
Once a week	2
Twice a week	3
Three times a week	4
More than three times a week	5
Never	6

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38. Indicate to what extent you enjoy the following video/film genres.

Great enjoyment	1	2	3	4	5	No enjoyment
Action	1	2	3	4	5	
Drama/Romance	1	2	3	4	5	
Comedy	1	2	3	4	5	
Art House Cinema	1	2	3	4	5	
Horror/Thriller	1	2	3	4	5	
Other: state .....	1	2	3	4	5	

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39. Why are these your favourite video/film genres?

.....  
 .....

40. Name your favourite magazine(s) and give the reasons for your choice.

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.....

41. How regularly do you read your favourite magazine(s)?

Very regularly	1	2	3	4	5	Never
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42. On average, how often do you use the internet?

Every day	1
Every second day	2
At least twice a week	3
Once a week	4
Once every two weeks	5
Never	6
Other: state .....	7

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43. Indicate your main uses of the internet by writing a 1 to indicate the most frequent use, a 2 to indicate the second most frequent use, a 3 to indicate the third most frequent use, etc. Only indicate those which you actually use.

Not applicable (do not use the internet)	1	
Entertainment	2	
Information/research	3	
Communication (e.g. E-mail; Multi User Dungeon and Dragons; Internet Relay Chat)	4	
Business (e.g. CD ordering)	5	
Other: state .....	6	

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THANK YOU VERY MUCH FOR COMPLETING THIS QUESTIONNAIRE.

DEPARTMENT OF SOCIOLOGY AND INDUSTRIAL SOCIOLOGY

Sociology II: Practicals

Instructions regarding the survey on student lifestyle and media usage

1. Check the class-list kept by the secretary on which you will find your assigned number.
2. Obtain from the secretary the list of students in residence (the sampling frame). This list is 56 pages long and your assigned number will be next to 15 names on this list. It might be necessary to go through the full 56 pages before you find your assigned 15 names and addresses. Write down all the particulars of the respondents; including study direction (this might help you locate the student in residence). For your convenience we have tried to assign you respondents who live close to your place of residence. **Note: because there are only six lists to be shared by the 28 students in your class, you must not keep the list for longer than an hour. Having written down the particulars of your 15 assigned respondents, return the student list to the secretary.**
3. You have each been assigned 15 names (in some cases one or two additional names have been added to your quota). You will be expected to hand in a minimum of 10 completed questionnaires.
4. Each student will be given 15 questionnaires.
5. Take the questionnaires to your assigned respondents. Explain the purpose of the questionnaire and arrange to fetch the completed questionnaire within an agreed upon time period. The shorter the delay between administration and collection the higher is your likely success rate in obtaining completed questionnaires.
6. **On collecting the questionnaire check that it has been completed correctly and fully. If it has not, ask the respondent to complete it accordingly.**
7. If you have problems contacting the students on your list then please contact Prof Coetzee and he will give you alternative students to contact.
8. **The deadline for the completed questionnaire is the prac period on Friday 21 August. Your name must be written on each completed questionnaire. If you have a problem with meeting this deadline please contact Professor Coetzee.**



RHODES UNIVERSITY

*Confidantiam et veritatem*

DEPARTMENT OF SOCIOLOGY & INDUSTRIAL SOCIOLOGY • Tel: (046) 603 8361/2 • Fax: (046) 622 5570

August 1998

Dear Fellow Student

The Sociology II students are conducting a research project to assess aspects of student lifestyle and media usage.

Your name has been randomly selected from a list of all students, to ensure that the results are representative of the student population. All the completed questionnaires will be placed in a data pool and the results will then be analysed. Your response will therefore remain anonymous.

Please assist us in doing this research.

Should you have any question or any suggestion, please contact Professor Jar. K. Coetzee of this department (telephone 603 8361/2).

Thank you for your co-operation.

The Sociology II students

## **Appendix 4**

### **Guide for focus group interviews**

#### **1. Demographics**

- Gender
- 'Race'
- Class
- Schooling
- Rural/urban

#### **2. The importance of traditional socialising institutions**

- Should there be a greater respect for authority?
- Regardless of the qualities and faults of our parents, should we always love and respect them?
- Are there absolutely clear guidelines about what is good and evil? Do these always apply to everyone, whatever the circumstances?
- Do most values our parents hold onto still have much relevance for today's youth?
- Is marriage is an outdated institution?
- What is your attitude towards religious institutions?
- What is your attitude towards your parent's generation?
- Do youth have more in common with each other than with their parents?

#### **3. Interest in politics**

- How interested are you in politics?

#### **4. Political attitudes**

- Would you place yourself on the political 'left' or 'right'?
- Do you believe that the government should take more responsibility to ensure that everyone is provided for?
- Do you believe that people are poor because of laziness and lack of willpower?
- Do you believe that there is little we can do to change society?

#### **5. Attitude towards political changes in South Africa**

- How do you view the current political situation?
- How optimistic are you about your future?
- How much confidence do you have in state institutions?
- Do you have a strong South African identity?

#### **6. Experience of Rhodes University**

- Do black and white students lead separate lives on campus?
- How much trust do you have in the institution?
- Do you feel at home at Rhodes?
- What is it like to be free of parental constraints while at Rhodes?

- Are you part of a sub-group on campus?
- How important are the media in marking social differences between student groups on campus?

### **7. The importance of leisure**

- Do you view the time you spend on leisure activities as more important than the time you spend on your studies?

### **8. Social attitudes**

- Are money and material possessions central to ensuring a happy life?
- Are money and material possessions the main indicators of success in the world?
- Is a women's place in the home?
- Should we have the opportunity to enjoy complete sexual freedom without restriction?
- Do you believe the whole world is moving towards the adoption of Western capitalist values?
- Is this a good thing?
- Are money and material possessions the main indicators of success in the world?

### **9. Attraction of global popular culture**

- Do you connect more with global popular cultural forms than with local equivalents?
- Do you believe in terms of dress and general attitude we are becoming increasingly like American youth?
- Is the spread of American popular culture around the world a good thing?
- Do you feel part of a global youth culture?

### **10. Frequency and importance of media consumption**

- How often do you consume different media: newspapers, magazines, radio, films, TV, videos, and cd's?
- What are your media genre preferences?
- How much confidence do you have in newspaper and TV news?
- Are the media the main providers of images and styles in your life?
- Is having access to 'hard' news and current affairs important?
- Do newspapers 'speak' to you?
- Do you consume the same media as your close friends i.e. does media consumption play a central role in shaping your friendships?

## Appendix 5

The following survey results indicate the continuing salience of news for youth.

**Table 1**  
**Response to the question “Why do you mainly listen to the radio?” by origin, ‘race’, class, school, and gender.**

<u>Why do you mainly listen to the radio (%)</u>				
<u>Origin</u>	<u>Information</u>	<u>Entertainment</u>	<u>Other</u>	<u>N</u>
City	12,5	78,7	8,8	216
Town/Rural	23,7	66,9	9,5	169
Total	17,4	73,5	9,1	385
p-value: 0,0132				
<u>‘Race’</u>				
African	41,9	48,4	9,7	93
Coloured	15,0	75,0	10,0	20
Indian	18,2	79,5	2,3	44
White	7,2	82,5	10,3	223
Total	17,3	73,4	9,2	380
p-value: < 0,0001				
<u>Social class</u>				
Working class/ peasant	33,9	60,2	5,9	118
Middle class	8,9	81,4	9,7	258
Total sample	16,8	74,7	8,5	376
p-value: < 0,0001				
<u>School</u>				
Model C/ Private	10,2	79,9	9,9	304
DET	41,3	52,0	6,7	75
Total sample	16,4	74,4	9,2	379
p-value: < 0,0001				
<u>Gender</u>				
Female	13,3	75,5	11,2	233
Male	22,2	71,9	5,9	153
Total sample	16,8	74,1	9,1	386
p-value: 0,0252				

The survey results confirm interview findings which pointed to both the importance of ‘hard’ news for African students from a working or peasant class background as well as

the importance of radio as a source of information, rather than simply a source of entertainment.

**Table 2**

**Responses to the question “On average how often do you read the newspaper?” analysed in terms of ‘race’, social class and gender.**

On average how often do you read the newspaper (?)

	every day	every 2 <sup>nd</sup> day	twice a week	once a week	once every 2 <sup>nd</sup> week	never	other	N
<u>‘Race’</u>								
African	24,5	16,3	24,5	13,3	13,3	4,1	3,1	98
Coloured	5,0	25,0	20,0	20,0	10,0	20,0	0,0	20
Indian	21,7	19,6	21,7	26,1	6,5	2,2	2,2	46
White	13,4	15,6	14,7	21,6	22,5	8,2	3,9	231
Total	16,7	16,7	18,2	20,0	18,0	7,1	3,3	395

p-value: 0,0101

Social class

	every day	every 2 <sup>nd</sup> day	twice a week	once a week	once every 2 <sup>nd</sup> week	never	other	N
<u>Working class/</u>								
peasant	23,6	20,3	22,8	16,3	8,1	6,5	2,4	123
Middle	14,5	14,9	16,0	22,3	21,6	7,4	3,3	269
Total	17,3	16,6	18,1	20,4	17,3	7,1	3,1	392

p-value: 0,0056

Gender

	every day	every 2 <sup>nd</sup> day	twice a week	once a week	once every 2 <sup>nd</sup> week	never	other	N
<u>Female</u>	10,8	12,9	17,3	24,1	20,9	9,2	4,8	249
<u>Male</u>	27,7	22,6	18,7	14,2	12,9	3,2	0,6	155
Total	17,3	16,6	17,8	20,3	17,8	6,9	3,2	404

p-value: < 0,0001

**Table 3**

**Response to the statement “I need to read newspapers regularly to get a sense of what’s going on in the world” analysed in terms of ‘race’.**

I need to read newspapers regularly to get a sense of what’s going on in the world (?)

<u>‘Race’</u>	<u>Strongly agree/agree</u>	<u>Strongly disagree/disagree</u>	<u>N</u>
African	87,8	12,2	98
Coloured	71,4	28,6	21
Indian	91,3	8,7	46
White	72,5	27,5	233
Total	78,4	21,6	398

p-value: 0,0019

**Table 4**  
**Response to the statement “Newspapers are dull and uninteresting” analysed in terms of ‘race’.**

<u>“Newspapers are dull and uninteresting” (%)</u>			
<u>‘Race’</u>	<u>Strongly agree/agree</u>	<u>Strongly disagree/disagree</u>	<u>N</u>
African	15,8	84,2	101
Coloured	33,3	66,7	21
Indian	10,6	89,4	47
White	25,1	74,9	239
Total	78,4	21,6	408

p-value: 0,0326

**Table 5**  
**Response to the statement “With the news and entertainment I get from other sources I could quite easily do without newspapers” analysed in terms of ‘race’.**

<u>With the news and entertainment I get from other sources I could quite easily do without newspapers (%)</u>			
<u>‘Race’</u>	<u>Strongly agree/agree</u>	<u>Strongly disagree/disagree</u>	<u>N</u>
African	28,7	71,3	101
Coloured	47,6	52,4	21
Indian	17,4	82,6	46
White	38,2	61,8	241
Total	33,9	66,1	409

p-value: 0,0146

Table 2 indicates that nearly 50% of the student population read the newspaper at least twice a week with the heaviest readers being the African male students and the lightest being the white students. Again, readership is heaviest amongst the African working and peasant class students. These results are confirmed by the results reported in tables 3, 4, and 5. The relatively high readership of newspapers and the continuing salience for youth of news contradicts the claims made by Katz (1992: 33) and Buckingham (1997: 348) that young people are no longer interested in conventional news media. Importantly, these findings point to the need to identify and understand the varying relationship to conventional news media by different social categories of youth.

## Appendix 6

As noted in Chapter 9, the social divisions amongst students on campus are reflected in their different media preferences. This is illustrated in tables 1 to 9 which highlights the social patterning of media tastes (Moore, 1993: 30) amongst the students surveyed. In particular, the survey results indicated significant relationships between demographic factors and certain television genre preferences, music genre preferences, radio station preferences, and newspaper preferences.

**Table 1**  
Indicated enjoyment of television game shows, analysed in terms of 'race', social class, and type of school attended.

<u>Enjoyment of television game shows (%)</u>				
<u>'Race'</u>	<u>enjoyment</u>	<u>unsure</u>	<u>no enjoyment</u>	<u>N</u>
African	20,8	25,7	53,7	101
Coloured	19,0	14,3	66,7	21
Indian	12,5	25,0	62,5	48
White	7,0	26,3	66,7	243
Total	11,6	25,4	63,0	413
p-value: 0,0140				
<u>Social class</u>				
Working class/ peasant	14,1	23,6	52,2	127
Middle class	10,3	26,4	63,2	280
Total	11,6	25,6	62,9	407
p-value: 0,0040				
<u>School</u>				
Model C/ Private	9,5	23,5	66,9	327
DET	18,3	34,1	47,6	82
Total	11,3	25,7	63,0	409
p-value: 0,0055				

From table 1 we can observe significant differences in preferences for game shows with demographic measures. Table 1 indicates that white middle class students who have attended Model C or private schools obtain the most enjoyment from television game shows.

**Table 2**  
**Indicated enjoyment of television soap operas, analysed in terms of ‘race’, type of school attended, and gender.**

<u>Indicated enjoyment of soap operas (%)</u>				
<u>‘Race’</u>	<u>enjoyment</u>	<u>unsure</u>	<u>no enjoyment</u>	<u>N</u>
African	58,3	10,7	31,1	103
Coloured	33,3	23,8	42,9	21
Indian	45,8	18,8	35,4	48
White	35,5	18,2	46,3	242
Total	42,3	16,7	41,1	420
p-value: 0,0087				
<u>School</u>				
Model C/ Private	40,3	16,5	43,1	327
DET	50,6	16,9	32,6	83
Total	42,5	16,6	41,0	410
p-value: 0,0291				
<u>Gender</u>				
Female	50,4	13,7	36,0	256
Male	29,7	21,2	49,1	165
Total	42,3	16,6	41,1	421
p-value: < 0,0001				

The gendered preference for news genres discussed in Chapter 7 (tables 9, 10, and 11) is evident in table 2 above. Female viewers indicate a greater enjoyment of soap operas compared to male viewers.

**Table 3**  
**Indicated enjoyment of televised adult dramas, analysed in terms of ‘race’.**

<u>Indicated enjoyment of televised adult dramas (%)</u>				
<u>‘Race’</u>	<u>enjoyment</u>	<u>unsure</u>	<u>no enjoyment</u>	<u>N</u>
African	60,8	10,8	28,4	102
Coloured	76,2	0,0	23,8	21
Indian	61,7	21,3	17,0	47
White	72,4	7,4	20,2	243
Total	68,5	9,4	22,0	413
p-value: 0,0203				

Table 3 indicates that while there is an overall enjoyment of televised adult dramas, this is highest amongst white and coloured students.

**Table 4**  
**Indicated enjoyment of televised films, analysed in terms of 'race', social class, type of school attended, and gender.**

<u>Indicated enjoyment of televised films (%)</u>				
<u>'Race'</u>	<u>enjoyment</u>	<u>unsure</u>	<u>no enjoyment</u>	<u>N</u>
African	79,4	7,8	12,7	102
Coloured	85,7	4,8	9,5	21
Indian	79,2	4,2	16,7	48
White	91,3	2,1	6,6	240
Total sample	86,6	3,9	9,5	417
p-value: 0,01996				
 <u>Social class</u>				
Working class/ peasant	79,6	7,9	12,6	127
Middle class	90,6	1,4	8,0	278
Total sample	87,2	3,5	9,4	405
p-value: 0,0006				
 <u>School</u>				
Model C/ Private	90,7	1,5	7,7	324
DET	74,4	12,2	13,4	82
Total	87,4	3,7	8,9	406
p-value: < 0,0001				
 <u>Gender</u>				
Female	89,1	3,5	7,5	255
Male	84,1	3,7	12,3	163
Total	87,1	3,6	9,3	418
p-value: 0,0012				

Table 4 indicates a high enjoyment of televised films across all sectors of the student population with the most enjoyment expressed by white female middle class students who have attended either private or Model C schools.

Table 5 indicates that African students from working or peasant class backgrounds and who have attended DET schools enjoy televised music programmes more than students from other backgrounds.

**Table 5**  
Indicated enjoyment of television music programmes, analysed in terms of 'race', social class, and type of school attended.

<u>Indicated enjoyment of television music programmes (%)</u>				
<u>'Race'</u>	<u>enjoyment</u>	<u>unsure</u>	<u>no enjoyment</u>	<u>N</u>
African	82,2	1,0	16,8	101
Coloured	71,4	9,5	19,0	21
Indian	46,8	10,6	42,6	48
White	25,6	25,2	49,0	234
Total	44,6	16,6	38,9	404
p-value: < 0,0001				
<u>Social class</u>				
Working class/ peasant	64,0	8,0	28,0	125
Middle class	34,1	21,0	45,0	276
Total	43,4	17,0	39,6	401
p-value: < 0,0001				
<u>School</u>				
Model C/ Private	38,3	18,8	43,0	319
DET	67,9	7,4	24,7	81
Total	44,3	16,5	39,3	400
p-value: < 0,0001				

**Table 6**  
Indicated two most favourite music genres, analysed in terms of 'race'.

<u>Indicated two most favourite music genres (%)</u>									
<u>'Race'</u>	<u>house</u>	<u>r&amp;b</u>	<u>jazz</u>	<u>soul</u>	<u>rock</u>	<u>reggae</u>	<u>gospel</u>	<u>rap</u>	<u>N</u>
African	0,0	29,7	11,0	14,3	1,1	4,4	15,4	6,6	91
Coloured	10,5	26,3	5,3	15,8	5,3	5,3	5,3	5,3	19
Indian	9,3	39,5	4,7	4,7	11,6	0,0	2,3	7,0	43
White	5,9	0,5	1,4	5,9	36,0	0,9	0,0	0,9	222
Total	5,1	13,3	4,3	8,3	23,2	1,9	4,3	3,2	375
p-value: < 0,0001									
<u>'Race'</u>	<u>blues</u>	<u>alternative</u>	<u>classical</u>	<u>heavy metal</u>	<u>choral</u>	<u>N</u>			
African	0,0	1,1	3,3	0,0	1,1	91			
Coloured	0,0	10,5	0,0	0,0	0,0	19			

Indian	7,0	0,0	0,0	0,0	2,7	43
White	1,8	21,2	4,1	2,7	0,0	222
Total	1,9	13,3	3,2	1,6	0,3	375

p-value: < 0,0001

<u>'Race'</u>	<u>traditional</u>	<u>kwaito</u>	<u>kwela</u>	<u>mbhaqanga</u>	<u>white pop</u>	<u>township pop</u>	<u>N</u>
African	2,2	5,5	0,0	1,1	3,3	0,0	91
Coloured	0,0	5,3	0,0	0,0	5,3	0,0	19
Indian	2,3	2,3	0,0	0,0	9,3	0,0	43
White	0,5	2,7	0,0	0,0	15,3	0,5	222
Total	1,1	3,5	0,0	0,3	11,2	0,3	375

p-value: < 0,0001

From table 6 we observe that there are significant relationships between music genre preferences and particular demographic measures. For African students, the two most preferred music genres are rhythm and blues (r&b) and soul. For coloured students it is also rhythm and blues and soul. For Indian students it is rhythm and blues and rock while for white students, it is rock and white pop.

The reasons behind the socially patterned taste preferences lies beyond the scope of this thesis but points the way for future research.