

**READING HABITS AND INTERESTS OF  
PARENTS AND THEIR INFLUENCE ON THE  
READING HABITS AND INTERESTS OF THEIR  
CHILDREN IN UMLAZI TOWNSHIP**

by

**Ntombifuthi Patricia Mngoma**

**Reading habits and interests of parents and  
their influence on the reading habits and  
interests of their children in Umlazi  
Township**

by

**NTOMBIFUTHI PATRICIA MNGOMA**

**Submitted in fulfilment of the requirements**

**for the degree of**

**M. Bibl.**

**in the Faculty of Arts**

**at the**

**University of Zululand**

**KwaDlangezwa**

**SUPERVISOR : Prof. W. M. Vermeulen**

**January 1997**

## **DECLARATION**

**I NTOMBIFUTHI PATRICIA MNGOMA, declare that the opinions expressed in this thesis and the conclusions arrived at, are my own and that the thesis has not been submitted simultaneously or at any other time for another degree.**

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#### **DEDICATION**

**This work is dedicated to my late mother Beatrice MaNdlovu Mngoma for giving me a chance to learn and for her unfailing support during that learning period. The completion of this work is a culmination of her wish to have all her children reach great heights.**

## **ACKNOWLEDGEMENTS**

I wish to express my sincere thanks to my supervisor, Professor W. M. Vermeulen, for her unfailing patience, guidance and her ever-willing attitude to assist me whenever I approached her. From her professional tutoring I learnt a great deal.

My indebtedness goes to the ex Department of Education and Culture, Circuit Inspectors, principals / deputy principals, staff, parents and pupils of the schools where I conducted this research. You all gave me an opportunity of crystalizing my thoughts and beliefs.

I would specifically wish to thank the following people : Lucky Mhlongo, Sane Tshabalala, Sithembile Chili, Jabu Mbambo, Eugenia Ndlovu and Dana Shembe for their continual support and assistance in many ways.

My colleagues Bheki and Do for their unlimited support, constant interest and their special efforts to help submit on time.

My sister Thobi for her interest and being there for me particularly during the final stages of this work. My son Sandile's support and understanding of being sent away from home when he wanted to be there is greatly appreciated.

I extend my thanks and gratitude for typing of this work and initial scripts to Zanele Blose, Metsie and also Lembi, Thulani and Aifeli for making their computers available to me.

The final typing is attributed to Patrick Buthelezi and his wife Sthombe. Thank you very much for spending those sleepless nights for my sake.

Finally, I thank God Almighty for the strength, perseverance and hope He gave me throughout this research.

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**ABSTRACT**

The study was prompted by the lack of a reading culture observed at schools in Umlazi area.

An overview of the literature on Black family life and its possible influence on reading, pointed to various factors which could have a negative influence on Black pupils' reading, for example, poor home conditions, lack of parent models, oral culture and difficulties with regard to the language of available reading material. Home background was identified as a major factor in preparing children for leisure reading

The respondents in the survey on reading interests and habits of pupils at three Umlazi schools, and their parents, represented a cross section of families, i.e. from unemployed to professional parents. Nearly half (47%) had an income of less than R 1 799.00 per month. The majority of the parents (66.7%) came from a rural background in which the oral culture is still predominant.

Based on the research conducted for this study, it was concluded that parents, regardless of their cultural and socio-economic and geographical backgrounds were readers, providing their children with positive role models to copy. Parents stimulated the reading habit through pre-school story reading (52.5%) and story telling (77.5%), purchasing of reading material (61.7%), and encouragement of public library use (78.7%).

The findings also indicated that factors such as TV watching, listening to the radio, lack of public libraries, inadequately trained teacher-librarians, and lack of encouragement from teachers to use the school library had a negative influence on pupils' reading habit.

The results of the survey can however not be regarded as conclusive. With face-to-face contact with respondents and in-depth interviewing different results might be obtained.

# CHAPTER 1

## 1.1 INTRODUCTION

“At the psycho-social level of human life, time spells change, whether deliberately or involuntarily. The past and future course of this flow of change in human affairs has a considerable impact on family life. The major challenge of our time is whether a change of habit can keep pace with the change in the environment and environmental resources”.

(Toynbee, in Anthony and Chiland, 1980:579)

If librarians take Toynbee's statement seriously they should know that if they are to have a reading society it holds implications for the family and for libraries which have to provide reading material from an early age and support children and young people. The family needs to send its children to libraries and /or provide a conducive reading environment at home. Librarians need to reach out to their clientele and also constantly review their resources and their functions to check whether these meet the needs of their clientele.

There is a vast difference between the traditional and the modern society. Modern society is organized in such a way that people need to be able to read to function adequately and independently, a factor, which does not come into play in the traditional society. Nowadays there are numerous notices to be read, forms to be filled in and instructions to be followed, which fluent readers process almost automatically, but which can pose real difficulties for less fluent or non-readers. This calls for a change in attitude with regard to inadequate reading skills.

With our country working towards democracy, librarians and teachers should promote freedom of thought which is of great importance. Each individual member of society needs to be able to choose what he/ she will read and be able to bring a thoughtful, critical mind to that reading. This will curb the influence of the writers of propaganda on society, who otherwise could change our social system according to their whims. Besides reading for study purposes,

there is great scope for the use of reading as a recreational activity. When people have increasing amounts of leisure time, reading can be a valuable way to utilise such time. Hopes of getting more people in South Africa to read seem to depend entirely on parents, teachers and librarians and on the government who has the responsibility to provide Blacks, in particular, with the necessary amenities that they have been deprived of. With regard to reading, the researcher is of the opinion that parents are faced with a serious task. They have to:

- » participate in the process of teaching their children to read;
- » read to their children while they are young; and
- » be careful not to kill their interest in reading, through being over-ambitious of their children's success in reading.

Many parents are however uncertain about their role and they do not know which attitude to adopt. Some simply abdicate their responsibilities.

Indigenous writers and publishers also play a leading role in providing a Black oriented literature to satisfy the authentic needs and aspirations of the African. The researcher's observation is that Black librarians, writers and publishers whose library material, writings and publications are foreign-oriented may find that their services are not required by their newly independent community.

As we are presently faced with a transitional stage in our country, there is no doubt that our reading will be affected both positively and negatively. Positively, people will want to be aware of current events in their country. Negatively, access to reading places is often limited, for example, the area being studied viz. Umlazi has only one public library recently completed and operational since November 1996. The rhetorical statement that the KwaZulu Natal government is economically weak does not invalidate its citizens' cherished life skills. The provision of public libraries as support for educational and leisure reading in KwaZulu Natal, particularly in Umlazi, because of its high population 1.5 million (Ngidi, 1993), should be a priority on the Provincial Government's agenda.

## 1.2 MOTIVATION FOR THE STUDY

The concern for the study emanated from the opening of next to real libraries in Black schools in Umlazi, while it was still observed that reading was not taking place as was anticipated (Personal observation). Reflecting this concern READ (Read Educate and Develop) (which is a non-government organisation) in the researcher's experience as a librarian, has taken it upon itself to raise funds towards the development of these libraries, and has organised training sessions for both qualified and unqualified teacher-librarians, and also furnished selected libraries with their basic needs, including both stock and furniture. Yet, personal observations indicated that school libraries in Umlazi still enlist few staunch library users.

From personal experience working as a teacher-librarian in one of the schools under study, the KwaZulu Department of Education and Culture also showed concern by employing an Inspector for Libraries to supervise the functioning of these libraries. The Inspector also organised several training sessions for teacher-librarians. One was held at Lion's Park (1984). The training was directed at teacher-librarians. By assisting them to develop their library skills they would be able to encourage pupils to use the library and to develop voluntary reading habits but all apparently to little avail.

Osa (1985:754) sums up the reluctance of Black pupils to read by tracing it to their culture of oral tradition. He also points out that another cause may be that the library in Black areas has in the past contained mainly prescribed books and old, and tattered books. Thomas and Loring (1979:30) on the other hand, cites Usova as basing this reluctance on the attitudes inherent in the family, the atmosphere in the home not being conducive to reinforcing reading.

The family may not be able to afford reading material, or may not perceive any practical value in reading, and consequently may not encourage it. To add to the above comments, research on the reading of Blacks has often been conducted by people of a different culture (French, 1989; Johnstone, 1989; Leach, 1992 and Machet, 1993, 1994). They could perhaps interpret their findings against their own cultural background, while more meaning could be acquired from the values and norms of the society in which the pupil is socialized. Like his peers elsewhere, the Black pupil does not exist in a socio-cultural vacuum. This study is an attempt

to understand the world of the Black pupil and also his reading habits and reading interests as related to his parents' reading habits and reading interests.

### **1.3 STATEMENT OF THE PROBLEM**

The focus is on the influence of parents' reading habits and interests on the reading habits and reading interests of their children at Zwelibanzi, Vukuzakhe and Umlazi Commercial High Schools.

The schools' enrolments vary from 540 to 865 pupils, ranging from ages thirteen to twenty two. What has been personally observed is that each year some pupils are library users throughout the year and the rest hardly use the library. In discussing the matter with teacher-librarians of the neighbouring schools, the researcher discovered that they experienced the same problem.

The researcher therefore saw the problem as a primary area for research. Research is needed to determine if the reluctance of some pupils to read can be traced back to their homes.

Kujoth (1970:330) maintains that, "In educating youth, it is necessary to know with what they live, with what thoughts, and what attracts them and what repels them".

He goes on to say,

"Although the proportion of students who use the library freely is regrettably small, it may not be students' impercience or laziness which is responsible. Some libraries have been reported to discourage students from coming to the library for pleasurable exploration" (1970:431).

#### **1.3.1 Rationale**

The lack of reading as a leisure activity among adolescents is not something new nor a problem only facing Black high school libraries in Umlazi. Waples (1934:399) long ago pointed this out in America. He called for research to determine the position of reading on young persons' scale of recreational values. Radebe (1995:162) is one of

the authors who have argued that South African Black children's reading interests and consequent needs are not unique. This study intends to bring forth some reasons for the lack of a reading culture among Black children. Reading as a subject has been taught at the elementary level traditionally and educators have been concerned not only about a student's ability to read, but also about his realisation of the importance of reading in his life. Robinson (1956:1) stated in her introduction to a University of Chicago Conference entitled "Developing interest in Reading" that the theme was chosen because "of the genuine concern, both inside and outside the profession, for promoting the habit of turning to reading as an intellectual resource".

The inability to appreciate the importance of reading among adolescents is attributed by Winebrenner (1971:4) to a variety of factors among which are the lack of suitable reading materials and lack of time for reading. He blames schools for burdening students with too much required reading for assignments and offering too many extra-curricular activities.

This has been confirmed by students in Buler's study (in Kujoth, 1970:430) who said that they read comparatively little during their adolescence because of the demands of their schoolwork. It is also noted that some libraries have contributed to this for they have barred students with textbooks from the library, although some assignments logically require the use of textbooks in conjunction with library material. Kujoth (1970:431) further points out that the most gifted students often have the least chance to use the library. Over and above this, early closing hours for the school buildings and the lack of enough staff to cover a longer schedule, prevent the offering of school library service in the evening. However, Winebrenner (1971:4) also cites lack of adult role models who read and value reading and are able to impart this value to young adults as a reason for a low level of interest in reading.

### **1.3.2 General problem**

Why do some pupils at Zwelibanzi, Umlazi Commercial and Vukuzakhe High Schools (few as they may be) make more use of the library than others?

### **1.3.3 Specific Problem**

What is the influence of parents' reading habits and reading interests on the reading habits and reading interests of their children at Zwelibanzi, Umlazi Commercial and Vukuzakhe High Schools?

## **1.4 HYPOTHESIS**

- The reading habits and reading interests of parents influence the reading habits and reading interests of children at Zwelibanzi, Umlazi Commercial and Vukuzakhe High Schools.
- Home background influences the reading habits of children at Zwelibanzi, Umlazi Commercial and Vukuzakhe High Schools.

## **1.5 THE AIMS OF THE STUDY**

This study sought to:

- conduct a literature study on Black family life and reading, and present an overview of these phenomena;
- collect background information on Umlazi township and the schools included in the study;
- conduct a survey on the reading habits and interests of pupils and their parents;
- analyse the data and compare the reading habits and reading interests of the pupils in the sample selected with those of their parents; and
- present the findings with conclusions and make recommendations with regard to the building of library collections and providing library services which will meet the reading needs of pupils.

The main aims of the study were to :

- investigate parents' reading habits and interests and their possible influence on the reading habits and interests of their children at Zwelibanzi, Umlazi Commercial and Vukuzakhe High Schools;
- identify the influence (if any) of home background (urban, rural or squatter) on the reading habits and interests of the pupils;
- identify possible implications for providing library services which will meet the reading needs of the pupils.

## **1.6 DELIMITATION OF THE STUDY**

- 1.6.1 The population for the study was limited to the standard nine and ten pupils of Zwelibanzi, Umlazi Commercial and Vukuzakhe High Schools. Thirty pupils from each school and their parents were chosen which means ninety pupils and ninety parents made up the population for the study.
- 1.6.2 Only non-curricular reading habits and interests were studied, i.e. reading which has not been assigned by the teacher, or is not required for study purposes.
- 1.6.3 The library survey was limited to users of the school libraries for public libraries have been non-existent in Umlazi.

## **1.7 METHODOLOGY**

The study involved six main operations:

- 1.7.1 Two questionnaires were constructed and used, one for pupils and one for parents. Questionnaires contain open and closed questions. Parents' questionnaires are in two languages, i.e. English and Zulu to make up for those who are not at home with English.

Questions were formulated in such a way that the responses reveal reading habits of pupils and parents, parental influence on reading, reading interests of pupils and also general influences on reading habits, and the profile of the respondents. Pupils answered the questions by writing answers down

themselves. The intention was to interview parents individually at their places of residence. Problems experienced in this regard are explained in Chapter 5.

- 1.7.2 An interview schedule was constructed to gain information regarding the schools included in the study.
- 1.7.3 A pilot study was conducted with ten randomly selected standard nine and ten students from Zwelibanzi High School to test whether they experienced any problems with answering the questions..
- 1.7.4 Purposive sampling was employed to select the schools to be studied. Schools with librarians and with next to real libraries were selected.
- 1.7.5 June examination mark-lists were used to select a sample for the survey on reading habits. Standard nine and standard ten pupils were included. An equal number of top, average and low achievers were selected to ensure a cross section of ability in the sample. More details with regard to sample selection is provided in the chapter on data collection and analysis (Chapter 5). The intention was to interview only one parent in each case to accommodate pupils from single parented families. Parents of the selected pupils were automatically selected.
- 1.7.6 Questionnaires were administered to collect data.

## **1.8 DEFINITION OF TERMS**

### **1.8.1 Parent**

Parent is a father or mother. Gabela (1983:4) defines the parent as “the pedagogically responsible adult who has the calling to lead the child from helpless babyhood to responsible adulthood. In this system the child discovers humanness and moves from his biogenetic instincts to learned responses”. In this study three types of parents: biological, social and adoptive parents are

included. A child's biological parents are the man and woman who physically produce the baby. They contribute the mental and physical characteristics that the child inherits. Although parents greatly influence a child's development, they are not completely responsible for his strengths and weaknesses.

Social parents include elderly people of different institutions who turn out to be role models of the young ones. Adoptive parents are parents who have taken the child who is biologically not theirs into a relationship as their own child or "heir". These parents raise the child.

Being a parent implies inalienable responsibility and concern to introduce the child to the human world of experience. Parents play a major role in a process called socialization.

Considering definitions of "Education", it is clear that the adult because of wisdom, knowledge and experience becomes the educator and a representative of society in guiding the child on his way to adulthood. Ottaway (1966:3) observes that it is at home, in the family that education derives its substance.

## **1.8.2 Pupil**

A pupil is a person especially a child, who is being taught. This refers to younger persons in schools. For the purpose of the present study, pupils are defined as young human beings between the ages of thirteen and twenty one and still attending school. This is done to exclude those still in Black primary schools.

## **1.8.3 Next to real libraries**

Libraries with at least the basic requirements of standardized libraries, i.e. a library room, issue desk and its contents of operation, library furniture, basic library stock ( $\pm 2000$  items – Vermeulen, 1987 : 391), and a librarian.

#### **1.8.4 Influence**

Influence is the power to affect character, beliefs or actions through example, fear and admiration (Longman's dictionary . . ., 1987:538). It denotes changes in behaviour of a person or groups due to anticipation of the responses of others, the outwardly and possibly gradual exertion of power and persuasion. Influence is observed where the change in behaviour is the result of manipulation, imitation and advice, rather than of formal authority being exercised. Influence means a change of previous decisions and behaviour.

In the present study, influence refers to a desirable, or undesirable behaviour action invisibly affected by the example of parents to their children. However, there is often a sharp discordance between home and school values in Black South African societies. One would expect these two institutions to reinforce each other but instead they often neutralise each other's influence. What the Black man is expected to do, is to shed those aspects of his culture and attitudes that arrest his progress to advancement, like communal lifestyle, which discourages activities that isolate people, like leisure reading which this study deals with. This study seeks to investigate the influence of parents' reading habits and interests on their children's reading habits and interests.

#### **1.8.5 Black**

The term Black used in this study, refers to the dark-skinned inhabitants of South Africa, those whose ancestors lived in tribal communities on the African continent. It became a universally accepted concept in the 1970's during the period of Black Consciousness. The word "Black" will be capitalized for it refers to specific people, "African people".

### **1.8.6 Interest**

Sykes (1982:523) defines interest as the concern, curiosity (take an interest, no interest, in) quality exciting these or holding one's attention to, be concerned with, or learn about something.

### **1.8.7 Habit**

Habit is a tendency to behave in a particular way or do particular things, especially regularly and repeatedly over a long period (Longman's . . . , 1987:448). Certain habits are common with certain people, communities and societies. Reading is one such habit common to Western people. Now it is extending its influence to the African people. In this study, reading habits will mean a settled reading tendency or disposition (common to both parents and their children) measured by the number of different items read and time spent on reading.

### **1.8.8 Availability**

Availability means that which can be had, obtained, used or seen (Longman's...., 1987:59). The availability of relevant library material and devices provided for children refers to physical accessibility as determined through the questionnaire responses by pupils and parents surveyed.

### **1.8.9 Standards**

The first two years of schooling are referred to as sub-standard A and B. From the third year onwards, the schooling years are referred to as standards, starting from standard one to ten (1 - 10).

## **1.9 SUMMARY OF CHAPTERS**

The lack of a reading habit amongst the pupils in Umlazi schools prompted the researcher to conduct a study on the reading habits and reading interests of parents and their influence on their children. This study is organised as follows:

### **1.9.1 Chapter One**

This chapter provides an introduction to the study. It contains the statement of the problem, the rationale, purpose of the study, delimitation and methodology used for the study, and definition of terms.

### **1.9.2 Chapter Two**

Chapter Two will review literature on Black family life as a theoretical background to the study. This background will consider and discuss the factors that influence Black children's developmental trends and the effect that these may have on the Black children's reading habits and reading interests. Personal observations will also be included where relevant.

### **1.9.3 Chapter Three**

This chapter will consider reading as a leisure activity. It will provide a theoretical overview of leisure reading and the factors affecting it, with special reference to conditions in South African Black society.

### **1.9.4 Chapter Four**

Chapter four will provide a brief background to Umlazi township where the study was conducted. It will provide basic information about the schools, size of libraries, stock available, service provided and hours of operation of the

libraries included in the study to indicate how these aspects may influence the leisure reading of the pupils.

### **1.9.5 Chapter Five**

This chapter will provide details of the research methodology used for the study, instruments used for data collection and their suitability, the selection of samples, organisation and analysis of data.

### **1.9.6 Chapter Six**

Chapter six will present the findings of the investigation and recommendations with regard to the improvement of school library services to Black pupils so as to develop a reading population; and finally, how can the public library support the school library.

## **CHAPTER 2**

### **AN OVERVIEW OF BLACK FAMILY LIFE**

#### **2.1 INTRODUCTION**

Personal observation over a period of 19 years of teaching in Black schools in the Umlazi area indicated that reading as a pastime, with which this study is mainly concerned, is largely absent among Black pupils. The question is why this is so.

Radebe (1995:162) identifies several determinants of reading interest and quotes a number of authors who highlight home background as the major influence on the development of the child's early attitudes towards leisure reading (Radebe, 1995:163).

##### **2.1.1 The role of home background**

Crucial aspects of home background emphasised by authors such as Bettelheim and Zelan; Chall, Jacobs and Baldwin; Jubber and Smith (Quoted in Radebe, 1995:163), and which would apply regardless of race, are the following : emulation by the child of the parents' reading involvement, educational background of the parents (including their attitudes towards reading, as well as the extent of their use of reading for personal reasons), the number of books in the home, the accessibility of the school and public library, the size and social position of the family, and family interests and hobbies (or their absence).

When children never experience listening to stories or are never read to at home, when the family is so poor that buying books, or getting to where books are become impossible, and an over crowded home allows no privacy for reading, the development of the reading habit will almost inevitably be influenced negatively (Radebe, 1995:163).

These statements confirm the importance of a close look at Black family life because students at the three schools included in this study all come from Black families.

## **2.2 FAMILY LIFE**

Black family life must be considered from the point of view of three metaphorical stages, that is, the traditional Black family, contemporary Black society and modern Black family life. In all cases there has been a shift from what has been, to the adoption of new ways of life, and the repelling of some accepted norms of the past. We are therefore going to look at these three types of Black family life.

### **2.2.1 The Traditional Black family**

The traditional Black family was extended and polygamous. There were many fathers, mothers, aunts, uncles, cousins and siblings who formed a closely knit family unit. Education was informal and contextually experienced. Informal education taking place in relation to life realities is said to be more meaningful to the learner than theoretical and often “irrelevant” (in terms of time) formally learnt facts (Nxumalo, 1980:132). This informal education was the collective responsibility of all the familial adults and natural parents. Unlike today when the education of a child is the sole responsibility of the natural parents and teachers, this concept of collective responsibility was a very important factor in making the Zulu law abiding. “The whole kraal was responsible for the misdeeds and debts of any one of its inmates and a principal was always responsible for the acts of his agents or dependants . . .” (Krige, 1936:223).

Whilst today family planning is encouraged, for the arrival of a new born baby disturbs the programme of the ever occupied parents and brothers and sisters still at school, in a traditional family a new baby was accepted by all as a worthy addition to an already big family whose members shared responsibilities for his essential requirements of life (Mlondo, 1987:23). However, this group integration is now replaced with individuality encouraged by Western education for which conformity to group expectation is not a priority, while the concept of individualization was discouraged by traditional black education (Mohano, 1983:153).

As education was a collective responsibility for all familial adults, each member of the family and of society played a role in bringing up children. From early childhood mothers and girls took responsibility for training the child in primary activities like feeding, bathing, etc. Very soon the child joined his peers with whom he played and most games were those of imitating adult roles of their sex, thus modelling their behaviour on that of the adults (Mlondo, 1987:29; Mohanoe, 1983:238; Sibisi, 1989:35). The grandmothers' role was that of story-telling. Most of these stories were indirect behaviour moulders and character builders. Correctness of speech was learnt by imitation of the elders. When the children reached their teens, they were placed in the hands of their peers and peer leaders. These leaders had to guide and enlighten boys and girls in matters regarding future expectations.

Within the peer group as one approached adulthood, one had to prove oneself a worthwhile human being by excelling in certain fields like pottery, braiding and singing, in the case of girls, and becoming a brave warrior or the best carpenter, in the case of boys. Coming after this was marriage which was a further extension of the family on the part of the groom. This function also involved all the society members. The girl had to go to her maternal and paternal relatives to ask for gifts to start her own home. Elderly women of the village came to advise her on the new status she was about to acquire. The elderly men too did the same with the groom to be. On the wedding day a big feast was held where the elders proclaimed the weds as people who have fulfilled all the stages expected of young people thereby encouraging others to do the same.

Industrialisation, aimed at improving the quality of life, and Christianity directed at making people aware of the Creator, have had a serious impact on traditional Black society. The stable perspective of Black culture and the collective responsibility of educating the young, which was directed towards inculcating codes of manners, such as deportment and behaviour, have disappeared. As early as 1934, Schapera (1934:34) already conceded that :

“Life in the native reserves is no longer exactly the same as it was in the olden days. Certain elements of culture have been taken over from the dominant Western civilization”.

It is no wonder that industrialization had such effects on the traditional Black family for Leslie and Korman (1989:61) state that:

“... industrialisation in the U.S. transformed the authoritarian, large, stable rural family system into a more egalitarian, relatively isolated, unstable nuclear family”.

Although this statement refers to the United States, it could also be applied to changes in Black family life in South Africa.

Subsistence economy which provided for the daily economic needs, has made way for a Western, capitalistic economy with its profit motive. With this new system parents tend to be drawn away from their home to places where they can seek and find remunerative employment (Mohano, 1983:127).

Bryant (1967:442) states that

“... the position of paterfamilias in the Zulu family was perfectly clear. His word was law, his will supreme, his person sacrosanct. He was the creator of his children, the owner of his wives, king in his kraal, and living representative of the gods (his ancestors). Everybody and everything inside the kraal was his, and within recognised limits, he could do what he liked with them”.

Whilst this type of family provided security, today at the age of sixteen one can get an identity book that allows one to be independent and to meet the cold world outside the home, because one has to go to work or leave home for a tertiary education.

With the opening of the mines, the cattle killing of 1857, and the devastation of the Anglo-Boer war (1899-1902) began the large scale employment of Africans in industry, the migrant labour system and the compound system. The impact of this on African life has been incalculable (North-Coomes, 1975:11). This employment in the Western industrial sector took a large percentage of fathers away from their rural homes for long periods of time. The young ones all of a sudden found themselves without the strong, authoritarian father figure (Dreyer, 1980:23). The new era of

urbanisation has weakened the bonds of kinship as ideas and functions of the family have rendered it more dependent on urban services. A nuclear family of the natural parents, children and one or two relatives, has replaced the extended family in urban environments such as Umlazi where the researcher conducted her study. In this set-up, the education of the child is no longer the collective responsibility of the elders who provided many models of childhood, but that of the natural or adoptive parents.

The immediate family, irrespective of its size, has become the first and the primary institution for the child. With this type of family, the child is left in the care of the helper for the greater part of the day since the parents are working. The parents' influence is felt later when the child starts talking. Very few employers allow maternity leave of more than three months, so the child's progress in acquiring skills depends much on the helper's attitude towards it. In most cases it is the pre-school years that contribute most to the socialisation of the child.

The family as a primary institution seeks to afford parents a chance to influence the development of attitudes, opinions and interests in their children (Mlondo, 1987:70). North-Coombes (1975:11) does not believe in traditional Black family life and the security it provides, for since parents are employed in the cities, they find themselves in the context of societal changes away from these children for a long time. Thus, they cannot fulfil the roles expected of them. Some children are left on their own where both parents work far away from home, so the extended family which could provide security to them no longer exists.

Barker (1973:492) has this to say :

“It is at family level that the most pain is felt, and we cannot forget that the African cultural heritage enshrines a broader, more noble concept of family that has proved a marvellous security for those, for whom, otherwise, there was no security at all. The extended family is a net wide control of neglectful parents. It receives the widow, tolerates the batty, gives status to grannies. Migratory labour destroys this ...”

Because of migratory labour, even grannies have secured themselves employment, thus coming home late and too tired to have time for storytelling. Many of them are domestic servants who see their grandchildren perhaps once a month and therefore their influence is minimal if it exists at all.

### **2.2.2 Modern Black Society**

The present Black society in South Africa has suffered the gradual loss of traditions, values and social customs which has brought about confusion, and uncertainty, and made way for a new value system (Mlondo, 1987:33).

Mohanoe (1983:27) views this Black society as a society that lies somewhere between the old traditional Black and the modern Western cultures. He further states that it is a situation of cultural hodgepodge which on that account cannot be used to provide the purposive guidelines which are the function of norms and values.

The traditional role of adults in the education of the young, changed as teachers took over, and values and norms put forward by the parents were mostly rejected, while those of the teachers were accepted. In the period of transition the image of adulthood was shattered as the school represented a new world and became more important than the home (Mlondo, 1987:33).

Nxumalo (1980:144) puts it this way:

“With the advent of the school, family duties were displaced without replacement. Most families were not literate. Because of the alien or Western cultures children were learning at school, parents thought their contributions were either out of step or redundant. Such laxity has in the main persisted even to this date amongst literate families”.

Parents and teachers experience difficulties in guiding the young in an evaluating, normative way (Dreyer, 1977:18). This has resulted in reduced spontaneous, active participation by the child in his own development for mutual trust between the child

and the adult has dropped. Increasingly, the home has yielded pride of place to the school which is better equipped to execute the multifarious functions delegated to it (Havighurst and Newgarten, 1979:149-159; Musgrove, 1966:5). Krige (1936:223) views Blacks as basically communalistic in nature. That communal identity too has given way to individual ambitions. Each family tends to mind its own business and believes in its members. Interest shown by other families is viewed as interference these days.

### **2.2.3 The Modern Black Family**

The modern South African Black family is the result of industries in the homelands or in the townships. Reader (1966:334) says,

“The family group has closed into the resilient elementary traditional Black family with a minimal number of extra dependants economically active if possible. The assimilated values of individualism have been adopted and enforced”.

This modern Black family has varied models which Luthuli (1977:55) categorised thus:

- a family in the rural areas with a husband, a wife and children not disturbed by distant employment;
- a family affected by migrating labour where the husband lives in a compound or hostel while the wife and children remain in the rural area;
- a family living in the township house where the husband and wife live together. This category includes families that are different in educational and economic status and some are able to build sophisticated houses;
- a family where partners cannot afford or do not want to marry. It is found among squatters in the outskirts of Black townships near big cities.

The last category according to the researcher's observation is:

- a family affected by the shortage of high schools in the rural areas. Thus older children are living with a father and lodgers in the township house while the wife remains in the rural area with the young ones.

It should also be noted that in addition to Luthuli's categories we also have street children who have no family life at all, and also illegitimate children placed under their grandparents' care. The grandparents themselves need to be cared for and thus fail to give support to grandchildren who in turn exploit the situation and do not do their school work. They therefore have no reading models to copy.

Reader (1966:334) says,

“As might be expected, the terminological kinship system has reflected the new values with particular sensitivity. Non-essential relatives are no longer in touch: persons tend to be concerned with their consanguineals and affines”.

Although the ideal traditional pattern of the full range of relations is still known, the rights and obligations attached to the status of old people, particularly, are being lowered by the fact that they are more of an economic burden than they were before. This means that grandmothers are no longer entrusted with the early education of the children, a duty which is falling upon inexperienced mothers.

Bryant (1967:334) maintains that, “One of the greatest calamities that ever befell the Zulu people was the break up of its home life by European industries and government”. As a result authority and discipline in Zulu society have diminished. People had to abandon their homes to go and search for work in White settlements (Mohano, 1983:128). Meer and Mlaba (1982:238) found that children in the labourers' families suffered parental neglect and grew up feeling that they owed their parents nothing. This was confirmed by Mlondo (1987:35) who found that since both parents worked, they spent most of the day away from home and as a result the control over their children was non-existent. Parents also do not have enough chance of protecting children from negative influence in the environment. However, lucrative employment of affluent parents has positive results, for they can provide necessities including after school classes for extra tuition.

Broderick (1977:56) states that children with supportive parents are more likely to be ahead of their age group in cognitive and moral development, conformity to parental expectations, coping ability, social skills and self esteem. Such parents watch and cultivate the habits of their children.

Absence of parents at home is a serious drawback, for parents influence the development of attitudes, opinions and interests in their children. The home is where the earliest and most lasting identifications are made (Mlondo, 1987:70). The primary duty of the parent is to help in stimulating of the senses, the use of the body, the inculcation of the first habits, language, shaping of attitudes, the assimilation of traditions, customs, values and norms (Steyn, 1984:86). Viljoen and Pienaar (1971:940) point out that being an adult cannot exist independently of the child, and the same applies to the child, as each is judged against the background of the other.

Mlondo (1987:46) sees the family as nature's first group where individual character and physical health are mainly formed and the strongest affections are focussed. According to Mlondo (1987:47) the helpless child needs guidance and moulding from his parents so that he fulfils his task. On the other hand, working parents usually spend their free time doing work which they cannot afford to do on working days. They get little time for reading, watching television or going to the cinema, or even listening to the radio (Meer, 1984:81). They bring their frustrations from work depriving their families of adequate attention.

What children grow to be is to a fair degree as a result of the role of the family (Luthuli, 1977:130). If the family does not live as a family, children will definitely follow a trial and error method. Only the fittest will survive the negative influences they are exposed to and adopt positive qualities.

### **2.3 SUMMARY**

This chapter explained traditional Black family life, the changes that have taken place in Black family life and the factors that have contributed to these changes, most specifically the introduction of schools in the stable rural areas, and the opening of industries, bringing along with them townships, slums and hostels.

These townships, hostels and slums necessitated a new way of life amongst Blacks, absolutely different from their own traditional life. New authority figures emerged with this new type of

life, with the school and workplace snatching powers from parents, fathers and other role leaders of the past.

This finally led to the gradual loss of traditions, values and social customs which has brought about confusion to the Blacks and changes in their family life. Black children have suffered neglect as a result of parents' employment. The parents who are supposed to be role models often have little or no time that they can spend leisurely so as to instil the reading habit in children. However, more affluent caring parents often do actively support the development of their children.

The conditions highlighted in the above overview gain in significance against the background of the influence of the home on reading interest outlined by Radebe (1995 : 163). Negative factors such as not having the opportunity to listen to stories or being read to, and lack of privacy for reading as a result of over crowded homes singled out by Radebe, would most likely also be at work in the development of the Black pupils included in this study.

## CHAPTER 3

### READING

#### 3.1 INTRODUCTION

The discussion of Black family life from the traditional society to the modern society, in Chapter 2 attempted to explain the communalistic way of life of the Blacks and its possible implications on reading as a pastime. The love for reading needs to be initiated and nurtured by parents with regard to their children who with the encouragement and assistance also of teachers and librarians, should then become avid readers.

Story-telling, popular in traditional society, is commendable as a leisure activity but reading goes further in that it can be carried out in the absence of others. The purpose of reading is broad in scope. "It develops in the reader the attitudes, abilities and skills needed for obtaining information, fostering and reacting to ideals, developing interests and finally deriving pleasure by reading through understanding or comprehension" (Badrawi, 1992:16).

This chapter therefore presents a view of reading, what reading is, the reasons why people read and how the habit of reading develops. It also looks at the reader and at factors that distinguish a reader from a non-reader, and the importance of the parents' role in developing their children into readers.

The overview also concerns itself with factors limiting reading in Black communities in general and in Umlazi in particular.

#### 3.2 NATURE OF READING

Reading as defined by Thomas and Loring (1979:viii)

"is more than a decoding process which involves recognising or analysing graphic symbols. Reading is gaining meaning from graphic representations. Reading is a communication skill along with writing, speaking, listening and thinking. However, reading requires that the communicator be able to decode printed messages into

meaningful thoughts. While decoding is not reading, it is impossible to read without decoding. Reading should be perceived as the ability possessed by the reader to decode and gain meaning from the written message of the author”.

“Reading is a constant process of guessing. What one brings to the text is often more important than what one finds in it” (Grellet, 1981:7).

Badrawi (1992:16) defines reading as follows:

“Reading is both a process and a product. It is more than just receiving a literal sense. It involves bringing an individual's entire experiences and thinking powers to bear to understand what the writer has encoded. Thus prior sensory experiences provide the basis for comprehending what is read”.

Badrawi (1992:16) thus divides reading into four categories: perceptual, associative, cognitive and affective reading.

- \* Perceptual reading is the ability to discriminate different objects and shapes such as letters and words.
- \* Associative reading involves basic letter-sound correspondences which is a stimulus-response process. Intelligence, past experience, motivation, physical alertness are some of the many variables in associative reading.
- \* Cognitive reading is the relating of new experiential stimuli to past experiences. It involves comparing, recognising similarities and differences, evaluating and interpreting learning, values and truths in keeping with reality.
- \* Affective reading has to do with emotions. Emotions are aroused by the printed word, e.g. joy, delight, excitement.

Hanna and McAllister (1960:2-3) also stress the interaction between the reader and the text:

“Reading is first and foremost a personal experience. The interaction of a human personality with the ideas on a printed page produces a result for the individual which is unique for him, which is personal in a very special sense. He brings his unique background of experience and understanding to the reading and as he reads he interprets in the light of what he knows”.

What many writers emphasize is the fact that comprehension of the text relies much on the

reader's experience or background which he brings to the printed message. Badrawi (1992:16) elaborates on this when he says,

“Meaning lies in the mind of the person who wrote. Comprehension will be found in the mind of the reader who reads those words. If the reader's background, training, attitude and so on, are similar to the writer's, he is likely to interpret the text with no conscious effort”.

Since most books for South African children are written by foreign authors and are foreign in language, Blacks experience difficulties in understanding them. Nhlanhla (1988), Machel (1989), Pritchard (1990), and Morrow (1992) (quoted in Radebe, 1995:163) point out that understanding of these books needs understanding of the author's cultural background first. This results in Blacks refusing to submit themselves to failure of understanding the printed page. However, Radebe (1995:163) also highlights the points of view of authors who disagree with this approach. Of particular significance is the study conducted by Hurst (Quoted in Radebe, 1995:163) which tested the idea that children respond best (or only) to stories set within their own cultural milieu. In a racially mixed class she found that cultural origin of a story had no relative effect on enjoyment of the story.

Leng (1968:16) looks at reading from the perspective of leisure reading. His point of view largely coincides with that of Hurst and others quoted by Radebe.

“Leisure reading is always a substitute for reality, over which it has certain advantages, it requires less effort and risk than real life, the range of experience it offers is much wider and it provides a refuge from everyday existence”.

Robertson (1991) and Diakin (1990) (Quoted in Radebe, 1995:163) maintain that exposure to the unknown provides the child with substance upon which to structure his/her day dreams. Brann (1992:12) warns against generalizing individual needs and interests in reading as great variations in the types of material different individuals, from any cultural background, find interesting, have been identified.

The above definitions explain what occurs in real life when we read and that we basically read for two reasons:

- \* for pleasure
- \* for information

Leng gets Heather's support when she says: "Many people derive pleasure from reading and find it relaxing. For this reason, young people ought to have access to a tempting selection of books". Whilst this is so, Black parents who, in their traditional way of life, did not play a major role in the teens' stage of sexual education, because this role was placed in the hands of elderly girls known as **amaqhikiza**, may for example, not know when their children can be exposed to any information related to sex, a topic in which they are very interested during this stage. Thus they may discourage their children from reading certain literature, maintaining that it is obscene, basing that on their own standards. Things forbidden have a secret charm (Tacitus in Carlsen, 1977:96). Censorship, be it by the government, libraries or parents may kill the reading interest in children. Children should read what they want to read not only what their parents think they should read (Carlsen, 1977:5). Radebe (1995:164) also addresses this issue and highlights authors who point towards the negative influence which parents who are themselves unused to books may have on their children's reading.

Heather (1981:14) goes on to view reading as one of the activities which can help one to develop fully. There are advantages in reading as a pastime. It improves a person's mastery of language so that his spelling, grammar and vocabulary improve. Through reading, a person comes into contact with new ideas and ways of looking at life. Reading is a convenient pastime. It does not require elaborate materials or resources. It is cheap because books can be borrowed from the library and they can be easily carried so that reading can be pursued in places where it would be impossible to pursue other hobbies.

Reading does not require participation of more than one person. It enables the reader to become more self-sufficient, making situations where company is not available, more enjoyable. Blacks however, who support a communalistic lifestyle, find reading to be an antisocial activity and often strongly reject it. Frylinck (1983:299) associates this behaviour of Blacks in South Africa with the oral tradition which is still strong in them.

Hanna and McAllister (1960: ix) maintain that "... parents, librarians and teachers have a challenging opportunity and obligation in advising and guiding young people concerning what to read and how to get the most out of what is read". From the researcher's personal observation it would appear that most Black parents and teachers still need this guidance themselves and thus cannot provide it to children. It is not enough to simply provide or furnish

children with material to read, and when books are not on their level of understanding or interest they will be frustrated and not read.

From the cognitive point of view Badrawi (1992:17) stresses the importance of learning a number of specific skills to aid them in comprehension. They must learn how to read for the main idea, for details, for the recognition of content; they need to be able to skim, to read critically, to outline, to use the dictionary and to vary their reading rate accordingly.

The lack of reading amongst Blacks deprives them of cognitive learning stressed by Badrawi quoted above, and affective learning addressed by Hanna and McAllister below.

Hanna and McAllister (1960:3) state that

“probably the greatest single benefit from reading a book is enjoyment. For persons who like to read, who have discovered what the printed page can offer in new experiences, in a lifting of the spirit, in satisfying curiosity, this is enjoyment at its best. Whether for knowledge or simply to pass some time in a pleasant quiet manner, to the reader who interacts with what he reads, the result is pure pleasure. Reading then at its best is fun, a deeply satisfying experience”.

Therefore all people should be allowed the opportunity of experiencing this pleasure as Badrawi has indicated. One should not lose sight of the importance of provision of vernacular books so as not to disappoint the reading interests of the Black section of the community.

### **3.3 WHO IS A READER?**

People’s reading habits clearly distinguish readers from non-readers, for a person who may read a certain part of the newspaper or magazine may regard himself a reader when he is not.

Hatt (1976:38) defines a reader as :

“a person who is literate, has gained access to information, has the physical conditions and time to read and further out of his own volition chooses to take the opportunity to do so as a meaningful and rewarding exercise”.

Ciani (1981:23) contends that :

“a reader is a person who is literate, has gained access to ‘this’ text, has here the right physical condition and time now to read and further chooses to take the opportunity to do so”.

Ciani and Hatt's definitions clearly indicate that,

- i) they have the same understanding of a reader, i.e. a person who is literate, has access to information, the right physical conditions and time to read and chooses to do so.
- ii) non-readers are not synonymous with illiterates and
- iii) readers differ from non-readers.

Non-readers are viewed by Thomas and Loring (1979:viii) as

“those who have mastered reading skills but decide not to read. Many readers (people who can decode graphic representations) are non-readers not because of an inability to decode or interact but by choice”.

Judging by experience, this seems true of the public the researcher deals with in her study. They fall in line with Thomas and Loring's definition of non-readers, but the conditions for making a reader mentioned by Hatt and Ciani are not mentioned in Thomas and Loring's view of a non-reader, i.e. accessibility of material, time to read and favourable environmental conditions. They stress only literacy and choice and these are not the only determinants. Besides Hatt's and Ciani's conditions limiting reading, Frylinck (1983:78-79) mentions three specific environmental conditions which might limit reading in Black people, who are the concern of this study, i.e.

- \* overcrowded homes,
- \* poor artificial lighting and
- \* occupation involving physical labour and long working hours.

However, the researcher has also observed that some Black children are not affected by these negative influences as they are born of affluent parents but they still don't read.

### 3.4 THE MAKING OF A READER

What parents should know is that readers are made, not born. No one comes into the world disposed for or against the words in print. A solid foundation for reading can be laid by a book-conscious home (Monson and McClenathan, 1983:14). Parents who set an example by reading themselves are most likely to have children who grow up to become avid readers (Role of parents ..., 1991:1-4; Shanker, 1993:5). Children become readers with greatest ease and lasting effects when they are prepared for it, preferably from birth by daily experience of literature read aloud to them and abundance of books shown to them. Whilst in the process of making readers, parents must allow children to make relatively steady progress toward becoming ever more accomplished readers. The chances are good that children's reading skills will grow in direct proportion to the degree of success and enjoyment they find in books (Chambers, 1973:34).

If parents want to see their children reading, they should provide them with books that appeal to their tastes and that answer their questions. During childhood they enjoy fantasy but in their teens they have a lot of unanswered questions related to their physical and biological make-up. They also have questions about opposite partners and their future roles in life. If books that they are provided with answer these questions, they may turn to reading as a solution to their problems. This receives Thompson's (1979:53) support when he says,

“Children learn to speak because they need to communicate their needs and wants. There is no such urgency with the written word. It is up to adults to provide the incentive and show children that reading and writing are pleasurable as well as useful”.

Parents should provide role models, for they exert a strong influence on their children's lifestyles. Smith (1978:77) draws our attention to a vicious circle that may exist in the event of parents who do not read.

“A student with poor reading models (parents, older siblings) tends to read less well than other students. Extra help received by such a student often does not include work, either on his/ her reading habits and attitudes, or his or her reading skills. This student frequently leaves school with negative reading attitudes and habits that influence younger siblings and the next generation”.

Smith (1978:79) reflects this in a vicious circle figure shown below of how non-readers are produced by non-readers.

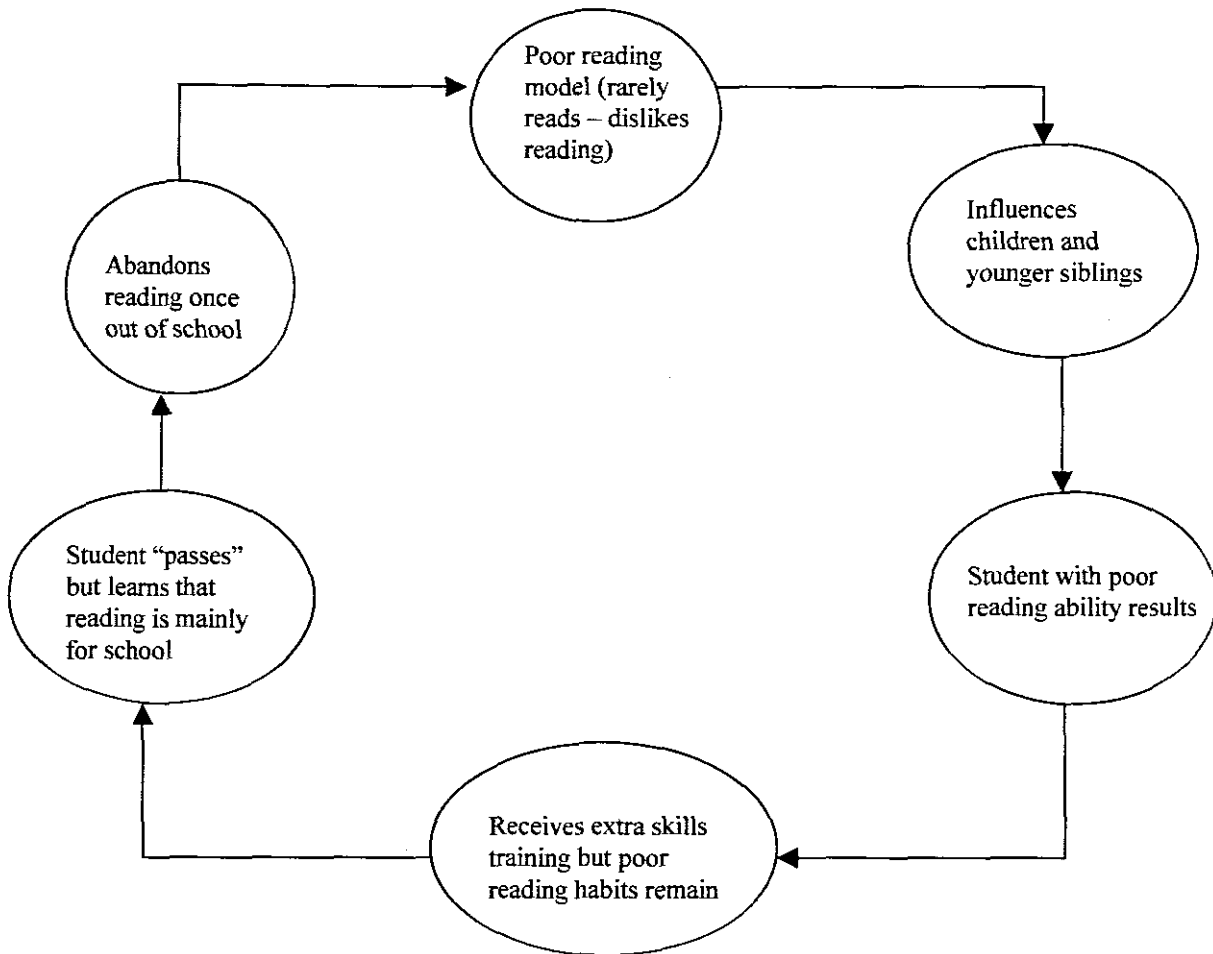


Figure 1 Non-reader cycle

However, it is not always true that children model their parents' positive or negative attributes. Sometimes they are intimidated by their parents' positive or negative attributes and thus develop greatly in other skills. This may explain why parents who are avid readers sometimes bring up children who do not read.

Curtis (1991: 387) says,

“When daughters identify with their mothers and perceive their mothers to have negative attributes, they may incorporate the negative appraisal of their mothers in their own self concepts and feeling of self worth. Adolescent daughters also may be intimidated by their mother's positive attributes and success and avoid competition with their mothers”.

In fact, daughters may deliberately fail in their mother's area of expertise or may succeed in areas where their mothers fail.

### **3.5 FACTORS LIMITING READING**

Radebe (1995:162-164) identifies a number of factors which may determine reading interest, inter alia, socio-economic factors (including home background), availability and suitability of books and the teaching of reading. She singles out home background as having the greatest influence on the development of early attitudes towards leisure reading (Radebe, 1995:163).

#### **3.5.1 The home environment**

The home is the first institution for the introduction of the child to reading. This however, is affected by the culture of different societies. As stated above, Black culture traditionally had nothing to do with reading; instead, Blacks relied on oral communication. This is explicit from personal experience in the way they passed their history from generation to generation through verbal communication and the way they recited Kings' praises (izibongo) without referring to any piece of written document. But this situation has been affected by acculturation which brought along with it formal education. This education to a great extent demands reading. Since reading, as highlighted above, can be positively or negatively affected by a child's home background, we shall look at its effects with reference to the five family categories outlined in Chapter Two.

##### **3.5.1.1 A family in a rural area with a husband, a wife and children not disturbed by distant employment**

What the researcher has observed is that this family is affected by several of the factors that limit reading:

- \* lack of role models
- \* poor access to reading materials
- \* lack of suitable material (highlighted also by Radebe)
- \* absence of artificial lighting, (identified also by Frylinck)

This family has all the members together, but one can still maintain that they lack role models. The parents may very much like to read if they are literate, but because of their location far from towns and cities, they fail to pursue the reading habit and provide a role model for their children, or to provide their children with accessible reading material. Public libraries in rural areas are still a rarity. French (1989:132) points out that even the Central News Agency is only found in urban white centres. “For a child to look upon books as a normal and necessary part of his social environment, he must be exposed to books from an early age” (Role of parents..., 1992:2).

The concept ‘library’ with these children is introduced at a tertiary institution or at a boarding school for those who are fortunate enough to attend these schools. Also, the material that the parents may have, may not appeal to their children's tastes and interests. This may not encourage reading in their children. Norvell (in Thomas and Loring, 1979:54) argues that students “criticise the tendency of adults to impose their likes and dislikes on children and adolescents”. Radebe (1995:168 -169) points out that books which are too difficult or which do not interest children might jeopardize chances of encouraging independent reading.

Coming to the point of artificial lighting, Ciani (1981:23) says reading in the first instance depends on visual perception. The reading process requires certain minimum standards of lighting. We still find many Black people's houses in urban areas not electrified. In the rural areas it is only a selected few who have their houses electrified. So children from these families end up not reading.

### **3.5.1.2 A family affected by migrating labour where the husband lives in a compound or hostel while the wife and children remain in the rural area.**

The only person who can read for leisure in the family affected by migrating labour is the father by being nearer to the shops which sell newspapers. However, these newspapers do not reach his home because his reading takes place in the compound or hostel during the course of the year. Besides this, what the researcher has observed is that their life style in the hostels does not permit much reading. They are two or four in

one room. There is no privacy or silence which Waples (1940:44) regards as a basic condition for reading . As Black people's lifestyle is communal, this set-up instead of making them read, provides them with a good opportunity to pursue their communal lifestyle. In the end, the reading habit is not developed even in the father. If it does develop, the time he spends at home with his family during holidays is too short for it to be modelled by his children. The other factors, viz. poor access to reading materials, lack of suitable materials and absence of artificial lighting which apply to rural families would also be relevant for this type of family which usually remains rural based.

**3.5.1.3 A family living in a township house where a husband and wife live together. This category includes different families of which some are able to build sophisticated houses**

This type of family varies in nature. On the one hand, it may find itself faced with problems of environmental conditions, poor artificial lighting, occupation involving physical labour and long working hours as well as illiteracy. On the other hand, this type of family may be sufficiently literate, have time to read, have access to information as well as highly motivated parents. Some of these families may even be able to afford sophisticated houses.

A physical environment which is conducive to reading is a crucial factor in determining whether one reads or not. Most Blacks live below the subsistence level while in the former homelands the majority live in absolute poverty. Wilson and Ramphela (1989:44) note that the extent of overcrowding is overwhelming, particularly in urban areas. As stated above Frylinck also highlighted this negative aspect of Black family life. Jarvis (1984:125) and Coetzee (1983:78) see the conditions under which the majority of Blacks live as not conducive to the cultivation of a reading habit. The homes are small and overcrowded and there is poor lighting which makes it difficult for them to read at night.

Though more affluent families may differ from low income group families with regard to basic home conditions, their fate is often common when it comes to occupation involving physical labour and long working hours. Such conditions cause parents to fail to provide their children with the necessary example and support they need in their reading. Shanker (1993:5)

argues that the parents' involvement he talks about, is not that of supplying children with school needs, but means "encouraging children to read and reading to them".

Many children do not get such attention because both parents are working and are too tired or cannot be bothered. They further relieve themselves from fatigue by sharing house chores with the children. Jarvis (1984:127) in his study found that many of the pupils mentioned that they did not have sufficient time for studying at home because of numerous chores they were given by their parents upon their return from school. This could be worse with leisure reading. Ciani (1981:23) writes, "For most people time to read has to be found in the hours that are left after demands of work have been met".

Blacks are also faced with illiteracy as an obstacle in their reading. Mhlongo (1991:18) reports on the statistics of illiteracy. In South Africa and in Durban and surrounding areas in particular, it is reported as being 52% and 41% respectively, according to the records of an Operation Upgrade meeting at Richard's Bay on the 14th of November 1990. The parents of children dealt with in the current study are part of this 41% of Durban and surrounding areas, which might bring us closer to the reason for their children's reluctance to read. This clearly indicates that many of these parents could lack the ability to act as role models, or to offer assistance because of inadequacies in their own educational attainment rather than lack of interest.

As has been mentioned earlier on, many Blacks live below the subsistence level. Their children are therefore largely deprived of access to reading material which Ciani (1981:30) maintains is through purchase, gift, interpersonal borrowing and library encounter. From personal experience, to think of buying a book when basic needs have not been met, is a waste with most Black people, who do not yet value books that much. Let alone buying a book as a gift, even if they can afford buying a gift. In support of this argument Schonel (1961:190) states that some family incomes are so meagre that buying books or getting to where there are books becomes impossible.

Distance to library service points is also a hindrance even to potential readers. People who live far from a public library, even in developed societies, are much less likely to be members than those who live within a mile of it (Luckham, 1967:169). Library siting is important, for

example, personal observation showed that the public library that was adjacent to Umlazi Commercial High School could not be properly marketed to the public, mainly because it was not conveniently situated for potential users.

Luckham (1967:169) maintains that,

“if library service points turned out to be the kinds of places that are not frequently visited, they would remain unvisited, that is residential areas, industrial areas or areas badly served by transport”.

Thus, the public library mentioned above was closed. Another one established at Mafumbuka Junior Secondary School has turned out to serve the community of this school only as again it could not be properly marketed to the public because it is out of many people’s way.

Furthermore, it is open on weekdays only as the librarian is a teacher at the said school.

Distance and poor siting of libraries in these cases deny the public access to reading material in the libraries.

Although these families live in circumstances largely different from those of rural families, many are still affected by negative factors identified above, viz. inability of parents to act as role models, inadequate access to suitable materials, absence of artificial lighting and in addition, overcrowding and long working hours.

#### **3.5.1.4 A family of more affluent parents who are able to build better houses**

What the researcher has observed is that these parents are far more involved with their children than poor parents. Such parents watch and try to cultivate the reading habits of their children. The problem with some of them is that they over-estimate their children's reading ability and pressurise them with regard to reading so that some children end up hating reading. Also, many of these reading parents get up early to come home late (Mohano, 1983:127). By that time younger children are feeling drowsy or are already asleep. The elder ones who have to see to the house chores on arrival from school are already engaged in their homework. For a parent to come and suggest a story from a book that he has read or has bought for a child, is viewed as a disturbance.

What has also come to the researcher's attention is that affluent Black parents often want to choose books for their children. Ciani (1981:33) points out that "even in highly organised societies, there are some people who actively oppose the rights of other people to have access to some books". Waples (1940:44) adds that "what people would read if they could and what they actually read are not the same". If parents do not provide their children with what they want to read, children may fail to develop the reading habit.

What parents should know is that leisure reading should be a voluntary activity, since reading is not likely to be enjoyable if it is enforced. Chambers (1973:34) puts it this way:

"Come to it willingly, seeking many kinds of pleasure from books, and you will soon find enjoyment, but have it forced on you as a duty, a task to be put up with, from which you expect no delight, and it appears a drab business gladly to be given up".

It would seem that more affluent families are negatively affected by long working hours (like many families in modern Western society) and by a tendency in parents to control their children's reading to the point of stifling it, which some Black parents seem to do.

### **3.5.1.5 Squatter families**

A family where parents cannot afford or do not wish to marry are commonly found amongst squatters in the outskirts of Black townships near big cities. An editorial in the *Natal Witness* (1990:10) reports that "already more than seven million South Africans live in shack settlements and this figure is likely to increase". From the researcher's observation, families in these informal settlements share one room, which is everything, kitchen, dining room, sitting room, bedroom and bathroom, to count but a few purposes (for the same room can be used for financial gains as some operate as shebeens). So while one person is reading or studying others want to play a radio and others want the lights to be put off as they would appreciate having an early sleep. Ciani (1981:33) states that silence and privacy are conditions conducive to reading. However, many of today's students find it possible to read in a noisy environment, surrounded by their fellows, hence the saying: "One man's noise is another man's message and a third man's background".

In spite of the above statement, there are times when one needs to be alone, to think alone and to read quietly. Sutcliffe (1986:146) is quoted as saying,

“Clearly, the material conditions under which Blacks live in South Africa are appalling: poor housing, inadequate and unhealthy infrastructure and overcrowded living conditions are the rule rather than the exception”.

Such living conditions make reading a luxury which Blacks can hardly afford.

The parents who cannot afford a proper home for the family find the situation frustrating. Under these circumstances, reading is not considered. They rather tend to take too much liquor (Mlondo, 1987:35-36). The youth in turn tend to turn away from their parents in disgust. Ciani (1981:23) says, “Reading is the gateway to self-improvement. Reading leads to further life”. Many Blacks are deprived of this opportunity for growth because of their socio-economic conditions, especially those in squatter camps. Children belonging to families living in squatter camps seem to experience all the negative factors identified so far for disadvantaged family categories.

### **3.5.1.6 Single Parents as Role Models**

The single parent family is becoming common in Black society. Women seem to prefer their single status to escape an inferior role in marriage. However, the problem of reading tends to compound in single parented families. Solo parents are depicted as experiencing task and responsibility overload (Elliot, 1986:167). This would apply to all societies. The enormity of the daily tasks facing single parents can be exhausting and relentless. No doubt this renders it difficult for single parents to find time to read, so as to be modelled by children, let alone find money to buy extra books, as their serious concern is money (Jarvis, 1984:135; Weiss, 1979:2). However, affluent single parents can afford helpers, who in turn afford them time to read. From my experience they sometimes tend to become bookworms, a characteristic which again is not admired by their children.

### **3.5.1.7 A family of older children staying with a father and lodgers in the township, the mother being in the rural area with the younger ones**

This is the last family category where “the father as the head of the family is highly respected and feared” (Krige, 1936:23). What the researcher has observed is that the educational level of these people is usually too low and they themselves are not enhanced by reading. For their children to discuss anything with them is far fetched. These fathers are normally involved in shift-type of work, which makes it difficult for their children to observe their behaviour too closely. The children are confined to two rooms, the kitchen and the dining room, where they hibernate most of the time in fear of their father. The two bedrooms are reserved for the father and the lodgers. The books available are the school books, so reading to them is a school imposed activity.

To sum up, we cannot expect children to apply themselves with enthusiasm to the act of reading if they know that the adults around them have little enthusiasm for the activity (Mohano, 1983:134; Thomas and Loring, 1979:44) and when the environment is far from encouraging. By way of concluding the factors limiting reading in the five categories of Black families, it is sufficient to quote Thembela (1982:148) when he says:

“... I need to dramatize what I want to say...

- a) Fish can only swim in water. If you remove fish from that context, they will die. If you pollute water, fish will be seriously affected.
- b) Birds can only fly in the air. Polluted air is dangerous to bird life.
- c) Worms thrive in the soil”.

In all these cases, if the conditions are not conducive to the desired life activities, these creatures will suffer accordingly. So will be the case with readers: they will become readers, or non- readers, within the context of favourable or unfavourable conditions.

### **3.5.1.8 Factors Limiting Reading Among Black South Africans**

From the above discussion one may conclude that certain factors which may have a negative influence on Black children’s reading are common to most of the above family types and their concomitant socio-economic circumstances, viz.

- lack of parent models
- poor access to reading materials
- lack of suitable materials
- poor home conditions, e.g. overcrowding and lack of electricity.

In addition various authors have identified several other important determinants of the reading habit within the South African context, viz.

- language factors
- lack of indigenous publishers
- oral literature.

### **3.5.1.9 Language Factors**

Very few reading materials are written in the language of the sample group, particularly to suit the elementary group needs. If Black children are to be readers, the relevant material to be read must be available. Yule (1990:49) says, “As they grow, children learn words and structures peculiar to their society”. This calls for a variety of reading material of different levels for Blacks.

South Africa is a multilingual society. It is surprising that while it is the African languages (particularly Zulu and Xhosa) which have the greatest total numbers of speakers, they are poorly served in terms of literature published (Schoon, 1990:2). Ngozi (1987:74) points out that “most libraries have collections that are irrelevant and not suitable in terms of language, content and form . . .”

If librarians want to render a valuable service to their users they should afford users a chance of selecting material for purchase. That can be achieved through suggestions by the clientele, who may in turn take pride in themselves as part of the library institutions.

If we want to have a reading society the major obstacles in achieving this should be addressed. While children’s literature in Afrikaans and English abounds, there is a glaring paucity of African children’s literature in South Africa. This, to Black children, is a hindrance on its own. Badrawi (1992:18) points out that “the foreign reader’s ability to read is affected by several factors, i.e.

- conceptual development based on external stimuli
- experimental background
- language”.

Many written materials are culture orientated, thus making it difficult for a second language learner to arrive at the accurate meaning. Therefore, publishers have to publish more titles in African languages to afford Blacks a chance to read books in their own languages depicting their own background, and to curb the reluctance to read by Blacks. Publishers however, have to be sure of a market for what they have published.

Altbach and Rathgeber (1980:17) warn that Africans have to make their language part of their education system to pull off the control of their literature from other powers. Where such languages are used in the educational system, this generally stimulates the creation of textbooks and later other reading materials in the language of the educational system.

#### **3.5.1.10 Lack of Indigenous Publishers**

Zell (1984:18) lists three factors that cause the lack of indigenous publishers. These are:

- insufficient capital
- lack of professional and technical backup services
- lack of highly experienced staff.

As a result, publishing has fallen into the hands of multinational publishing firms. These firms dominate much of the publishing activity in Africa (Benge, 1979:169). What is of interest is that the multinational publishers produce more titles for Africa than all the indigenous state publishing houses put together (Chavaka, 1984:354). Most of the books they publish are written in a foreign language. Black publishers lack capital, and professional and technical back-up services to publish and promote books written in their language.

Not only the lack of publishing firms hampers reading in Blacks but townships also lack commercial outlets. Even the ubiquitous Central News Agency which also sells stationery, is only to be found in white towns, hampering exposure to the written word amongst Blacks (French, 1989:132).

Most of the books, particularly of the lower grades, are translations from other languages. Black children do not have first hand experience and background of the contents of the book, and although it has been argued above that children are not only interested in books depicting familiar cultural circumstances, these foreign reading materials still do not meet all the reading needs of Blacks.

Indigenous writers have a challenging role awaiting them. They have to write a lot of culturally orientated literature. Promotion of these books should be met by indigenous publishers who must come to realise the need of publishing such books. This can only be achieved if capital is available. The craving of our Black pupils for responses to unanswered questions about their roots will be met. This could therefore attract more non-readers to become readers.

Outlets to market these books should be made accessible. It is only in areas where the indigenous language is employed in the education system that the language of origin earns respect. African literature otherwise will still be at the deep end of the yardstick.

### **3.5.1.11 Irrelevant material**

In the area which the researcher serves, most school librarians confirmed that the material they have in their libraries came mostly from donations. Donations of books discarded from other libraries reduce the chance of Blacks choosing their reading material. To try and make up for African books, translations have come into existence. Most of the books, particularly for the lower grades, are translations from other languages. Black children do not have first hand experience and background of the contents of the book, and although it has been argued above that children are not only interested in books depicting familiar cultural circumstances, these 'foreign' reading materials still do not meet the reading needs of Blacks to the fullest. Only the language problem has been met.

Often only the librarian does book selection. Soares in Kujoth (1970:169) states,

“Too often, however, pupil’s interests are not considered when reading material is assigned or suggested. Indeed research has shown that there is a decided discrepancy between what experts consider to be interesting and what students themselves profess to be interesting”.

As evidence to this, the children in the departmental schools resent the books chosen for them as prescribed books.

“We threw ourselves into reading way beyond our prescribed texts. Our only cause for regret was that we couldn’t lay our hands on many of the African writers . . . because they had been banned” (Mzamane, in Verbeek, 1986:36).

The apartheid system of South Africa followed a system of censoring books and banning some, but the lists of banned books were not readily accessible. We relied mostly on hearsay that certain books were banned. Most people, to safeguard themselves ended up dropping the idea of reading, whilst others dropped reading in quest of the unavailable books.

The reading material children are provided with, should make them see reading as something they do voluntarily and gladly rather than as a task imposed on them. Thomas and Loring (1979:129) maintain, “Reading interests of children are likely to be closely related to developmental tasks which they must cope with as they pass from childhood to adulthood”. However, Black parents and teachers often feel threatened by any book dealing with sex, for example, and treat such books as undesirable. These are therefore excluded from children’s collections. Children therefore may find that the available material is irrelevant to their needs and decide not to read.

### **3.5.1.12 Oral Tradition**

Oral tradition appears to be a major factor limiting reading in Blacks. Oral tradition is defined by Moto (1986:285) as

“the totality of messages that a society considers as having been inherited from its ancestors which is transmitted orally from generation to generation. Oral tradition is a way of communication by telling and being told”.

For Africans, it is part of their culture that their personal, political or social intercourse is oral. Because of the oral-aural culture of Africans, a reading culture will take time to develop.

Although according to Amaesh (1985:68) “Modern African societies are becoming print oriented”, Frylinck (1983:73) points out that Africans still have a “communal lifestyle where

reading may be considered an anti-social activity". This means that Africans may still view books as a threat to their communal nature.

In view of the African's reluctance to read, Alemna (1982:109) draws our attention to the following:

"In the traditional African society, any activity which threatens the equilibrium of a social group is regarded as anti-social or as showing lack of etiquette if done while others are having a conversation".

It follows therefore that people feel bound by the traditional system to satisfy the feeling of a group and put reading aside as a result.

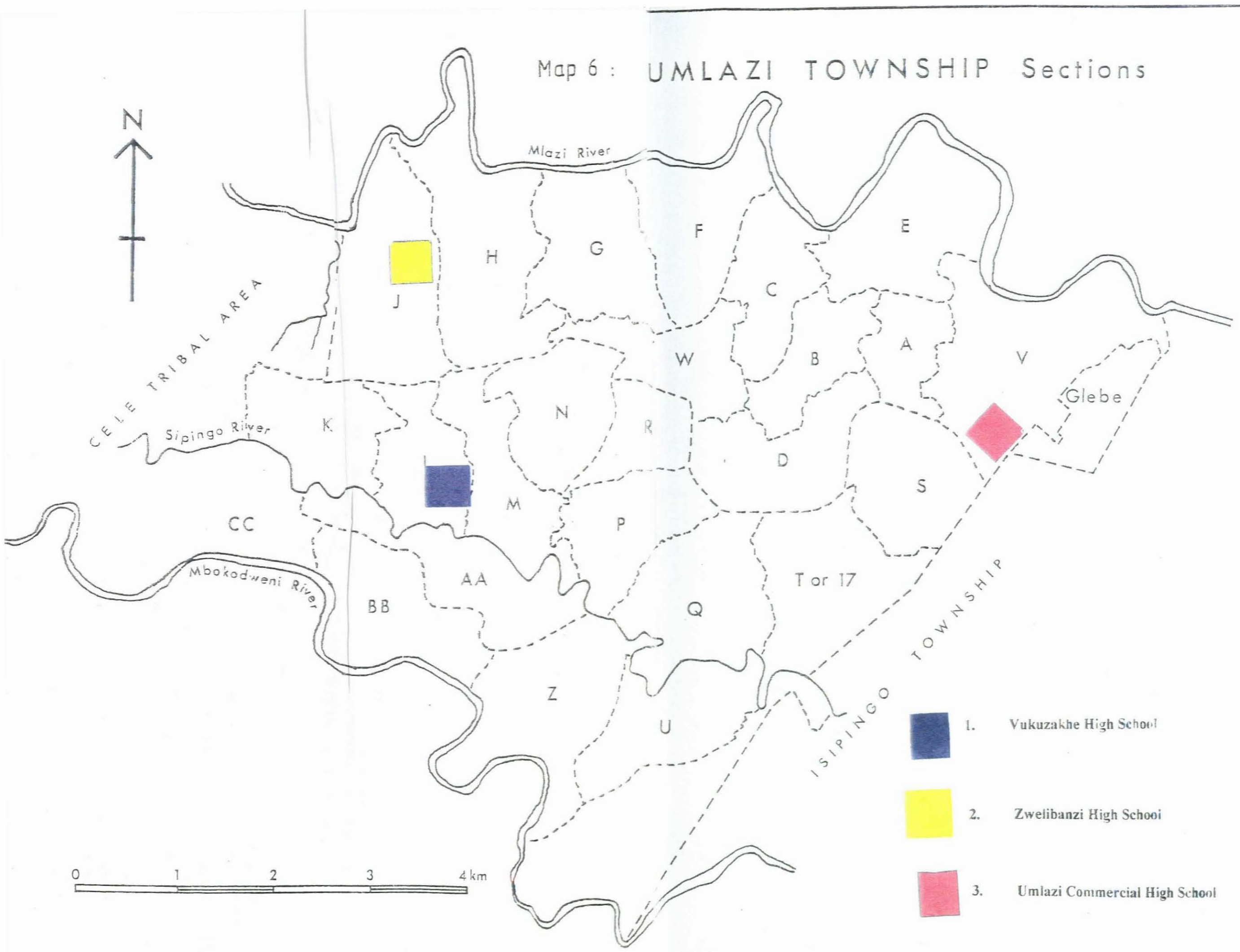
### **3.6 SUMMARY**




The subject of reading has been discussed in some detail. With regard to the nature of reading it has been shown to be more than a matter of the decoding of graphic symbols. It also involves gaining meaning from the written message which at the highest level would include perception, association and cognition. For the development of the reading habit, affective reading, which Badrawi (1992:16) regards as the final category of reading because it concerns the pleasure derived from the act of reading, is crucial.

The importance of a similarity of background between the reader and the background of the text for proper understanding (and presumably enjoyment) of a book is often stressed. This would explain an apparent lack of interest on the part of Blacks who mainly have to read books by authors from a different culture and in a different language. However, there is also substantial proof that children do not only respond to stories set within their own cultural background.

Enjoyment of a book depends a great deal on how tempting a selection is offered. Factors which can influence the reading habit are home background (regarded as a major factor) which could suffer from a lack of role models, language of available reading materials, lack of indigenous publishers, irrelevant materials available in school libraries and the tradition of oral literature.

# Map 6 : UMLAZI TOWNSHIP Sections



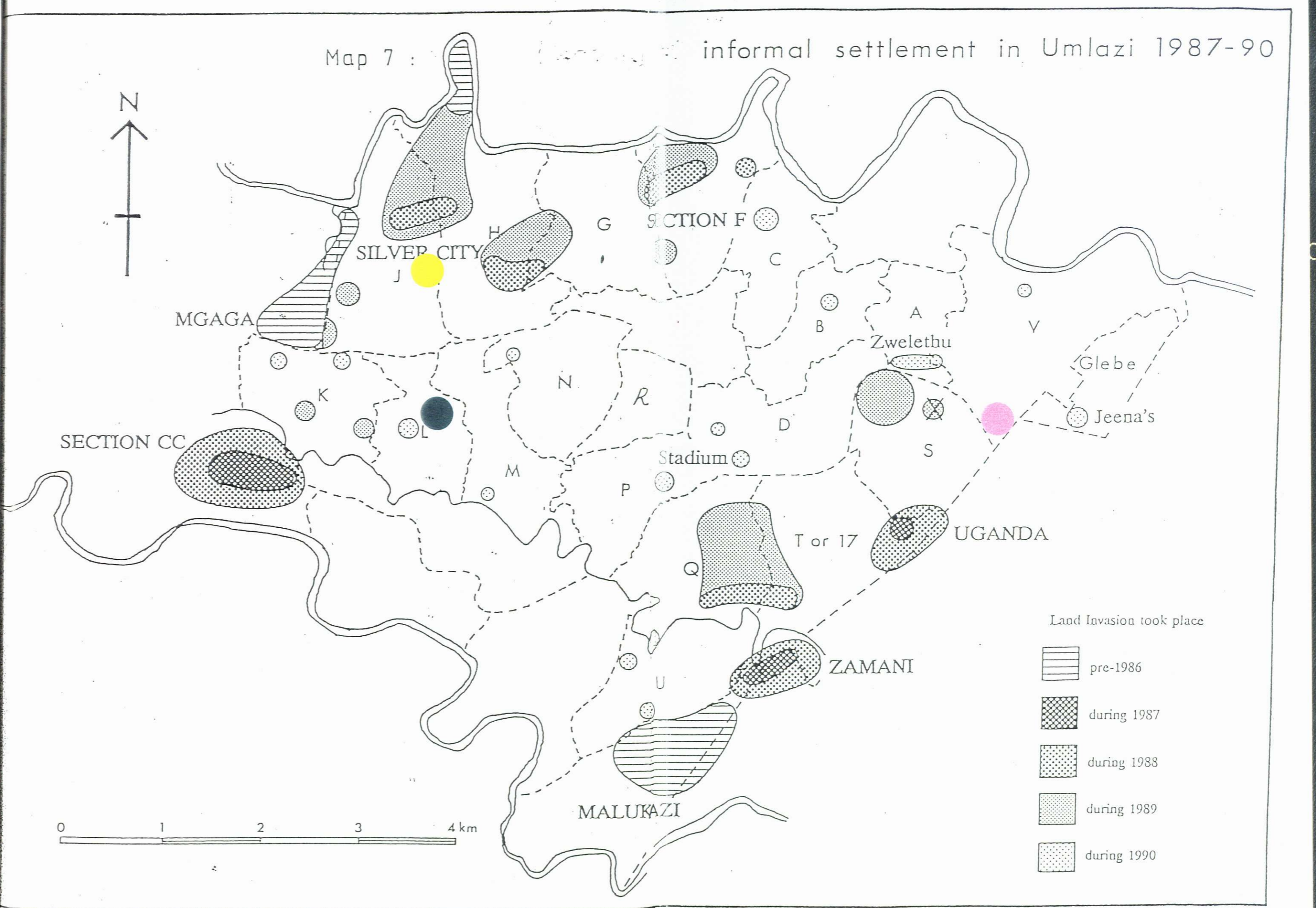
- 1.  Vukuzakhe High School
- 2.  Zwelibanzi High School
- 3.  Umlazi Commercial High School

S O U R C E :

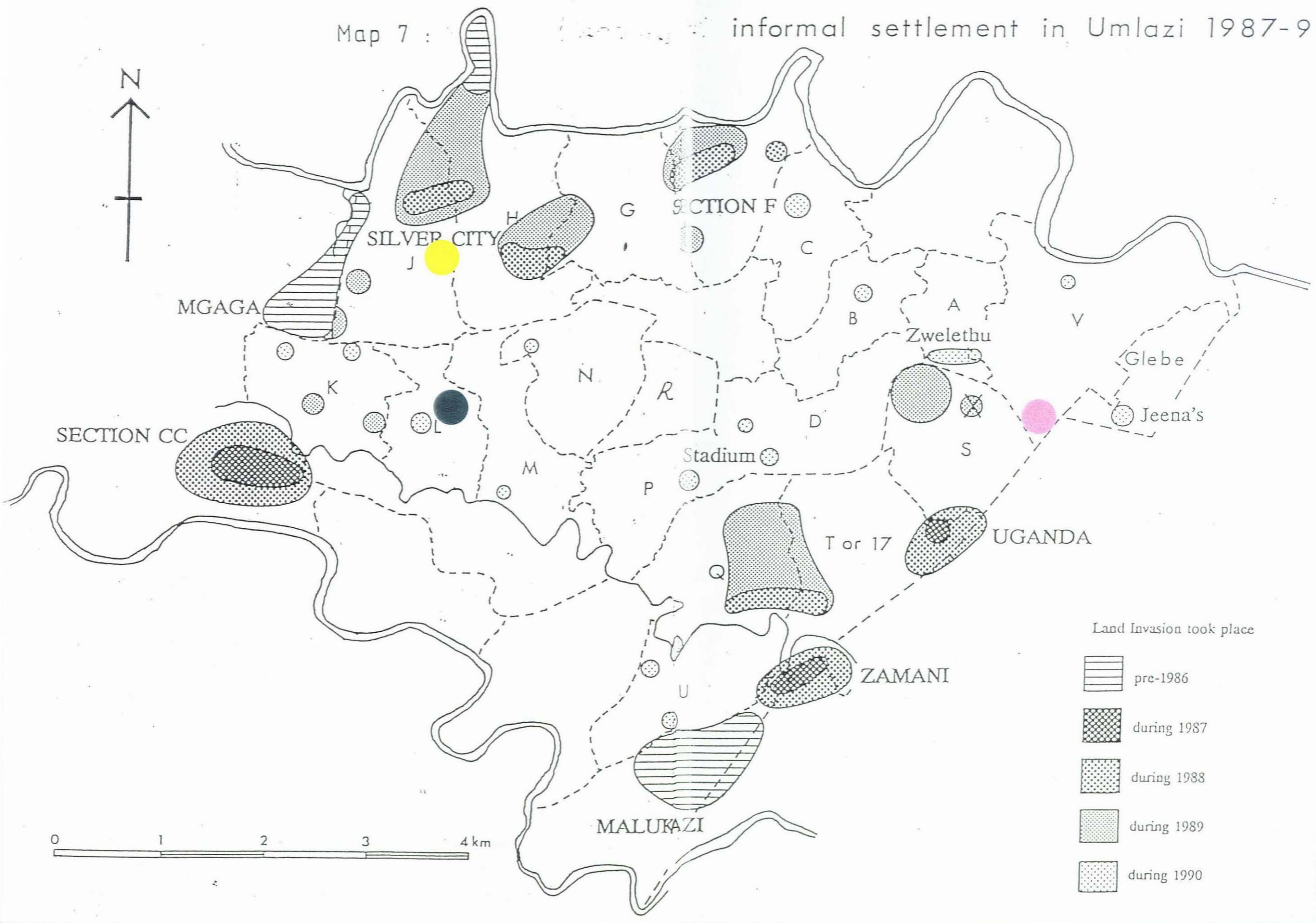
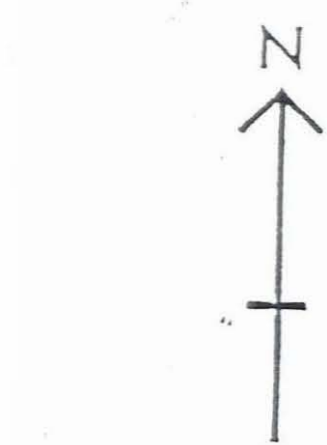
THE REBOUND WAVE - UMLAZI LAND INVASIONS 1987 - 90 BY






MARK TOWNSEND (FEBRUARY 1991)

1987 - 90 BY  
 11)



Map 7 : *Expansion of informal settlement in Umlazi 1987-90*



- Land Invasion took place
-  pre-1986
  -  during 1987
  -  during 1988
  -  during 1989
  -  during 1990

0 1 2 3 4 km

S O U R C E:

THE REBOUND WAVE - UMLAZI LAND INVASIONS 1987 - 90 BY

MARK TOWNSEND (FEBRUARY 1991)

## **CHAPTER 4**

### **UMLAZI TOWNSHIP**

#### **4.1 INTRODUCTION**

This study is concerned with families and pupils living in Umlazi. Up to February 1990 Black towns have not been part of mainstream South African society and a great deal of ignorance regarding the structure of a large township such as Umlazi exists, even in South Africa. It therefore seems appropriate to provide some background information which can throw additional light on this study.

Getting information about Umlazi Township was not an easy task, as there was no up to date record of the township readily available. The researcher had to rely much on personal discussions with the acting township manager, Mr V. M. Ngidi, the township manager being on leave at the time when the information was collected. Although Mr V. M. Ngidi was willing to help, there was not much written about Umlazi except old notes which were compiled by A.E. Nobles. These notes and also an update discussion the researcher had with the deputy township manager contributed most of the information.

The map that illustrates the schools and their locations was reduced from one acquired from Mr N. Ntanzi, circuit inspector from Umlazi North circuit.

To obtain information about the school libraries interviews were conducted with the principals or deputy principals of Vukuzakhe, Umlazi Commercial and Zwelibanzi High Schools included in the study (A copy of the interview schedule is included in Appendix 1).

#### **4.2 BACKGROUND OF UMLAZI TOWNSHIP**

Umlazi Township lies approximately 20 km south of the City of Durban in a previously Black designated area. Its distance from this city which has public libraries, places its residents at a disadvantage. Previously this area was known as a Mission Reserve and was occupied by Black people under rural conditions. The whole township is situated in Kwa-Zulu Natal. In

the early 1950's 1200 houses were built by the Natal Housing Board. Not long after that there was an acute shortage of housing for Black employees. In 1961, the State Department of Bantu Administration and Development embarked upon a scheme to develop the whole area for housing of Blacks working in the Southern industrial areas of Durban, particularly those previously living under the shack conditions of Cato Manor.

An agreement was reached between the Department of Bantu Administration and Development and the City Council of Durban to develop the township. The City Council of Durban, acting as agents of the South African Bantu Trust, undertook to provide the technical and engineering staff. An agreement was reached that the link-services would be financed from the Bantu Services Levy Fund collected from employees in Durban. The cost of the other services and the erection of the houses was borne by the South African Bantu Trust. Whilst some of the houses were built for Durban workers, they have turned out to be permanent residential homes (Ngidi, 1993). Of late, sophisticated self-built houses have increased in number.

### **4.3 TYPES OF HOUSES FOUND AT UMLAZI TOWNSHIP**

Umlazi has an official population of 445 637 and an estimated population of 1.5 million, with 22 741 houses, some already purchased and extended. Self built houses total 8 546. Informal dwellings formalised (in record) equal 3 902 (Ngidi, 1993).

Umlazi township is not a well-structured area. Houses of different sizes and designs are not clearly demarcated, as plots that were left vacant, were reallocated as in-fill sites. Whilst some four-roomed houses have been extended, others remain unplastered. This confirms the existence of different socio-economic backgrounds of the pupils under study. It has been indicated above that social conditions could have an impact on the reading habit although no clear-cut correlations between socio-cultural backgrounds and pupils reading interests and habits have been identified. Edman (1967:40) reported that studies of the general interests of children from working-class communities showed that they do not vary from those of children from affluent communities. Radebe (1995:167) comes to much the same conclusion.

### 4.3.1 Sizes and designs of Umlazi houses

As pupils choose schools because of their academic performance and curricula, they come from all sections of the township to attend the schools included in the study. Besides, Vukuzakhe as a boarding and a territorial school admits pupils from within and outside Umlazi. Umlazi Commercial High School as a commercial school draws its students from the whole of Umlazi. Zwelibanzi, the only community school by right has to draw its pupils from its surroundings. Parents decide to send their pupils where they like.

A description of the houses in Umlazi Township is considered relevant by the researcher to throw light on how small houses could have a negative effect on reading as they do not provide a suitable reading environment. And also, why do librarians not enlist a fair number of readers from the houses that permit environments conducive to private reading by virtue of their sizes and the amenities they have?

Umlazi Township has a variety of houses. The smallest are two-roomed houses, unplastered with outside toilets and a shower. These are found in Section C. They are allocated to the aged.

- Sections B and C are characterised by duplexes.
- Simplexes are found at W and V sections.
- Four-roomed houses of which some have been extended, are found almost in all sections with indoor waterborne sanitation and a shower.
- Unicorn and Shell have houses for their employees at AA section with different plans from the common four-roomed houses to houses with five, or even more rooms.
- BB, F, G, J, L, Q, W and Z sections have five-roomed houses and six-roomed houses, some with garages. These houses are commonly occupied by civil servants. They share the same plans and have been built by developers.
- One other category is that of secluded areas D, F, P, BB and N sections, where prestigious houses have been built by owners using different plans. Most of the people in these areas are academics and businessmen.
- Informal/ formalised settlements normally form borders around almost all sections . Some settlers have built strong houses with blocks and they have card system electricity, whilst

some people who live in four-roomed houses have their houses still unelectrified. It is clear from the size of the informal/ formalized settlements that no or minimal reading can take place in such conditions. In support of this argument, Coetzee (1983:78) stated that conditions under which the majority of Blacks live are not conducive to the cultivation of a reading habit. The homes are small and overcrowded and there is poor lighting which makes it difficult for them to read. Residents of the better areas would not be hampered by poor conditions and would be able to read, unless they prefer other activities to reading.

#### **4.4 EDUCATIONAL (SCHOOLING) AMENITIES**

Approximately 96 High and Primary schools have been erected in Umlazi. These are controlled by two Circuit Offices. Umlazi North controls forty seven schools and Umlazi South controls forty nine. Whilst all schools in Umlazi North are funded and controlled by the community through parents' committees, with less benefits, four of the Umlazi South schools are territorial schools, directly controlled by the Department of Education and Culture. They thus have special amenities and benefits. Two of these schools form part of the researcher's study.

The Umlazi Township is well developed with regard to educational institutions in the sense that, besides the schools that it has, there are Umlazi Technical School, University of Zululand Extra Mural Division and Mangosuthu Technikon.

There are two study libraries open to the public, the Umlazi Extra Mural Division of the University of Zululand and Mangosuthu Technikon libraries which house material provided to meet their students' needs. A need for a public library has been demonstrated by a team of King Edward Hospital nurses and Natal Technikon students in the neighbourhood who, during the last quarter of the year make use of Mafumbuka Junior Secondary School Library for studying (Ndabezitha, 1993). A public library approved in 1994, has now been completed but was not yet functioning when the survey was concluded. School libraries have been introduced but not all schools have them. The three schools included in this study are among those which have been provided with libraries.

#### **4.5 PUBLIC FACILITIES PROVIDED**

The township presently has 25 zones. Situated in the heart of the township is the main commercial and town centre where there is a town hall, civic offices, offices for professional people, flats, a cinema, financial institutions and departmental stores. Now there is also one library building.

#### **4.6 CHARACTERISTICS OF THE PEOPLE OF THE COMMUNITY**

The residents of Umlazi range from illiterate to highly educated people. Since Umlazi was once a reserve and since there are semi-rural areas on its outskirts, some people from these areas work as domestic workers for Umlazi people and are not permanent residents of this area, as their financial position cannot allow them that privilege.

As a result of violence from 1976 to date, a society of semi-illiterate people (the lost generation) has resulted, as many pupils took to the streets and became drop-outs. Umlazi is no exception in this regard.

As a resident of Umlazi the researcher has observed that despite the negative aspects reported above, Umlazi is a fast developing area, academically and in the sphere of business. For this reason, it has created jobs for its community. Most of Umlazi's residents work in this township in the government offices, Prince Mshiyeni Hospital, Place of Safety, Bantu Blind, clinics, surgeries, the hotel, police stations, industries, shops, banks, bakeries, KwaZulu Finance Corporation (K.F.C.), filling stations, bottle stores, insurance companies, transport industries, and in the various institutions of lower and higher learning.

Some people of this community also work in Durban and other small neighbouring towns like Clairwood and Isipingo.

#### **4.7 ESTABLISHMENT OF SCHOOL LIBRARIES**

Mr D. Y. Zimu, ex-Minister of Education in the Department of Education and Culture together with Ms O.N.T. Zondi, ex-Inspectress for KwaZulu School Libraries, during the researcher's time as a teacher-librarian in one of the schools investigated (1982), initiated the introduction of school libraries. Few schools could benefit from this initiative as funds were limited. Library grants, library courses and seminars, library furniture and library stationery were provided by the Department of Education and Culture. Teacher-librarians had their teaching loads reduced, to enable them to perform their library duties.

Read (Read, Educate and Develop) which is an organisation funded by the private sector, also came in to assist us as teacher-librarians to promote reading by providing material, conducting courses and by running inter-schools competitions. Despite all this, from the researcher's observation, the reading habit does not yet seem to have developed as expected.

#### **4.8 PUBLIC LIBRARY**

It is encouraging to note the public library in Umlazi has now been completed. When the site was selected it met the conditions of a public library before the high crime rate. Unfortunately the crime rate that Umlazi residents experience has caused some of the shops and banks to close and most of the people flow to town now. Its siting would now meet the needs of a section of the society only.

#### **4.9 AN OVERVIEW OF THE SCHOOLS INCLUDED IN THE RESEARCH PROJECT**

The schools included in the study are Vukuzakhe, Zwelibanzi and Umlazi Commercial High Schools because they had next to real libraries (see definition par. 1.8.3) as well as librarians, as explained in Chapter One.

#### **4.9.1 Vukuzakhe High School**

Vukuzakhe High School is in L-Section in Umlazi. L Section is occupied by house owners, tenants and shack dwellers like other sections. There is a mixture of affluent parents and illiterate parents. But mostly it draws its population from the above average socio-economic strata. It started in 1971 with 400 pupils and a staff of 22 teachers. The classes available then were standards seven, eight, nine and ten. Subjects offered were: three languages (Afrikaans, English and Zulu), Biology, Mathematics and Geography. It has had only two principals during the years of its existence. There has been a great deal of progress in this school. The curriculum now includes Computer Science, Technical Drawing, Agriculture and a Commercial stream. The Matriculation results of the school are excellent ranging from 95% to 100% pass rate. The school now starts from standard six. Both the enrolment and the teaching staff have nearly doubled. Enrolment is now 680 and the staff total 46. It is a state-aided school with good facilities.

A library has also been built which measures 12,3 m X 8,1 m and is in full operation. The library boasts 3644 books mainly subject literature (2363) and volumes of sets of encyclopaedia (337). Fiction comprises 469 English books, 375 Afrikaans and 50 Zulu books. The collection also contains 50 dictionaries, mostly English.

There is only one media user skills teacher (the teacher-librarian) to cater for all classes with particular focus on Std 6 and 7 pupils. The pupils from these standards go to the library during library periods. The rest go there during free periods and breaks. These pupils are still guided on how to use the library. The hours of operation are 8h00 to 16h00 in the afternoon. The library only operates on week days.

#### **4.9.2 Umlazi Commercial High School**

Umlazi Commercial High School is at V section. It was started in 1976 with an enrolment of 110 pupils. The enrolment is now 540. Pupils attending this school come mostly from average, above average and, just a handful of pupils from below average socio-economic families. As the name states, it offers commercial subjects. The results have been good. The pass rate is about 95% - 100%. The school has had only one principal since its inception. It is

also a territorial (state-aided) school. The school has also progressed very well with more classrooms having been built and more students admitted.

Umlazi Commercial has a fully-fledged library measuring 8m X 8m. It has a stock of 3800 books. The collection of subject literature totals 1050 items and 490 volumes of encyclopaedias. Fiction is only available in English (2000) and Afrikaans (200). The library also provides 60 dictionaries.

The library is run by a guidance and life-skills teacher. She offers guidance in library usage to Std 6 and 7. These classes come during library periods. Other classes use their free periods and breaks. The library is open from 7h00 to 14h00 which does not permit use after school. Pupils revealed mixed feelings about visiting the library even during school hours.

#### **4.9.3 Zwelibanzi High School**

Zwelibanzi High School where the researcher served as teacher-librarian is located in J-section. Pupils attending this school come from average to below average and a few from wealthy families. This school started in 1975 and it admitted 400 pupils who were doing standard six and seven only. It offered three languages (Afrikaans, English and Zulu), Social Studies, Agriculture, General Science, Functional Mathematics and Physical Science. It has had four principals since its inception. The pass rate is 85%-100%. It is a community school entirely funded by the community. The facilities are not as good as in the other two schools. At the moment the number of students total 865 (Standards 6-10) and there are 43 members of staff. The curriculum has changed dramatically, with a Science stream, Commercial stream, Home Economics and Music as additions.

There is a library that is fully functioning with about 793 books mostly subject books (444) and some fiction i. e. English (247), Afrikaans (51) and Zulu (31). The library has 20 dictionaries. Its size is 12.3m X 8.1m. Hours of operation are between 08h00 - 15h00. Only Std 6 pupils receive media user skills education during library periods from the teacher librarian. Other classes go to the library to work on their own during free periods and breaks. There is no reading accommodated after school. Pupils therefore have limited hours of library

use. This school was included although it had a limited collection because the researcher knew it functioned well in spite of this drawback.

Since the schools in this study indicate a full coverage of the different socio-economic areas in the Umlazi area, the sample schools were considered to be representative of the population under study.

#### **4.10 SUMMARY**

With this description of Umlazi Township, the researcher endeavoured to provide an understanding of the whole set-up of the township and the effect it can have on the reading interests and habits of its community.

The type of houses found in Umlazi suggests the different income groups of its residents. It is generally assumed that people who live in informal settlements and four-roomed houses, with a few exceptions are lower income people. The middle class people are associated with the self built and extended houses.

Public amenities and the type of educational institutions provided in Umlazi, show that Umlazi is a fairly developed township. The amenities further point out the failure of residents of the township to appreciate the need for providing a public library when all other public amenities have been provided. The first public library has only been completed recently. Umlazi township is still growing in all respects. It is therefore important that the use of libraries and reading for pleasure should be promoted in this township. The provision of a public library can boost the proper use of all the recreational amenities provided because of the relevant material that can be provided there, and people with a variety of interests can benefit from the library stock.

The size of the school libraries and the stock provided indicate a hindrance in developing the reading habit. A stock of ±2000 books represent a minimum standard only for an initial collection (Vermeulen, 1987 Bylae : 61). A generally accepted standard for schools with ±500 pupils is ±6000 books. One school actually had fewer than 1000 books. Hours of operation

coincide with class periods. Individual reading is not promoted as pupils come as a class during library periods to the library. In the absence of public libraries, extension of opening hours could benefit keen readers.

There is no doubt that with such a community a public library open to all can encourage reading both of parents and children alike. It will support and extend the services rendered by the school libraries.

## CHAPTER 5

### METHOD OF RESEARCH, DATA ANALYSIS AND PRESENTATION

#### 5.1 INTRODUCTION

A survey was conducted to determine the reading habits of pupils and parents belonging to the communities of three Umlazi schools, Vukuzakhe High School, Umlazi Commercial High School and Zwelibanzi High School. This chapter presents the method used for data collection and the analysis of the data.

Before the study could be conducted, permission from the district office of the then KwaZulu Administration Department of Education & Culture was sought and obtained through the local circuit Inspectors - W.B. Jili (Umlazi South) and N. R. Ntanzi (Umlazi North). Thereafter, Principals or Deputy Principals (where the former had not been at the schools long enough to be able to supply the required information, i.e. less than a year) were interviewed (interview schedule Appendix 1) in order to establish historical background and development of the status of the school's library since inception regarding stock, usage and size (see Chapter 4 for details of school programmes). By conducting these interviews on the premises, it was possible to gain first hand knowledge of the library facilities by inspection.

##### 5.1.1 Choice of locale

It was decided to locate the study in the Umlazi area. The study was conducted in two school circuit areas of Umlazi. Besides being within reasonable travelling distance of the researcher's home and place of work, the study area contained a cross-section of the wide spectrum of socio-economic Black residential areas. In addition to this, it was observed that pupils in at least one of the school libraries in this area (where the researcher worked) were reluctant to read which indicated the suitability of the area for the study.

### **5.1.2 Selection of Schools**

In 1993 there were 23 high schools in the above two circuits of Umlazi. Of these schools, three are included in the present study, i.e. Vukuzakhe High School (680 pupils), Umlazi Commercial High School (540 pupils) and Zwelibanzi High School (865 pupils).

Initially the intention was to study a representative sample of the schools in the study area. As Gay (1987:103) states, "it is important that the sample be representative of the larger population from which it was selected". However, from the responses of most of the High School Principals the writer realised that such an ambitious project would not be possible since most schools did not have libraries and some lacked qualified librarians.

In view of these circumstances it was decided to select three high schools which had functioning libraries, as well as librarians. These libraries were also more or less comparable with regard to size, stock and hours of operation, and stock (except Zwelibanzi which had a very limited collection).

### **5.1.3 Sample Selection**

As a need for research on the influence of parents' reading habits and interests on those of their children had been identified, five samples were considered necessary; namely of:

- i) circuits (explained above)
- ii) schools (explained above)
- iii) teachers;
- iv) children, and
- v) parents

## **5.1.4 Sampling**

### **5.1.4.1 Selection of Principals / Deputy Principals / Senior teachers**

The Principals of the schools that were investigated were the respondents for the interview. Deputy Principals or Senior staff members were used to provide information on aspects about which Principals did not have sufficient knowledge because of joining the school some time after its inception.

### **5.1.4.2 Selection of Pupils**

Pupil respondents were sought by using the half yearly examination schedules. Fifteen pupils from standard nine and fifteen pupils from standard ten were selected at each school. The selection in each school followed a similar pattern with three groups of the first five pupils, coming from those who scored above average marks [greater than 70%]; those with average marks [between 50 and 59%]; those with below average marks [between 30 and 40%]. This was done in both classes in each of the three schools. The total number of respondents equated ninety. Mulder (1987:59) states that “the smaller the sample, the more features of the population are left out. It does not follow however, that a larger sample will necessarily yield better results. The chances of getting better results are just improved”. Ninety respondents were therefore accepted as adequate for the purpose of this study.

### **5.1.4.3 Selection of Parents**

The parents of the pupils selected for the study automatically became the sample for the study. The researcher emphasised in the instructions that only one parent had to fill in the questionnaire where the pupil had both parents. In the absence of parents, a guardian had to respond to the questionnaire.

## **5.2 LIMITATIONS**

It is clear that the study suffered limitations. Apart from sample size, it was not possible to have personal contact with parents due to unrest in the area (see par. 5.4.2.2 below). The above limitations however, do not necessarily invalidate the study. This study could form a basis for future studies in Umlazi and other areas and communities of similar or comparable demographic areas elsewhere. Babbie (1990:334) stresses this point : “A single study does not prove a point, only a series of studies begin to do so”.

## **5.3 PILOT STUDY**

A pilot study was conducted at Zwelibanzi High School in March 1994. Twenty pupils were selected, ten from standard nine and ten from standard ten. Automatically the parents of the twenty selected pupils were used in this study. Errors revealed by the pilot study were rectified.

## **5.4 COLLECTION OF DATA**

Having secured permission from the relevant structures of the Department of Education, the researcher proceeded with the administration of the questionnaires. The questionnaires were personally delivered and collected from schools. Information from teachers was gathered through interviewing long standing members of the staff in schools where principals had recently joined the staff. These teachers had more information on the development of the schools since inception. Personal interviews were conducted by the researcher. The researcher had to expose her mission to the interviewees and the purpose and scope of the study were outlined. A structured interview was prepared which contained both open and closed questions.

Closed questions predominated in the questionnaires as “open questions demand more psychological effort on the part of the respondents” (Sudman and Bradburn, 1983:151). Besides, closed ended questions are very popular in survey research because they “provide greater uniformity of responses and are more easily processed” (Babbie, 1990:127).

In order to obtain the relevant information from the pupils, principals, and parents, two questionnaires and an interview schedule were used as data collecting instruments.

- a) Teacher / Principal interview schedule (Appendix 1)
- b) Parent questionnaire (Appendix 2)
- c) Pupil questionnaire (Appendix 3)

According to Behr (1988:156) and Van Dalen (1979:152) the questionnaire method continues to be, if properly constructed and administered, the best available instrument for obtaining information from widely spread sources. The questionnaires were designed with certain desiderata in mind.

- The questionnaires had to be designed in such a way that they would suit the poor readers too.
- The pupil questionnaire had to accommodate certain restrictions, for example, the researcher had thirty five minutes to administer the pupils' questionnaire which is equivalent to class periods at schools.
- The majority of questions had to be of a closed nature, requiring the respondents to place only a tick (✓) opposite one of the several possible answers to encourage filling in.

#### **5.4.1 Teachers', Principals' Interviews**

Dane (1990:128) defines an interview as a structured conversation used to complete a survey. The researcher decided to design a structured interview to obtain the relevant information from teachers. The structured interview guided the researcher to ask the same questions in the same manner to the different interviewees. Stone (1984:2-3) points out that of the many styles of interview, the structured interview is often considered to be the most reliable form of interview as the length of the interview can be controlled and the answers can be compared and aggregated. All questions were of the free response type. Only one interview instrument was used for the three schools as the information needed was about these schools in general and for school libraries in particular. The structured interview focussed on the physical structure of the school and library, staff members, and curriculum changes effected. This information is presented in Chapter Four.

## **5.4.2 Administering of Questionnaires**

### **5.4.2.1 The Parent Questionnaire**

The parents' questionnaire had thirty (30) items including contingency type questions. Parents' questionnaires were constructed in English and Zulu to accommodate parents with a limited knowledge of English.

The parent questionnaire was subdivided into four main sections:

- Background information (items 1 - 6).
- Current reading habits (items 7 - 11).
- Sources of reading matter (items 12 - 24).
- Children's reading (items 25 - 30).

### **5.4.2.2 Administering of Parent Questionnaires**

As a result of the teachers' stay away and also the reluctance on the part of some pupils to allow the researcher to visit their homes, it became necessary to give the parents' questionnaires to the pupils. Whether this reluctance was associated with a desire for anonymity or poor living conditions was not established. Babbie's advice (1990:176) about home delivery of questionnaires was therefore frustrated by pupils who were not at ease with the method. It was therefore not possible to interview the parents which prevented in-depth probing of responses.

### **5.4.2.3 The Pupil Questionnaire**

The pupil questionnaire, which is the focus group, had 46 items. These items were categorised as follows:

- Personal details of the respondents such as the area of birth, sex, age, parents' level of education (items 1 - 8).
- Current reading habits (items 9 - 13)
- Sources of reading material and frequency of reading (items 14 - 27).
- Reading in early life (items 28 - 34).

- Parents' reading (items 35 - 46).
- Pupils' use of library (items 42 - 46).

#### 5.4.2.4 Administering of Pupil Questionnaire

Following Babbie's advice (1990:176) that in some cases it might be appropriate to administer the questionnaire to a group of respondents gathered at the same place at the same time, the researcher had to :

- Group the pupils in one classroom.
- Explain to the pupils the purpose of conducting the study.
- Give pupils assurance of the anonymity of the study.
- Outline the method of answering the questionnaire.
- Hand out the questionnaires.
- Deal with one question at a time and answer pupils' questions whenever problems arose.

Unfortunately, the above method could not be followed in all cases. The questionnaires were administered during May / June 1994. It was during the period when most Black teachers were out of schools demanding a living wage from the Government of National Unity. It was therefore difficult to find all the pupils at school. So in schools where it was impossible to follow the above method, questionnaires were left with teachers who volunteered to help in the questionnaire administration. Teachers allowed pupils belonging to the cohort to take the questionnaires home and fill them in during their free time.

#### 5.4.3 Distribution of Questionnaires

The number of questionnaires distributed to pupils and parents were as follows:

**Table 1 : Total number of questionnaires distributed to pupils and parents**  
Pupils

School	Std 9 Pupils	Std 10 Pupils	Total
Vukuzakhe	15	15	30
Zwelibanzi	15	15	30
Umlazi Com.	15	15	30
Total	45	45	90

## Parents

School	Std 9 Parents	Std 10 Parents	Total
Vukuzakhe	15	15	30
Zwelibanzi	15	15	30
Umlazi Com.	15	15	30
Total	45	45	90

### 5.4.4 Response to Questionnaire

Because of the problems at schools it was not possible to recover all the filled questionnaires from the pupils. Dane (1990:128) emphasises that a major disadvantage of the survey method relates to poor returns. Lack of response could be because the respondents had difficulty in understanding the questions or because they found the questionnaire too personal to answer. It could also be the result of indifference, or over-exposure to requests for completing questionnaires. The response rate was as follows:

**Table 2 Pupils' Response**

School	Class -Std 9	Class - Std 10	Total
Vukuzakhe	8	7	15
Zwelibanzi	8	6	14
Umlazi Com.	6	5	11
Total	22	18	40

Out of ninety pupils' questionnaires forty responses were received, i.e. a response rate of 44.4%.

### Parents' Response

Parents / guardians of the pupils selected for the study, automatically belonged to the sample for the study. To all ninety parents questionnaires were sent. As a result of the teachers' stay

away and because some pupils were reluctant to allow the researcher to visit their homes, the parents' questionnaires were given to the pupils to deliver. Only 47 were returned. It became difficult to do a child / parent matching, for the forty seven parent responses exceeded the forty pupils' responses received. Again the forty pupils' responses did not match forty responses of the forty seven parents' responses brought back. Some pupils brought back pupils' responses only and others brought parents' responses only. Only fifteen responses became available for parent child comparison.

The unstable situation in the schools due to the absence of teachers waging a strike for better wages made it very difficult to get more questionnaires back.

## **5.5 DATA ANALYSIS**

The responses of both the pupils and the parents were separately totalled and separately converted into percentages. All percentages were rounded off to the first decimal point. In analysing the questionnaires, the researcher observed that not all questions were answered. Certain questions, especially those needing reasons for doing something or not doing it, were left blank. The researcher observed a relationship between a reluctance to read and a reluctance to write, for these questions required the respondents to write sentences instead of ticking the right answer. Cohen and Manion (1989:109) point out that open ended questions are time consuming and therefore off-putting to most respondents.

It is however worth mentioning that even though open ended questions may be time consuming, they have the further advantage that they can help to determine the more deep-rooted motives, expectations or feelings of a respondent (Abhilak, 1994:201). In the pupils' questionnaire for instance, question 44 (see Appendix 3) regarding the reason for not using the library, it was revealed that although the school had a library and a librarian, respondents were not allowed to use the library. This was not a situation which the researcher expected to find. Librarians are supposed to promote the use of the library and reading.

## **5.6 DATA PROCESSING**

In view of the fact that the questionnaires were comprehensive, computerised data analysis seemed the most reliable option. Each item in the questionnaire had to be given a code number. Numerical codes of the questionnaires were transferred manually onto data processing sheets. The services of a qualified computer programmer were used.

## **5.7 PRESENTATION OF DATA**

The researcher decided to present the results in three different ways:

- (a) The responses of the total sample (parents and pupils) to the questionnaire (general analysis).
- (b) Responses of the 15 parents and 15 pupils that could be matched (matched analysis) to determine whether there were noteworthy differences between the responses of the matched group and the general group.
- (c) A comparison of parents' and pupils' responses according to the area of birth, i. e. urban, squatter and rural.

### **5.7.1 ANALYSIS OF RESPONSES OF TOTAL SAMPLE : GENERAL ANALYSIS**

#### **5.7.1.1 Area of birth (Q1 parents & Q1 pupils)**

The majority (77.5%) of the pupils and 34% of the parents came from urban areas; 22.5% of the pupils and 63.8% of the parents came from rural areas. This could lead one to expect a lack of interest in reading among parents whose origin is largely rural (63.8%) where the traditional manner of social, personal and political intercourse is oral (Amadi, 1981:134). Reading material was and still is not readily available in rural areas. A few (2.2%) of the parents did not respond most probably because they either came from the squatter area or the rural area and did not want to be identified with one of these areas. It is common with some people not to feel good about their places of origin if it is rural or squatter type.

### **5.7.1.2 Relationship to child including the guardian (Q2 parents)**

Twenty five percent (25%) of the pupils had their fathers and male guardians responding to questionnaires. Nearly three quarters (74.5%) had their mothers and female guardians responding to their questionnaires. This may suggest that most pupils found it easier to request something from their mothers. In Black culture whatever the child wants to say to the father should be through the mother. This is a sign of respect. The likelihood is that the behaviour they will model is that of their mothers. Unfortunately mothers, because of many house chores often have little or no time to read for leisure. Their free time is also eroded by the opportunities that have opened up for studying after hours. Two of these schools under study have adult centres adjacent to them, and one is an adult centre itself. These centres enlist ±484 adult students (Simelane, 1995 Nov 21 ) at Jojilanga adult Centre and ±700 (Ndlovu, 21 Nov 1995) at Umlazi South Centres. The University of Zululand Extra-Mural Division and Mangosuthu Technikon also offer evening classes.

### **5.7.1.3 Age (Q3 parents & Q2 pupils)**

The majority (95.5%) of the pupils were between the ages of 15 and 19; 5% were between 20 and 21 years. The teenage stage has in previous studies revealed that pupils here are busy with self identity and their adjustment to their sexual changes (Kujoth, 1970:170, 390-391). They are considered as adults or as kids. They qualify for ID's at the age of 16 which makes them believe they are grown up; and they can attain a driver's licence at 18 and attain full adulthood at 21 years. The books that interest them may be looked upon as books only suitable for adults, whilst the kids stuff may no longer appeal to them. Again at this age girls are attracted to their fathers whilst boys are attracted to their mothers. Mothers who do read, may read books on how to knit and cook. This may not appear interesting to boys. On the other hand men prefer subjects like political books to fiction (Ward, 1977:36, 41). Most girls at this age have very little interest in or no understanding of such books. As a result reading may not seem an interesting activity. The age range of parents showed that the general gap between parents and pupils was 15-29 years. Interest in types of fiction will naturally also differ because of the age gap.

#### 5.7.1.4 Sex (Q4 parents & Q3 pupils)

Only 37.5% male pupil responses were received against 62.5% female pupil responses. With parents also the percentage was high with females (74.5%) who returned their questionnaires against 25.5% male respondents. This seems to confirm the point of view expressed by Mazurkiewicz (in Biagini, 1980:17), that reading is normally associated with females. However, the disappointing return of the questionnaires could also be responsible for the male / female difference.

#### 5.7.1.5 Standard (Q4 pupils)

More standard nine pupils returned their questionnaires than standard tens, i.e. 52.5% as compared to 47.5%. It has been stated repeatedly that std ten pupils, because they are in a senior class are overloaded with school work and very little leisure time is available to them. Though the difference in returns is not big it is a factor affecting the response rate.

#### 5.7.1.6 Type of Job (Q5 parents & Q5 pupils)

Table 3

Job	No	%
Labourer	11	23.4
Professional	18	38.3
Skilled	5	10.6
Unemployed	13	27.7
Total	47	100

The questionnaire revealed that 23.4% of the parents were labourers; 38.3% were professionals and only 11.1% of these were males which reflects negatively on the level of education of the male parents; 10.6% were skilled workers and 27.7% were unemployed; 61.5% of the unemployed parents were males. Lack of job opportunities results in demotivation. The unemployed father's status as a provider is reduced. He tends to lose respect and cannot have much to say to his young ones by way of encouraging them to read. He is in his own right demotivated. Skilled workers and labourers normally are engaged in

heavy work which causes fatigue. By the time parents arrive home they want to do nothing but sleep. Table 7 shows that 16.6% of the non-reading parents attributed their lack of interest in reading to job responsibilities.

#### 5.7.1.7 Income per month (Q6 parents)

**Table 4**

Amount	No of Parents	%
R 200 - R499	3	6.4
R 500 - R799	3	6.4
R 800 - R 999	6	12.8
R 1000 – R 1 499	4	8.5
R 1 500 - R 1 799	6	12.8
R 1 800 - R 2 999	2	4.3
None	13	27.6
Refused	9	19.1
I do not know	1	2.1
Total	47	100

Nineteen percent (19.1%) of the parents refused to reveal their monthly income. Thirteen percent (12.8%) earned less than a living wage, i.e. R 200 - R 799 and 27.6% had no income. This state of affairs does not permit any kind of financially funded leisure pursuits for the families involved.

#### 5.7.1.8 Parents' level of education (Q6,7,8, pupils)

**Table 5**

	Father		Mother		Guardian	
	No	%	No	%	No	%
None	1	5.5	-	-	-	-
Lower Primary level	1	5.5	1	4.3	-	-
Higher Primary level	1	5.5	0	0	-	-
Secondary level	3	16.6	8	34.7	-	-
High School level	2	11	7	30.4	-	-
Tertiary level	6	33.3	4	17.4	4	33.3
Do Not Know	4	22.2	3	13	8	66.6
TOTAL	18	100	23	100	12	100

The responses revealed that, though pupils were asked to give the parents' questionnaires to one parent only, some provided the educational level of both parents. Some responded with "don't know" to either the parent or guardian space.

In cases where mothers of pupils had responded to the questionnaire, pupils responded with "not applicable" in the places of fathers. Where fathers had responded to the questionnaire pupils responded with "not applicable" in the spaces provided for mothers. Fathers who acquired tertiary education were more than mothers (33.3% : 17.4%). Mothers who achieved secondary to tertiary education were 82.6% as compared to 61% of the same levels with fathers. From no educational experience to higher primary level, there is only one (4.3%) mother who had lower primary level education whilst there were three (16.6%) males with lower primary level of education or less, one having never been to school. A third (33.3%) of the guardians had a tertiary education.

The responses showed that 58.5% of the parents had no tertiary education. Pupils investigated in these standards, were in the same educational level with their parents. The possibility of these parents being readers themselves is slim. The pupils therefore could have very few role models to copy.

**From table 6 onwards a comparison was made of certain parents' and pupils' questions. Questions 7 to 22 of the parents' questionnaire and questions 9 to 24 of the pupils' questionnaire were matched and compared in their logical order. This was done for convenience purposes as these questions were related.**

#### **5.7.1.9 Spare time reading (Q7 parents & Q9 pupils)**

Parents and pupils had to indicate whether they read during their spare time.

**Table 6**

Response	Parent	%	Pupils	%
Yes	41	87.2	26	65
No	6	12.8	14	35
Total	47	100	40	100

**5.7.1.10 Reason for not reading: one option only\_(Q8 parents & Q10 pupils)**

**Table 7**

Response	Parents	%	Pupils	%
Family responsibility	2	33.3	-	-
Job responsibility	1	16.6	-	-
Can't afford books	2	33.3	2	14.3
Reading not my line	1	16.6	-	-
School work	-	-	8	57.1
No electric lights	-	-	1	7.1
Nop access	-	-	1	7.1
Other	-	-	2	14.3
Total	6	100	14	100

Of the 14 options provided in Q8 (parents) and Q10 (pupils), parents only responded to four options and pupils to five as indicated above.

Whilst most parents could not read because of family and job responsibilities and the unaffordability of books, pupils were held up mostly with school work (57.1%). Socio-economic reasons (lack of money, no electric lights, no access) were relevant for 28.4% of the pupils. Although the area under study was violence prone, it was not stated as one of the reasons for not reading by both parents and pupils. In the "Other" category 14.3% of the pupils stated that they did not feel like reading. With regard to affordability of books, 33.3% of the parents and 14.3% of the pupils stated that they did not read because books were too expensive for them to buy. Table 3 showed that 23.4% of the parents were labourers and 27.7% were unemployed which explains the emphasis on socio-economic reasons for non-reading.

**5.7.1.11 Reason for reading : one option only (Q9 parents & Q11 pupils)**

**Table 8**

Reason for reading	Parents	%	Pupils	%
Relaxation	17	41.5	7	26.9
Entertainment	3	7.3	4	15.4
Learning	17	41.5	13	50
Habit	4	9.8	2	7.7
Don't read	-	-	-	-
Other	2	4.9	-	-
Total	41	100	26	100

Of the 41 parents who read, an equal number read for relaxation and learning (17 = 41.5%). An equal percentage (2.4%) reaffirmed their preference in a free response. However, if 'entertainment' and 'habit' are added to 'relaxation' to which they seem related, the percentage for 'relaxation' is much higher than the percentage for 'learning', i.e. 58.6% compared to 41.5%.

In the case of the pupils the combined percentages for 'relaxation', 'entertainment' and 'habit' add up to exactly the same percentage as for learning (50%).

#### 5.7.1.12 Preferred Activity (Q10 Parents & Q 12 Pupils)

**Table 9**

Preferred Activity	Parents	%	Pupils	%
Watching TV	10	21.3	16	40
Talking to friends	5	10.6	7	17.5
Hobbies	6	12.8	2	5
Listening to radio	17	36.2	10	25
Attending clubs	4	8.5	3	7.5
None	5	10.6	2	5
TOTAL	47	100	40	100

Parents appeared to prefer radio listening to TV viewing (36.2% : 21.3%). Pupils preferred TV viewing to radio listening (40% : 25%).

#### 5.7.1.13 Statement most closely describing reading habits (Q11 parents & Q13 pupils)

**Table 10**

Frequency	Parents	%	Pupils	%
Daily	8	17	2	5
Weekly or more often	15	31.9	11	27.5
Occasionally	12	25.5	17	42.5
Not my routine	6	12.8	3	7.5
Do not read	6	12.8	7	17.5
Total	47	100	40	100

Almost half (48.9%) of the parents read regularly, i.e. daily (17%) or weekly or more often (31.9%), compared to 32.5% of the pupils who read regularly. More pupils than parents read occasionally, i.e. 42.5% compared to 25.5%. Almost the same percentage of 25.6% and 25% was scored by both parents and pupils who do not read at all, or who did not regard reading as part of their routine.

Adding “not my routine” to “do not read” would increase the number of pupils who do not read to ten. The other 4 of the 14 who had declared themselves non-readers (see Table 6) could be occasional readers. With parents, adding the “not my routine option” to “do not read” the number increases to 12 parents (as compared to 6 in Table 6).

#### 5.7.1.14 Main source of reading material : one option only (Q12 parents & Q14 pupils)

**Table 11**

Sources	Parents	%	Pupils	%
Bookshop	5	12.2	-	-
Public library	7	17	11	28.2
Gifts	5	12.2	1	2.6
Borrow from friends	15	36.6	11	28.2
Inherited	1	2.4	-	-
Do not read	6	14.6	-	-
Other	8	19.5	-	-
Bought by parents	-	-	8	20.5
School library	-	-	8	20.5
Total readers	41	100	39	100

The most used source for reading material for parents was that of borrowing from friends (36.6%). The most used sources for pupils were the public library and friends, 28.2% in both cases. Seventeen percent (17%) bought books from ordinary shops. As stated earlier in Chapter 4 there are no CNA outlets in the township.

Next to the public library and friends, pupils mostly used material bought by their parents, and material from the school library (20.5%). The least used source for pupils was that of gifts (2.6%). Blacks so far see books as of utilitarian value and do not seem to appreciate them as gifts (Personal observation). The most commonly used source by both pupils and parents was that of borrowing from friends. The spirit of sharing prevails following the communalistic lifestyle. Pupils never ever used the bookshop. They have obviously not been influenced to the point of buying books.

Looking at Table 6, 14 pupils had declared themselves non-readers. However in Table 11 only one maintained that. It is not always easy to deal with children as they sometimes want to create good impressions about themselves. In the researcher's experience some of the children who live in shacks will sometimes give township addresses instead. You will get the correct address only when there is a crisis, for example when the child gets sick at school and you have to transport him home, or get his parents to come to school. The above discrepancy may therefore be due to inconsistency on the part of the pupils.

In both cases the smaller percentage was that of non-readers. It is surprising to see that parents and pupils alike read, though the librarians from some schools with libraries whom the researcher consulted before conducting this study had shared her concern with regard to pupils not using the libraries. Perhaps the libraries' stock needs revisiting.

### 5.7.1.15 Type of book most preferred (Q13 parents & Q 15 pupils)

Table 12

Most preferred type of books	Parents	%	Pupils	%
Adventure	1	2.1	-	-
Historical fiction	1	2.1	1	2.7
Biographies	7	14.9	1	2.7
Science fiction	-	-	4	10.8
Thrillers	1	2.1	3	8.1
Westerns	2	4.3	-	-
African life	2	4.3	5	13.5
Any good story	9	19.1	11	29.7
Religion	11	23.4	1	2.7
Love story	-	-	7	18.9
Animal/ nature/ adventure	-	-	1	2.7
Specific author	1	2.1	-	-
Drama / plays	3	6.4	2	5.4
War stories	1	2.1	-	-
“How to” books	5	10.6	1	2.7
Folklore and customs	3	6.4	-	-
TOTAL	47	100	37	100

Most parents read religious books whereas pupils preferred “any good” story. Whilst the second rated preferred reading material by parents was “any good story”, pupils came up with “love story” as their second choice. Parental influence seemed present in “any good story” which confirms Radebe’s assertion (1995:169) that Black children are not confined only to literature depicting familiarity but have varied preferences which include genres with broader appeal. The number of parents and pupils who read in this question increased. Both parents and pupils tend to move from their initial negative responses to positive ones when a question is followed up. One may be tempted to believe that some responses were meant to impress the researcher and also that the objective of the research was not known.

### 5.7.1.16 Newspaper reading (Q14 parents & Q16 pupils)

Table 13

Responses	Parents	%	Pupils	%
Yes	43	91.5	33	82.5
No	4	8.5	7	17.5
Total	47	100	40	100

A possible influence of parental newspaper reading was observed. A high percentage (91.5%) of the parents were newspaper readers and 82.5% of the pupils also read newspapers. In the absence of more Black vernacular books for lower grades, some schools are promoting the reading of the vernacular newspaper to make up for the shortage. Pupils are therefore introduced to newspaper reading at an early age. It is however observed that because of English as medium of instruction, pupils soon switch on to English newspapers when they read them out of their own choice in the High School. English is seen as a language that earns one a better status in the cold world outside school life (Personal observation).

#### 5.7.1.17 Frequency of newspaper reading (Q15 parents & Q17 pupils)

**Table 14**

Frequency	Parents	%	Pupils	%
Daily	18	41.9	2	6
Once a week	5	11.6	14	42.4
Twice a week	17	39.5	8	24.2
Fortnightly	1	2.3	1	3
Monthly	-	-	2	6
Twice a month	-	-	6	18.2
Other	2	4.7	-	-
Total	43	100	33	100

Four parents did not read newspapers leaving a total of 43 newspaper readers. Thirty three (33) pupils read newspapers.

Six (6) parents and 14 pupils in Table 6 had declared themselves non-readers. One would assume that their understanding of being a reader could be associated with book reading. Though they did read newspapers they did not equate that reading with book reading. Parents' and pupils' newspaper reading frequency differed. A large percentage of parents (81.3%) read newspapers regularly, i.e. daily (41.9%) or twice a week (39.5%) compared to (30.2%) pupils, i.e. 6% pupils who read daily and 24.2% who read twice a week; 42.4% of the pupils, which was their largest percentage, read once a week. Adding "once a week" to "regular reading", 93% of the parents and 72.6% of the pupils are regular newspaper readers. On the whole newspaper reading seems to be common in this community.

Newspaper reading does not completely rule out the oral aspect of Black culture, for newspapers carry current news which many people do like to hear. After reading newspaper a person can still pursue his oral culture by telling others what he has read.

#### 5.7.1.18 Preferred newspaper : one option only (Q16 parents & Q18 pupils)

Table 15

Most preferred newspaper	Parents	%	Pupils	%
City Press	5	11.6	11	33.3
Daily News	18	41.9	7	21.2
Ilanga	12	27.9	-	-
Mercury	2	4.7	3	9
New Nation	-	-	-	-
Weekly Mail	-	-	-	-
Sowetan	-	-	7	21.2
Sunday Times	2	4.7	3	9
Sunday Tribune	1	2.3	1	3
The Star	-	-	-	-
UmAfrika	2	4.7	-	-
Volksblad	-	-	-	-
Weekblad	-	-	-	-
Other	1	2.3	1	3
Total	43	100	33	100

Neither of the two Zulu Papers listed was read by pupils. Ilanga was the most popular Zulu newspaper read by parents. The Daily News was the most popular newspaper with parents and City Press with pupils. English newspapers seem to be preferred by both groups. As Ilanga is associated with a certain political party it is likely that pupils are afraid of being linked with that party.

**5.7.1.19. Most interesting newspaper section : one option only (Q17 parents & Q19 pupils)**

**Table 16**

Sections read	Parents	%	Pupils	%
Social events	15	31.9	4	12.1
Financial	3	6.4	2	6
Political	8	17.0	4	12.1
Violence	1	2.1	2	6
Education	7	14.9	16	48.5
Mass action	-	-	-	-
Horse racing	1	2.1	-	-
Sports	3	6.4	3	9
Entertainment	-	-	2	6
Fashion	-	-	-	-
Comics	1	2.1	-	-
Editorial	-	-	-	-
Stars	-	-	-	-
Book Reviews	1	2.1	-	-
Vacancies	2	4.3	-	-
Advertisements	5	10.6	-	-
Total	47	100	33	100

All parents in this question turned out to be readers therefore a total of 47 responses provided in this question was used. The total for pupils remained 33.

Table 13 reflects that there were 43 parent newspaper readers. In Table 16 the number increased to 47. This may be attributed to people who read certain sections and not the whole newspaper, e.g. results of horseracing, adverts to check on sales, but do not regard themselves as readers.

The most popular, first rated section of interest amongst the parents was social events contrary to that of pupils who concentrated more on educational matters. Seventeen percent (17%) of the parents as against 12% of the pupils read political news. A 6.4% : 9% parents/pupils ratio for those who have interest in sports was observed. It is perhaps not surprising to find that only 6.4% of the parents and 9% of the pupils were interested in sports. The percentage is in line with the unavailability of sporting facilities both at school and in the whole township. The sporting facilities available are limited to undeveloped football grounds in schools and eight new, better built football grounds in the whole township. Swimming pools, rugby fields, basketball grounds, tennis courts etc. are a dream unrealised (Ngidi, 1993).

Looking at violence, it did not seem to be a factor influencing parents' and pupils' reading as only 2.1% of the parents and 6% of the pupils read about violence. Both parents and pupils seem to avoid the topic.

Whilst 27.7% of the parents were unemployed, only 4.3% read the section on vacancies. Responses to parents' educational level revealed that 37% of the parents were in and below the secondary level. This seems to indicate that parents on this level of education do not consider a newspaper as capable of providing answers to their unemployment problem. From the researcher's experience, unemployed people rely on the employed to alert them when there are vacancies in their places of employment. Neither parents nor pupils read stars foretell, mass action and editorial sections.

**5.7.1.20 Source for obtaining preferred newspaper : one option only  
(Q18 parents & Q20 pupils)**

**Table 17**

Sources	Parents	%	Pupils	%
Work	4	9.3	-	-
Home	-	-	19	57.6
Library	-	-	-	-
Buy it	38	88.4	10	30.3
Friends	1	2.3	4	12.1
Total	43	100	33	100

The highest rated manner of getting newspapers amongst the parents was through buying it; 88.4% of the parents bought newspapers and 30.3% of the pupils did the same. A high percentage observed in pupils was that of 57.6% who got the newspapers at home which supports the high rating for parents who buy newspapers (88.4%). Parents' influence on reading newspapers in general is observed though not on sections read. The fact that pupils have access to newspapers in their homes seem to cause them to read.

Nine percent (9.3%) of the parents got newspapers from work. Only 2.3% of the parents and 12.1% of the pupils got newspapers from friends. The standard of school libraries and the absence of public libraries in the area is revealed by the absence of parents and pupils who read newspapers in the library.

**5.7.1.21 Reading of magazines (Q19 parents & Q21 pupils)**

**Table 18**

Response	Parents	%	Pupils	%
Yes	31	66.0	34	85.0
No	16	34.0	6	15.0
Total	47	100	40	100

Newspaper reading seems to be more popular compared to magazine reading amongst parents; 91.5% of the parents as reflected in Table 13 read newspapers, while only 66% of the parents

read magazines. With pupils there is only a slight difference; 82.5% of the pupils read newspapers compared to 85% who read magazines. Newspapers besides being very current, are cheaper than most magazines.

#### 5.7.1.22 Preferred magazine (Q20 parents & Q22 pupils)

Table 19

Magazine	Parents	%	Pupils	%
Bona	10	32.2	2	5.9
Cosmopolitan	1	3.2	1	2.9
Fairlady	1	3.2	1	2.9
Hit	1	3.2	1	2.9
Pace	4	12.9	8	23.5
Personality	2	6.5	1	2.9
Thandi	-	-	1	2.5
Tribute	1	3.2	1	2.9
Time	-	-	-	-
You	3	9.7	12	35.3
Women's Value	1	3.2	2	5.9
Vogue	-	-	-	-
Women's Weekly	-	-	-	-
Femina	-	-	-	-
Mother's Value	1	3.2	-	-
Darling	-	-	-	-
Dawn	-	-	-	-
Style	-	-	-	-
Other	6	19.4	4	11.8
Total	31	100	34	100

The You magazine proved to be a clear favourite with pupils (35.3%), followed by Pace (23.5%). Parents clearly favoured Bona (32.2%) which is one of the oldest magazines geared to the interests of Blacks. Parents favoured Pace as second best (12.9%). Bona and Women's

Value rated third amongst pupils (5.9%). The availability of Bona magazine in pupils' homes probably also influenced pupils to reading it.

Other magazines mentioned by pupils and not listed in the table were Upbeat (2.9%), Drum (2.9%), Blush (2.9%) and Readers Digest (2.9%). Parents mentioned Living and Loving (12.9%) and Drum (6.4%).

**5.7.1.23 Main source for obtaining preferred magazine : one option only  
(Q22 parents & Q23 pupils)**

**Table 20**

Main Source	Parents	%	Pupils	%
Work	2	6.5	-	-
Home	-	-	11	32.4
Friends	6	19.4	13	38.2
Library	3	9.7	2	5.9
Buy it	20	64.5	8	23.5
Total	31	100	34	100

In comparing the number of readers as reflected in Table 6 with magazine readers an increase is observed in pupils' magazine reading. The reason for this could be that pupils seem to like to page through magazines because of their attractive pictures. Besides this, a magazine's layout makes it easy to read only what one wants to read and only sections or aspects that do not demand a lot of one's time. Such pupils may view themselves as magazine readers, which may explain the increase in the number of pupils who read this type of material.

The source most used in acquiring magazines by parents was through buying them (64.5%). Pupils used their friends mostly in getting magazines (38.2%), with their homes the second source (32.4%) which casts some doubt on the 64.5% of the parents who said they bought magazines. Parents also benefited from using their friends as a source (19.4%). For pupils, buying magazines was the third most frequently used source (23.5%).

With pupils the library was the least used source (5.9%) and with parents it was the last but one used source with 9.7% of the parents using it. The reason for pupils not using the library could be that whilst our school libraries fail to provide even sufficient relevant subject books (Personal observation), magazines for leisure reading would not receive priority in these libraries.

Parents do however, seem to influence pupils' reading of magazines as 32.4% of the pupils' source for magazines was the home.

#### 5.7.1.24 Most interesting magazine section : one option only (Q21 parents & Q24 pupils)

**Table 21**

Interesting sections	Parents	%	Pupils	%
Social events	8	25.8	4	11.8
Political	2	6.5	2	5.9
Achievements	2	6.5	3	8.8
Education	4	12.9	4	11.8
Financial	1	3.2	2	5.9
Sports	2	6.5	2	5.9
Short stories	7	22.6	2	5.9
Life in the townships	-	-	1	2.9
Music	-	-	-	-
Entertainment	-	-	2	5.9
Fashion	2	6.5	3	8.8
Advertisements	-	-	-	-
Comics	-	-	2	5.9
Play reviews	-	-	-	-
Stars	-	-	3	8.8
General interests	2	6.5	2	5.9
Book Reviews	-	-	-	-
Careers	-	-	1	2.9
Other	1	3.2	1	2.9
Total	31	100	34	100

The most read section was social events; 25.8% of the parents read social events and 11.8% of the pupils. Another 11.8% of the pupils read educational matters compared to 12.9% of the parents who read the same. Some parental influence is possible here.

Whereas pupils indicated stars, achievements and fashion as their next interesting sections (8.8% each), parents showed their next interesting section to be short stories (22.6%).

Life in the townships, comics, stars and careers were items only read by pupils. Political events, financial matters and sports were read by both parents and pupils to a limited extent. According to the free responses, 3.2% of the parents read about cooking, baking and homecrafts; 2.9% of the pupils read about TV stars' biographies. These differences may be attributed to different interests linked to age.

#### 5.7.1.25. Public library use (Q23 parents & Q46 pupils)

Table 22

Public library use	Parents	%	Pupils	%
Yes	12	25.5	6	15
No	35	74.5	34	85
Total	47	100	40	100

Most parents were not public library users as this was revealed by 74.5% of the parents who declared themselves non-public library users. Fifteen percent (15%) of the pupils declared themselves users of the public library whilst the greater majority (85%) were non-users. Those who claimed to be users could be users of a town public library in the absence of a public library in their own township. Distance is an important determinant of use. Geographical inaccessibility could be the cause of such a low percentage of members. A discrepancy is observed between the figures for pupils in Table 22 and those in Table 11 where 11 pupils (28.2%) indicated the public library as their main source of reading material.

It was observed that the number of pupils who were public library users constitutes only slightly more than half the number of parents who were public library users. Parents who were library users, seemed to have little influence on turning pupils into library users as the

difference in percentage of pupils using the library and parents is quite substantial (25.5% :15%).

The following section concentrates firstly on the parents' remaining questions, and secondly on the pupils' questions. Parents' questions to be dealt with range from question 24.1 to 30 and pupils from 28 to 46.

**5.7.1.26 Opinion of adult reading materials provided by the library (Q24.1 parents)**

**Table 23**

Opinion	Parents	%
Very interesting	7	43.8
Quite interesting	5	31.2
Does not interest me much	3	18.8
Other	1	6.3
Total	16	100

It is surprising to note that four more parents than admitted to being library users in Table 22 decided to respond to this question. A substantial number (43.8%) of parents who were library users found the books in the library very interesting; 31.2% found the books quite interesting; 11.4% (4 of 35) of the non-users stated that they found the books uninteresting. This left the researcher with doubts as these people do not use the library, unless they do go there to evaluate the books provided, or perhaps this may be the reason why they don't use the library.

**5.7.1.27 Opinion of reading material provided for teenage children (Q24.2 parents)**

**Table 24**

Opinion	Parents	%
Very suitable	10	62.5
Fairly suitable	4	25
Not suitable at all	2	12.5
Total	16	100

The majority (62.5%) of the parents who are public library users maintained that the books were very suitable for their teenage children. Twenty five percent (25%) of the parent users found the books fairly suitable. Therefore in all 87.5% of the parent users seem satisfied with the books provided.

Just over six percent (6.2%) of the parents who are non-users pointed out that the books for their children were fairly suitable although the question is, how would they know this?

Another 6.2% of the non-users found them not suitable whilst 65.9% of the non-users made no comment.

**5.7.1.28 Purchase of reading material other than school books (Q25)**  
**Table 25**

Response	Parents	%
Yes	29	61.7
No	18	38.3
Total	47	100

The fact that a high percentage (61.7%) of the parents did buy other material for their children, shows that they are prepared to see their children developing a reading habit. The process of acculturation referred to in par. 3.5.1 has obviously had its effect.

**5.7.1.29 Reason for buying other books (Q 25.1 parents)**

Parents were requested to provide their own free response reasons.

**Table 26**

Reasons	Parents	%
For relaxation	3	10.3
They need extra books	8	27.6
Improve vocabulary	5	17.2
Gain knowledge	6	20.7
No response	7	24.1
Total	29	100

Almost a third (27.6%) of the parents felt that their children needed extra books besides school books; 20.6% of the parents bought their children books so that they can gain knowledge; 17.2% of these parents bought their children books to give them an opportunity to improve their vocabulary. All these reasons seem to indicate support of educational purposes. Ten percent (10.3%), which was the lowest of them all, bought children books for relaxation. Parents who buy their children books do not see leisure books as of primary importance. Reading for learning is quite accepted by parents as against leisure reading. There is a discrepancy here however, for in Table 25, 29 parents mentioned that they buy other material besides school books for their children. For this question, 7 did not respond.

**5.7.1.30. Reasons for not buying books other than school books (Q25.2 parents)**

**Table 27**

<b>Reasons (Free response)</b>	<b>Parents</b>	<b>%</b>
Financial problems	7	38.9
Expect public library to provide them	3	16.7
Want pupil to concentrate on school work	5	27.8
Expect children to share with them their own books	2	11.1
Had no time to buy books	1	5.6
<b>Total</b>	<b>18</b>	<b>100</b>

A substantial percentage of parents (38.9%) could not afford to buy extra books because of their weak financial position; 16.7% expected the public library to provide the children with books which indicates that they do not regard it as their responsibility; 27.8% of the parents who did not buy other books for their children, expected their children to concentrate on school work. They did not see a positive relationship between school performance and extra reading. Eleven percent (11.1%) expected their children to share the books they bought for themselves with them; 5.6% had no time to buy books for their children which seems to indicate a lack of interest in the idea of extra reading.

**5.7.1.31. Permission to read books, magazines, newspapers which interest the children(Q26 parents)**

**Table 28**

Response	Parents	%
Yes	37	78.7
No	10	21.3
Total	47	100

The majority (78.7%) of parents allowed their children to read other material not bought by them. However, a significant percentage (21.3%) seemed to want to control their children's reading because they did not allow them to read books not bought by them.

**5.7.1.32 Reasons for granting children permission to read books other than school books (Q26.1 parents)**

**Table 29**

Reasons (Free response)	Parents	%
To be more knowledgeable	14	37.8
Children could read what interest them	6	16.2
To improve vocabulary	5	13.5
To give children freedom of choice	2	5.4
They like reading	2	5.4
No response	8	21.6
Total	37	100

Most parents wanted to allow their children scope for growth. A substantial number (37.8%) allowed their children to read other books in order to be more knowledgeable; 16.2% of the parents who allowed their children to read other books, did so, so that their children could read what interests them, and 13.5% of these parents wanted their children to improve their vocabulary; 5.4% of the parents were sufficiently open minded to allow their children freedom of choice whilst 21.6% provided no reason why they allowed their children to read other books. On the whole parents therefore have a positive attitude towards their children's reading.

**5.7.1.33. Reasons for not allowing children to read other material (Q26.2 parents)**

**Table 30**

Reasons (Free response)	Parents	%
Don't want children to be distracted from school work	4	40
Not able to censor information	2	20
Fear of wrong / negative teachings	2	20
Saw this type of reading as a waste of time	1	10
No response	1	10
Total	10	100

Reluctance to run the risk of neglect of school work was the main reason (40%) for restricting children's reading. Fear of unsuitable material falling into the hands of their children coincides with inability to censor information (20% each).

**5.7.1.34 Reporting to parents on books read (Q27 parents)**

**Table 31**

Response	Parents	%
Yes	30	63.8
No	17	36.2
Total	47	100

A surprisingly high percentage (63.8%) of parents stated that they did get feedback from their children, which seems to indicate interest on the part of the parents in their children's reading activities.

**5.7.1.35 Reasons for asking for feedback from children (Q27.1 parents)**  
**Table 32**

Reasons (Free response)	Parents	%
To check children's understanding.	22	73.3
To increase own knowledge.	1	3.3
Had interest in their children's future.	2	6.6
No response.	5	16.7
Total	30	100

The majority (73.3%) of the parents who ask their children to tell them about stories they have read, wanted to check their children's understanding, and 3.3% of these parents were interested in the future of their children. Both categories indicate interest in the educational progress of their children.

**5.7.1.36. Reasons for not asking for feedback (Q27.2 parents)**  
**Table 33**

Reasons (Free response)	Parents	%
Have no time to listen to their children.	5	29.4
Told parents stories without being asked to.	2	11.8
Interested in children's school work.	1	5.9
No need to know	4	23.5
No response	5	29.4
Total	17	100

Nearly a third (29.4%) of these parents had no time to listen to their children tell them stories they have read; 5.8% of the parents were only interested in their children's school work; 11.7% of the children did not wait for their parents to ask them to tell them stories they have read, they simply told them. It is commonly accepted that children like to be listened to and to be praised for doing something good. If parents do not view reading as a worthwhile activity, it will soon lapse amongst children. Therefore the 23.5% of the above parents who were not at

all interested in their children's reading can be regarded as a strong negative factor. The high "no response" figure also sends a negative message.

#### 5.7.1.37 Encouragement to visit the public library (Q28 parents)

Table 34

Responses	Parents	%
Yes	37	78.7
No	10	21.3
Total	47	100

For children to become avid readers, parents should introduce them to the world of books at an early age. A high percentage (78.7%) of the parents claimed to encourage their children to visit the public library. The first public library in the area opened on the 26<sup>th</sup> of November 1996 (Personal observation). One may therefore wonder how effective this encouragement could have been at the time of the survey. Only 15% of the pupils used a public library (Table 22).

#### 5.7.1.38 Reasons for encouragement (Q 28.1 parents)

Table 35

Reasons for encouragement (Free response)	Parents	%
To read for pleasure	2	5.4
To research on school issues	2	5.4
Achieve own goals	2	5.4
Get guidance in library books	2	5.4
Attain knowledge	21	56.8
Improve reading ability	1	2.7
Prepare for future.	1	2.7
No response	6	16.2
Total	37	100

The majority encouraged their children to visit the public library mainly to give their children a chance to attain knowledge (56.8%). When related reasons such as research on school issues, to get guidance in library books, to improve reading ability and to prepare for the future are added on, the percentage is even higher (73%). Reading for pleasure and achieving of the pupils' own goals, which seem related, were supported by 10.8% only. Educational purposes obviously take preference.

#### 5.7.1.39 Reasons for not encouraging children to visit the public library (Q28.2 parents)

**Table 36**

Reasons for not encouraging (Free response)	Parents	%
No library	5	50
No time	1	10
No need	2	20
Financial problems	1	10
No response	1	10
Total	10	100

The lack of a public library in the area then (when the questionnaires were completed) was a valid reason (50%), to which those who did not have money to send their children to the city library (10%) should be added, thus giving a total of 60% non-encouragement linked to the lack of a public library. However, the 30% who were totally indifferent (no need, no time) seems high.

#### 5.7.1.40 Wanting children to develop a reading habit (Q29 parents)

**Table 37**

Responses	Parents	%
Yes	46	97.9
No	1	2.1
Total	47	100

The development of a reading habit in children was favoured by all but one parent. This response speaks for itself.

#### 5.7.1.41 Reasons for wanting children to develop a reading habit (Q29.1 parents)

Table 38

Reasons for developing a reading habit	Parents	%
Broadens the mind	17	37.0
For knowledge and more understanding	4	8.7
Develop reading habit	1	2.2
Helpful in future	12	26.1
Familiarise the child with books	1	2.2
Have up to date information	1	2.2
Develop a culture of learning	1	2.2
No response	9	19.6
Total	46	100

An analysis of the reasons put forward by the parents show that 78.4% of the parents wanted their children to develop a reading habit because they see educational value of one kind or another in the activity.

However, the 'no response' rate (19.6%) is rather high, and one may wonder how committed these parents would be to the development of the reading habit in their children.

### 5.7.1.42 Major obstacles to children developing the reading habit (Q30 parents)

**Table 39**

<b>Obstacles (Free response)</b>	<b>Parents</b>	<b>%</b>
No library	5	10.6
TV and Radio	5	10.6
Language proficiency	3	6.4
Pressure of school work	6	12.8
Friends	2	4.3
Other activities	2	4.3
Laziness	2	4.3
None	4	8.5
Don't know	1	2.1
No response	17	36.2
<b>Total</b>	<b>47</b>	<b>100</b>

A wide variety of obstacles was put forward by the parents. The pressure of school work was the major obstacle (12.8%) but not far ahead of TV and Radio, and the lack of a library. Significant is the 8.5% who saw no obstacle. Again the high 'no response' percentage (36.2%) seems to indicate a lack of commitment to the whole issue of reading. It is interesting to note that lack of funds to buy books was not mentioned as an obstacle while 39% of the parents stated that they could not afford to buy books for their children (par. 5.7.1.30).

## PUPILS

### 5.7.1.43 Books read per month (Q25 pupils)

Table 40

Number of books read per month	Pupils	%
One	14	35
Two	10	25
Three	1	2.5
Four	3	7.5
None	8	20
Other	4	10
Total	40	100

What appeared common with pupils was the reading of one book per month (35%). The results revealed that the reading habit was there amongst pupils as 70% of the pupils read from one book to four books a month. This shows that the librarian should also seek pupils' recommendations before purchasing library stock, because they do seem to read. Catering for their interests could encourage reading further. It is interesting to note that 14 pupils (Table 6) said they did not read and now only 8 admitted to not reading.

### 5.7.1.44 Influence on choice of a book (Q26 pupils)

**Table 41**

Influence	Pupils	%
Length	5	12.5
Advertisement	5	12.5
Publicity	1	2.5
TV/Radio	5	12.5
Display in library	1	2.5
Display in store	1	2.5
Interest in author	5	12.5
Recommended by sibling	4	10
Recommended by parent	5	12.5
Recommended by librarian	-	-
Other	2	5
Don't read	6	15
Total	40	100

Of note here was that no child read a book as a result of a librarian's influence. Thirteen percent (12.5%) of the pupils read books because their parents had influenced them to do so. Whilst librarians need to be warm and welcoming, in the school situation the teacher-librarian is neither here nor there. She / he cannot totally divorce himself/herself from his/her other duties as a teacher. Recommending a book in the library, may still be viewed by his/her pupils as school imposed reading. TV / Radio also seem to have an influence. Interest in the author which is also noteworthy, may in fact be related to TV / Radio.

### 5.7.1.45. Type of books read (Q27 pupils)

**Table 42**

Types of books	Pupils	%
Story	26	65
Subject	10	25
None	4	10
Total	40	100

This question and question 11 of the pupils' questionnaire are related. Question 11 wanted pupils to give reasons for their reading whether it was for leisure or learning. It was surprising to observe a conflict in the findings.

A high percentage, 50%, of pupils read for learning and 50% for relaxation, or related reasons. With the types of books read, a higher percentage of pupils (65%), read story books and 25% read subject books. It is, of course, possible that some may read subject books for relaxation. Also only 4 pupils now say they are non-readers compared to 14 in table 6.

### 5.7.1.46 Spare time activities (Q28 pupils)

**Table 43**

Preferred activity	Pupils	%
Watch TV	12	30
Reading	7	17.5
Cinema	8	20
Games	2	5
Radio	9	22.5
Clubs	2	5
Total	40	100

Reading was not the most preferred activity. It came out as number four on the preferred activity list, with TV rated as number one. Television is sometimes claimed to have an

adverse influence on reading (Ward, 1977:75). It is interesting to note that parents in Table 39 did not rate TV and radio as the major obstacle to reading.

#### 5.7.1.47 Read to before starting school (Q29 pupils)

**Table 44**

Responses	Pupils	%
Yes	21	52.5
No	18	45
Don't know	1	2.5
Total	40	100

More than half (52.5%) of the pupils revealed a potential of becoming readers if they were read to early in life. "Early encouragement and instruction by parents and teachers have important consequences in later life" (Ward, 1977:78).

#### 5.7.1.48 Person responsible for pre-school reading (Q30 pupils)

The pupils had to choose the person who read to them most often.

**Table 45**

Person who read to you	Pupils	%
Parent	7	29.1
Grandparent	7	29.1
Adult relative	2	8.3
Brother/ Sister	5	20.8
Friend	2	8.3
Baby-sitter	-	-
Librarian	-	-
Don't know	1	4.2
Total	24	100

Again, there are now more who were read to than in Table 44. The people who read most to these pupils were their parents and grandparents (58%). Although parents were probably employed for long hours, some did spend time reading to their children which is encouraging. The role of siblings as story readers is also interesting because it indicates family involvement in the reading activity.

**5.7.1.49 Story - telling (Q31 pupils)**

The pupils had to indicate whether anyone told them stories read from books.

**Table 46**

Responses	Pupils	%
Yes	31	77.5
No	9	22.5
Total	40	100

More pupils were told stories read from books than those who were read to in question 29 of the pupils' questionnaire (77.5% : 22.5% against 52.5% : 45%) which is to be expected in a culture with strong oral ties.

**5.7.1.50 Person responsible for telling stories (Q32 pupils)**

The pupils had to choose one option only.

**Table 47**

Person who told stories	Pupils	%
Parent	7	22.6
Grandparent	7	22.6
Adult relative	2	6.5
Brother/Sister	13	41.9
Friend	2	6.5
Baby-sitter	-	-
Librarian	-	-
Total	31	100

The pupils were told stories read from books most often by their brothers and sisters (41.9%). Much the same percentage of parents and grandparents who read to their children also told their children and grandchildren stories read from books, i.e. 29.1% : 22.6%.

**5.7.1.51 Availability of books in home before starting school (Q33 pupils)**  
**Table 48**

Responses	Pupils	%
Yes	21	52.5
No	19	47.5
Total	40	100

More than 50% of the pupils under study could potentially become habitual readers considering their exposure to books during their pre-school age (52.5%).

**5.7.1.52 Source of books available at home : one option (Q34 pupils)**  
**Table 49**

Source	Pupils	%
Borrowed from library	2	9.5
Received as gifts	4	19
Bought	7	33.3
Inherited	6	28.6
Borrowed from friends	2	9.5
Total	21	100

The most used source (33.3%) was that of buying which allowed pupils choice as to what they wanted to read by buying just that. The low percentage (9.5%) who used a library could be as a result of the lack of a public library in Umlazi and the expense and time involved in travelling to the city library, as pointed out above.

**5.7.1.53 Mother's reading habit (Q35 pupils)**  
 Pupils had to indicate whether their mothers were readers.  
**Table 50**

Responses	Pupils	%
Yes	19	47.5
No	7	17.5
No response	14	35.0
Total	40	100

Only 26 pupils responded to this question, 14 were indifferent. According to pupils, mothers who read were more than those who did not read. Black mothers are believed to spend more time with their children than fathers as the line of authority prescribes. If mothers read, their children are likely to read. With more reading mothers, there could be a better chance of pupils becoming readers.

#### 5.7.1.54 Nature of mother's reading (Q36 pupils)

The pupil's had to choose the material most read by their mother's, i.e. they had only one option.

**Table 51**

Types of material	Pupils	%
Story books	5	13.2
Subject books	-	-
Magazines	19	50
Newspapers	11	29
Other	3	7.9
Total	38	100

Compared to Table 50 some pupils responded to this question when options were provided. It is possible that since some pupils did not consider magazines and newspapers as serious reading matter, when they were listed in the options they decided to respond to the question whereas they had responded differently in Table 50. In the "Other" category 7.9% read Readers Digest which comprises stories and subject materials. Magazines constitute the most popular reading material, probably because they are more readily available. It is interesting to note that no mother according to the pupils, read subject books, in contrast to the response to question 9 of the parents' questionnaire (Reasons for reading) where it was reflected that 41.5% of the parents read for learning.

### 5.7.1.55 Frequency of mother's reading (Q37 pupils)

**Table 52**

Frequency of mother's reading	Pupils	%
Everyday	14	73.7
Once a week	1	5.3
Twice a week	3	15.8
Fortnightly	-	-
Once a month	1	5.3
Other	-	-
Total	19	100

Most mothers who read, read daily (73.7%) according to the pupils, which differs greatly from the related question (Question 11) in the parents' questionnaire (Description of reading habits). Only 17% of the parents claimed to read daily. The difference was much higher with pupils' daily reading habit. Only 5% of the pupils did daily reading. From which ever percentage one views the situation, the parents' influence seems to be low. Much as pupils seem to know that their mothers are readers, it is apparently not something that concerns some of them to the extent that they even observe their mothers' frequency of reading.

### 5.7.1.56 Father's reading habit (Q38 pupils)

Pupils had to indicate whether their fathers were in the habit of reading.

**Table 53**

Responses	Pupils	%
Yes	7	17.5
No	19	47.5
No response	14	35.0
Total	40	100

Reflecting on question 6 of the pupils' questionnaire 11 fathers (61%) had secondary to tertiary education and thus could read but only 17.5% of fathers chose to read according to the pupils. Marzurkiewicz (in Biagini, 1980:17) states that for men and boys reading often has "feminine" connotations, and it is not considered "manly". This therefore could account for 47.5% of mothers (Table 50) who read according to pupils, i.e. more than double the number of fathers who read. Mothers' influence is therefore likely to be stronger.

**5.7.1.57 Nature of father's reading (Q 39 Pupils)**  
**Table 54**

Type of material read	Pupils	%
Story books	4	57.1
Subject books	2	28.6
Magazines	-	-
Newspapers	1	14.3
Total	7	100

Of the few fathers who read, 57% preferred storybooks which in this study was directed at leisure reading. These fathers are therefore mainly engaged in leisure reading according to the pupils.

**5.7.1.58 Frequency of father's reading (Q40 pupils)**  
**Table 55**

Frequency of father's reading	Pupils	%
Everyday	1	14.3
Once a week	-	-
Twice a week	2	28.6
Fortnightly	3	42.9
Once a month	1	14.3
Total	7	100

Of the 7 reading fathers most read on a fortnightly basis (42.8%) according to the pupils whilst most mothers read daily (73.7% in Table 52). Question 13 of the pupils' questionnaire (Table 10) showed that only 17% of the parents read daily.

### 5.7.1.59 Discussion of what has been read by parents (Q41 pupils)

Pupils were asked whether their parents discussed what they had read with them.

**Table 56**

Responses	Pupils	%
Yes	19	47.5
No	21	52.5
Total	40	100

The majority of parents (52.5%) did not discuss what they had read with their children. Phewa (1992:97) pointed out that the authoritative position of parents of the past century has now been snatched from parents, who are now expected to submit to their adolescents' authority. Parents therefore will only do what their children are willing to accept. Listening to radio Ukhozi (uMa ZZ noMgengana programme) which is everyday from 14h00 to 15h00, you do pick up that there is a cold war between children and parents. This probably explains the lack of sharing of reading experience.

### 5.7.1.60 School library use (Q42 pupils)

Pupils had to indicate whether they visited the school library.

**Table 57**

Responses	Pupils	%
Yes	26	65.0
No	14	35.0
Total	40	100

The high percentage of school library users (65%) would reflect a number inclusive of pupils sent by teachers to do school assignments. It does not reveal voluntary visits.

**5.7.1.61 Purpose for which school library is mainly visited (Q43 pupils)**  
**Table 58**

Purpose of visit	Pupils	%
Private reading	5	17.9
Homework	1	3.6
Research for school	7	25.0
Library period	10	35.7
Studying	5	17.9
Total	28	100

Two additional pupils now admitted to visiting the school library. Most pupils used the library during the library period and for school related activities (82.2%). Only 17.9% of the pupils had a developed reading habit and did private reading. Pupils will sometimes quickly give answers to give better impressions of themselves, for example, in Table 6, 14 pupils claimed to be non-readers but in Table 40 the number dropped to 8 pupil non-readers.

**5.7.1.62 Reason for not using school library (Q44 pupils)**  
**Table 59**

Reason for not using library	Pupils	%
Don't like librarian	1	8.3
Not allowed	8	66.7
No library	1	8.3
No response	2	16.6
Total	12	100

The number of responses coincide with the total for Question 43. The majority of non-users (66.7%) were not allowed to go into the library. The one who stated that he did not like the librarian was from the same school as those who were not allowed into the library. Instead of developing a reading habit, he has developed an aversion. The librarians seem to have failed to fulfil their duty. Eight percent (8.3%) did not know the school had a library.

### 5.7.1.63 Person responsible for library awareness of pupils : one option (Q 45 pupils)

Table 60

Person who made you aware of library	Pupils	%
Teacher	14	35
Friends	5	12.5
Parents	1	2.5
Discovered it myself	15	37.5
No response	5	12.5
Total	40	100

A large majority (87.5%) of the pupils claimed to be aware of the library. Use of the library would be affected by awareness or ignorance of the library and its services. Only 35% of the pupils were made aware of the school library by the teacher, who is a key person to introduce and encourage pupils to use the library. Most of them discovered it on their own.

## 5.7.2 ANALYSIS OF MATCHED PARENT / PUPIL RESPONSES

The following section analyses the responses of pupils and parents whose questionnaires could be matched. Only questions 1 to 23 of the parent questionnaire and questions 1 to 24 and 42 of the pupil's questionnaire were compared. In both cases Question 2, Question 13 in the parents' questionnaire and Question 4 in the pupils' were left out as they could not be compared. Only 15 parents and 15 pupils were found to be from the same families. These questions were considered to be potentially useful for understanding the possible relationship between parents' and children's reading habits.

### 5.7.2.1 Area of Birth ( Q1 Parents & Q1 Pupils)

Area of birth seemed crucial in this study as home background was considered to play a role in the development of early attitudes towards reading for leisure. In the general analysis it was found that more pupils (77.5%) came from urban areas whereas more parents (63.8%) were from rural areas. In the matched analysis 73.3% pupils came from the urban area and 53.3% of

the parents came from the rural area. No pupil came from the squatter area although one parent came from that area.

#### **5.7.2.2 Sex ( Q 4 parents & Q 3 pupils)**

As the children had to hand the questionnaire to one parent only, it is not whether by right these are the only parents these children have. What could be established was that more responses being those of female pupils (62.5%) and female parents (74.5%) in the general analysis. In the matched analysis more male pupils (53.3%) returned questionnaires as against 46.6% female pupils.

#### **5.7.2.3 Job ( Q5 parents & Q 5 pupils)**

What is surprising here was the contradiction in the matched analysis where pupils claimed that 26.6% parents were unemployed and the parents themselves recorded unemployed status as 13.3%. In the general analysis 27.7% were unemployed (against 23.4% in the matched analysis). Labourers were recorded as 33.3% by both pupils and parents.

Looking at this situation it is worth noting that it did not have a negative effect on readers. All 15 parents, i.e. (100%) and 11 pupils (73.3%) declared themselves readers which seems to refute the financial factor as one of the hindrances towards developing the reading habit.

#### **5.7.2.4 Income Per Month (Q 6 parents)**

A low income did not seem to matter as 100% parents declared themselves readers. The need to infuse reading in their children and also to be aware of its value superseded the factor of money. Fifty three percent (53.2%) of the 15 parents earned less than R 1 799 per month. In the general match in Table 4, 46.9% earned the same.

### **5.7.2.5 Level of Mother / Father / Guardian's Education\_(Q 6,7,8 pupils)**

Only two fathers and two mothers had acquired tertiary education but this did not hinder reading with the rest of the group.

### **5.7.2.6 Reading During Spare Time ( Q 7 parents & Q9 pupils)**

Whilst in the general analysis 87.2% parents and 65% pupils were readers (Table 6), 100% of the parents in the matched analysis and 73.3% of the pupils were readers. In both cases there seems to be parental influence on the children's reading habits.

### **5.7.2.7 Reasons For Not Reading (Q 8 parents & Q10 pupils)**

Whereas in the general analysis pupils mentioned school work, affordability of books, absence of electric lights, no access, and that they did not feel like reading as reasons for not reading, in the matched analysis 60% mentioned the absence of the public library and the other 40% mentioned school work. One parent who declared himself a reader contradicted himself by stating the reason for not reading being that he could not afford books.

Of note in the following pages is that parents' and pupils' numbers keep on fluctuating depending on the questions asked. It is evident from their responses that they have varied meanings attached to the term 'reader'. It seems that a reader to most respondents is a reader of books. Responses tend to vary when newspapers and magazines are included in the questions.

What was not ascertained by this study was when the respondents regarded themselves as readers: when reading the whole book, the whole newspaper or magazine or when reading one page or certain sections of the reading material.

### **5.7.2.8 Reasons For Reading (Q 9 parents & Q 11 pupils)**

The ratio for reading for relaxation related reasons and learning in the general analysis was 58.6% : 41.5% for parents and with the pupils there was a 50% :50% balance.

In the matched analysis 53.8% parents read for relaxation and out of habit and 46.1% parents read for learning, i.e. a ratio of 54% : 46%. In the matched analysis the pupils' ratio for reading for relaxation and habit versus learning was 45% : 55%.

There is a relationship observed in responses in the general analysis and the matched analysis. The ratios can be summarised as follows:

- General: parents' reading for relaxation and learning ratio = 59% : 42%
- General: pupils' reading for relaxation and learning ratio = 50% : 50%
- Matched: parents' reading for relaxation and learning ratio = 54% : 46%
- Matched: pupils' reading for relaxation and learning ratio = 45% : 55%
- Parents do seem to have an influence on their children's reading for relaxation, as parents' and pupils' scores are fairly close, in both analyses (variation in percentage is less than 10%).

### **5.7.2.9 Most Preferred Activity (Q 10 parents & Q12 pupils)**

In both the general and the matched analysis the most preferred activity by parents was listening to the radio. More than a third (36.2%) of the parents in the general analysis and 40% in the matched analysis, spent more time listening to the radio than on any other activity. This was followed by TV watching.

With pupils in both analyses the radio and TV were interchangeably the most preferred activities. Talking to friends was rated third. Radio and TV still have that component of being told and listened to, found in the oral tradition of the Blacks. Basically they are informative structures. They keep one company in the presence and absence of other people. These media

provide a substitute for reading to those who do not enjoy reading but still want to be informed. They provide one with entertainment and information that one can pass on to others who did not have the chance to listen or watch the news. In this way the oral culture is pursued. Radio and TV in a way may motivate people to read certain books.

It is wise to point out that even important news in the traditional Black society was orally transmitted with messengers sent by Indunas and Chiefs and was passed on to the other members of the Kraal (homestead) in the same way.

#### **5.7.2.10 Statement Most Closely Reflecting Reading Habits: One Option Only (Q11 parents & Q13 pupils)**

With the general analysis 48.9% parents read regularly, i. e. daily, weekly or more often, which does not reflect a wide difference with the matched analysis where 46.6% fell into this group. With pupils, no pupil in the matched analysis read daily but 5% did so in the general analysis; 27.5% read weekly or more in the matched analysis (as also in the general analysis).

More pupils in the general and the matched analysis chose the occasional option than any other option, 42.5% in the general analysis and 33.3% in the matched analysis. Parents read daily, weekly or more in the general analysis (48.9%) and occasionally in the matched analysis (46.6%). Weekly readers were the same in the matched analysis, i.e. 26.6% parents and 26.6% pupils; 6.6% of the parents and 6.6% of the pupils said "Reading not my routine" in the matched analysis which reveals a possibility of a negative parental influence.

#### **5.7.2.11 Sources of Books for Reading: One Most Used Source (Q12 parents & Q14 pupils)**

There seems to be a lot of sharing of reading material in both the general and matched analysis, also in both parents and pupils. This reflects on the homogeneity of the Black culture where sharing predominates (Personal observation).

This sharing also depicts the possibility of parental influence on their children's reading sources. In the general analysis (Table 11) 36.6% of the parents and 28.2% of the pupils borrowed books from friends. In the matched analysis 46.6% parents against 40% pupils borrowed books from friends.

#### **5.7.2.12 Most Preferred Type of Book : One Option Only (Q 13 parents & Q15 pupils)**

Whilst a possibility of influence in the general analysis in the reading of any good story book was observed, there was literally no trace of that influence in the matched analysis. In the general analysis 19.1% parents and 29.7% pupils preferred this category. With the matched analysis 20% parents preferred this option and no pupil preferred this option.

#### **5.7.2.13. Newspaper Reading (Q 14 parents - Q16 pupils)**

There was a high relationship in newspaper reading both in the general analysis and in the matched analysis. What was found in the general analysis (Table 13) was that 91.5% of the parents and 82.5% of the pupils were newspaper readers. In the matched analysis parent and pupil readers shared the same percentage of 93.3%. Parents probably have a strong influence on turning their children to reading newspapers.

#### **5.7.2.14. Frequency of Newspaper Reading : One Option Only (Q 15 parents & Q 17 pupils)**

In the general analysis what was observed was that only 6% of the pupils read the newspaper daily. In the matched analysis not a single pupil read newspapers on a daily basis. Parents both in the general and matched analysis read mostly regularly, i.e. daily, weekly, or twice a week, 86.6% parents in the matched analysis against 93% parents in the general analysis.

However, parental influence seems to be present in the frequency of reading newspapers as 79.9% of the pupils in the matched analysis read weekly or twice a week (excluding daily

reading). The same was apparent in the general analysis where 72.6% of the pupils read newspapers regularly.

#### **5.7.2.15 Preferred Newspaper : One Option Only (Q16 parents & Q18 pupils)**

The most popular newspapers read by parents in the matched analysis are similar to those popular in the general analysis, i.e. the Daily News (41.9%), Ilanga (27.9%) and City Press (11.6%). Again Ilanga (27.7%) was popular with parents and no pupil ever read Ilanga nor UmAfrika, the newspapers in their vernacular. They read English newspapers probably because at their level of education they want to be seen as being different from the junior pupils. Another possibility could be that their teachers have emphasised the importance of English as an international language.

#### **5.7.2.16 Most Interesting Sections of the Newspaper : One Option Only (Q 17 parents & Q19 pupils)**

News about social events, political events, educational matters and sports rated high amongst parents in the matched analysis. The same was observed in the general analysis with the inclusion of advertisements and the exclusion of sports.

In the general analysis, educational matters, social events, politics and sports were the sections favoured by pupils. With pupils in the matched analysis news about social events, education, politics and sports were most popular like in their parents' choices. It was noted that parents could have influenced their children in the reading of news about social events, educational matters, political news and sports in the general analysis and in the matched analysis. With South Africa transforming it is not surprising to find political news being amongst the most read sections. Everybody wants to be up to date with the shape the country is taking under the new dispensation.

### **5.7.2.17 Sources of Newspaper : One Option Only (Q 18 parents & Q 20 pupils)**

Most parents in both the general and matched analysis employed mostly the source of newspaper buying. The ratio being 88.4% : 73.3%. The next highest parent rated option was that of getting it from the work place.

Nearly a third (30.3%) of the pupils in the general analysis (Table 17) bought newspapers but no pupil bought a newspaper in the matched analysis. The pupils' most used source was the home in both the general and matched analysis (57.6% : 53.3%). Parents seem to play a significant role in developing their children into readers by providing reading material in the form of newspapers.

The spirit of sharing surfaced again here as in books; 12% of the pupils in the general analysis and 26.6% in the matched analysis borrowed newspapers from friends.

### **5.7.2.18 Reading of Magazines (Q19 parents & Q 21 pupils)**

Two thirds (66%) of the parents and 85% of the pupils (Table 18) read magazines in the general analysis; 73.3% of the parents against 86.6% of the pupils claimed to read magazines in the matched analysis (66% : 85% and 73.3% : 86.6%).

Both the percentages of the general and matched analyses revealed pupils' preference of magazines over newspapers. With the reading of magazines, one is tempted to believe that parents were possibly influenced by pupils to read magazines, if we take cognisance of the fact that the higher percentage of readers is that of children.

### **5.7.2.19 Preferred Magazines : One Option Only (Q20 parents & Q22 pupils)**

Like in the general analysis Bona followed by Pace and You magazines proved to be the parents' favourites even with the matched analysis. The same happened with pupils choices which seemed to match with the general analysis. The You magazine followed by Pace were the pupils' favourite magazines in the general analysis as in the matched analysis.

Pupils do seem to read the magazines that are read by their parents with the exception of Bona or as stated above parents may read the magazines their children read. At any rate family sharing obviously takes place.

#### **5.7.2.20 Most Used Source for Magazines : One Option Only (Q 22 parents & Q23 pupils)**

A chance of parents influencing their children to read magazines was observed in the general analysis as 64.5% of the parents bought magazines and 32.4% of the pupils got the magazines for reading at home. This however took a turn in the matched analysis where more pupils (26.6%) bought magazines and only 6.6% parents did the same. There is however a confusion here, for 5 pupils in the matched analysis still claimed to get magazines from home. The likelihood is that these are the magazines which the 40% parents stated they borrowed from friends. Borrowing seemed to be the most used source. Most magazines are published monthly which calls for their inclusion in the monthly budget. With some parents not employed and some earning a salary below a living wage this may not permit them to buy one, or more than one, magazine. The sharing of magazines could allow parents and pupils exposure to one or more magazines.

#### **5.7.2.21 Most Interesting Magazine Sections : One Option Only (Q21 parent & Q 24 pupils)**

Parents possibly influenced their children in the reading of news about social events, educational matters and short stories, because more parents in both the general (Table 21) and the matched analysis chose these sections as most interesting to them with the ratio of 25.8%:12.9% :22.6% in the general analysis and 26.6% : 20% : 26.6% in the matched analysis. The same sections plus politics were most often chosen in newspapers.

In the fashion category, it was not clear whether the children possibly influenced the parents as more children read the fashion section compared to parents. What is reflected here, is that pupils can make their choices regardless of parents' influences and that parents with the

change of times do submit to their children's activities (Phewa, 1992 : 97) and can therefore influence parents' choices.

#### **5.7.2.22 Public Library Use (Q23 parents & Q46 pupils)**

The absence of a functioning public library in Umlazi (at the time of the survey) is reflected in the responses for this question. In the general analysis 25.5% of the parents were public library users. Only 15% of the pupils were library users. In the matched analysis, 33.3% of the parents were public library users and 6.6% of the pupils were public library users. Parents appeared to negatively influence their children by not using the public library. The absence of a public library (the first and only one opened on 26 November 1996) could explain parents' failure to use the public library.

Whilst a start has been made in providing a public library, Umlazi with such a high population ( $\pm 1,5$  million - Ngidi, 1993) will not satisfy its entire population.

#### **5.7.2.23 Purchasing Other Books (Q 25 parents)**

Like in the general analysis (61.7%) most parents in the matched analysis (66.6%) bought their children other reading material. A paradigm shift from the Blacks upholding their traditional oral culture seems to take place. Parents are keen to see their children reading.

#### **5.7.2.24 Reasons for Buying Other Books (Q 25 .1 parents)**

Forty percent (40%) of the parents in the matched analysis wanted their children to develop a reading habit; 46% of the parents were interested in vocabulary development. A sufficient vocabulary assists the individual to handle with ease of understanding most of the material which he will be reading. According to McCord (in Dietrich 1968:25) parents see lack of vocabulary as a deterrent in reading. What was picked up in the research was that parents in the matched analysis were more focussed on why they bought other books for their children.

The reasons for this have been well articulated above as those of educational value. Reading with Black parents both in the general and matched analysis seems to be more related to success in education. Education usually gets these parents' support.

**5.7.2.25 Permission to read other books that interest their children (Q26 parents)**

We find some parents still trapped in choosing literature for their children. McCord (in Dietrich, 1968:25) suggested the willingness by whites to accept children's interests at a particular moment and helping them find materials which fit these interests as one factor of developing effective readers. It is for the few remaining parents to meet this challenge. Otherwise a significant percentage (86.6%) of the parents in the matched analysis allowed their children to read books that interest them against 78.7% in the general analysis.

**5.7.2.26 Reasons for Granting Children Permission to Read Other Material (Q 26.1 parents)**

Whilst the majority of the parents (37.8% general analysis: 60% matched analysis) wanted their children to gain more knowledge, 40% of the parents in the general analysis and 46.4% in the matched analysis who were negative about freedom to read, showed fear of children neglecting school work and getting committed to leisure reading. School work goes with value which is not explicit in recreational reading. The value of leisure reading linked to children's individual abilities, interests and needs does not seem to matter to some parents.

**5.7.2.27 Reporting to Parents on Books Read (Q27 parents)**

A combination of reading and oral culture is evident here. Children communicate what they have read verbally to their parents, who seem to have an interest in their children becoming readers both in the general and in the matched analysis (63.8% : 66.6%). Parents as a result of this feedback get informed and may want to read the book. The influence in this case becomes a two way process.

### **5.7.2.28 Reasons for Asking for Feedback From Children (Q 27.1 parents)**

The main concern of parents (general 73.3% and matched 70%) asking for feedback from their children was to be sure that children did comprehend what they read. Failure to comprehend may hinder future reading.

### **5.7.2.29 Encourage Children to Visit Public Library (Q 28 parents)**

The majority of parents in both the general and matched analysis showed a major interest in children using a public library (78.7% : 80%). It is however not clear which public library they were referring to as there was no library in the area during the time questionnaires were sent to them. It could be that they were expressing a wish for provision of a library in their area.

### **5.7.2.30 Reasons for Encouragement (Q 28.1 parents)**

Reasons for encouraging children for education related purposes was at 73% in the general analysis and 90% in the matched analysis. If parents in their socialisation of children internalise into a child's personality reading as a value, this will constitute a child's behavioural pattern. The child's reading will develop and be integrated in the personality of the child as he develops.

### **5.7.2.31 Reasons for Not Encouraging Children to Visit the Public Library (Q28.2 parents)**

The absence of a public library (then) in the area became a factor against the encouragement of public library use. As in the general analysis (50%) for absence of a public library explains why a high percentage of parents (60%) were indifferent in their response to this question.

### **5.7.2.32 Wanting Children to Develop A Reading Habit (Q29 parents)**

Every parent has good intentions and wishes for his child. It is no wonder that all parents in the matched analysis answered positively to this question giving a ratio of 100% : 98% (general). The wish to develop a reading habit does not say it all. Parents need to be seen providing material for reading and support to their children.

### **5.7.2.33 Reasons for Wanting Children to Develop A Reading Habit (Q 29.1 parents)**

In the general analysis 37% of the parents saw the broadening of mind as of utmost importance; 26% saw developing a reading habit as being helpful in future. In the matched analysis parents saw the broadening of the mind (40%) and knowledge increase (40%) as the major results of a well developed reading habit. They also saw books as providing answers to children's present questions about the world they live in. The same trend is displayed in both analyses.

### **5.7.2.34 Major Obstacles in Your Children Developing the Reading Habit (Q 30 parents)**

The absence of a public library kept on featuring as a hindrance towards reading habit development both in the general and matched analysis with a ratio of 10.6% : 20%. Schoolwork was also a major obstacle in matched analysis (20%). TV viewing (6.6%) was rated last in the matched analysis.

**In the following section only pupils' general analysis responses against pupils' matched analysis responses will be compared. These pupils' responses were never meant to be compared with parents' responses but only to get more information about their reading habits.**

## **PUPILS**

### **5.7.2.35 Number of Books Read Per Month (Q25 pupils)**

Most pupils read one to two books per month in both the general and matched analysis (60% : 80%). Considering the classes they are doing, if they can read one or two extra books per month, one could consider them developed readers.

### **5.7.2.36 Influence on Choice of a Book (Q26 pupils)**

Although parents seem also to be an element in choosing books with a 12.5%:20% ratio, in the general and matched analyses, other factors like TV and radio, length of book, and recommendation by siblings seem to have the same influence also of 12.5% in both analyses. Of interest is that some pupils still do respect their parents' recommendation.

### **5.7.2.37 Type of Books Read (Q27 pupils)**

When pupils' responses showed preference for leisure reading in the form of story books as high as 65% : 66.6% with the general and matched analyses this reveals a commitment to a reading habit. However, there is a possibility of the inclusion of prescribed story books that are read at school.

### **5.7.2.38 Spare Time Activities (Q28 pupils)**

As pointed out in Question 27 above, there is a possibility of pupils referring to prescribed story books as books they read. In spare time activities, reading was not mentioned even by a single pupil in the matched analysis whereas 17% preferred reading in the general analysis. These pupils preferred TV watching (26.6%) and playing games (26.6%).

### **5.7.2.39 Read to Before Starting School (Q29 pupils)**

Being read to may not always develop reading. Instead it may promote love for radio and TV where there are story reading programmes. These media may be preferred by pupils for they are not far from the group under study's oral culture. However, 52.5% : 53.3% general / matched ratio shows that parents and other family members have prepared children for the development of a reading habit by reading to them.

### **5.7.2.40 Person Responsible for Pre-school Reading (Q30 pupils)**

Whilst parents (29.1%) and grandparents (29.1%) in the general analysis read to the pupils most, in the matched analysis there was a change. Pupils' brothers and sisters read to them the most (20.8% general; 37.5% matched). It was stated in spare time activities that playing games rated high in the matched analysis (5.7.2.38). One common game amongst Black children is that of teacher/pupil or role playing the classroom setting. The older children already in school take turns in occupying the teacher's role. The rest of the pupils, particularly those not yet in school assume the pupils' role. This could be the reason for many pupils pointing to their brothers and sisters as people who read to them.

### **5.7.2.41 Story Telling (Q31 pupils)**

The percentage of pupils who were told stories were high in both the general and the matched analysis (77.5% : 73.3%). Story telling might be meant to develop a reading habit, but it is

possible that the traditional oral culture could come into play and gain preference over reading. However, storytelling is popular in reading cultures as well.

#### **5.7.2.42 Person Responsible for Story Telling (Q32 pupils)**

Brothers and sisters again came high in this category like in the general analysis as those who told pupils stories the most (41.9% : 40%). It is not surprising that this is so as brothers and sisters spend more time with their younger brothers and sisters particularly, where there are no helpers whilst the mother is busy with other house chores.

#### **5.7.2.43 Availability of Books in Home Before Starting School (Q33 pupils)**

Most pupils' homes in both the general and the matched analysis had books readily available for children (52.5% general analysis : 66.6% matched analysis). However, the presence of books without children being introduced to them may not necessarily guarantee their use.

#### **5.7.2.44 Sources of Available Books At Home: One Option Only (Q34 pupils)**

In both analyses books available in the homes were mostly bought by parents (33.3% general analysis: 30% matched analysis). Only in the general analysis was the library declared as a source for reading material by 2 pupils (9.5%). One would assume that the absence of a functioning public library would hinder the reading of the greater society and particularly the disadvantaged.

#### **5.7.2.45 Mother's Reading Habit (Q35 pupils)**

There is a high possibility of mothers turning their children to readers since 80% mothers were readers in the matched analysis yielding a ratio of 48% (general) : 80% (matched).

#### **5.7.2.46 Nature of Mother's Reading (Q36 pupils)**

Magazine reading was popular with mothers in both matches (50% : 70%) with the Readers Digest coming second in the matched analysis and story books in the general analysis.

Magazines and newspapers are light and easy to carry. They can be read in buses, trains and taxis, so they could be read without even setting time aside for reading them. They are also a relatively cheap medium which is often shared by Blacks.

#### **5.7.2.47 Frequency of Mother's Reading (Q37 pupils)**

Mothers still manage to read daily despite their demanding duties. This came out clearly both in the general and matched analysis (73.7% : 50%).

#### **5.7.2.48 Father's Reading Habit (Q38 pupils)**

Eighteen percent (17.5%) of fathers read in the general analysis as against 80% in the matched analysis. Their number is still lower than that of mothers who read in both analyses (48%: 80%).

#### **5.7.2.49 Nature of Father's Reading (Q39 pupils)**

A similarity of what fathers in the general and matched analyses read was observed : 60% of fathers in the matched analysis and 57% in the general analysis read story books, which point to leisure reading yielding a ratio of 57% : 60%.

#### **5.7.2.50 Frequency of Father's Reading (Q40 pupils)**

In contrast to the general analysis where more fathers read fortnightly (42.9%), in the matched analysis more fathers read daily (60%). It is puzzling to see fathers scoring so low (14.3% in the general analysis) with daily reading which covers newspapers circulated daily. It could be

possible that since Black children do not communicate directly with fathers (they do so via mothers according to tradition), they also do not observe their behaviour closely and properly.

#### **5.7.2.51 Discussion of What Has Been Read (Q41 pupils)**

A change of events here was observed, where more parents (60%) discussed their readings with children compared to 47.5% in the general analysis. Sharing what they have read with their children, still seems remarkably high.

#### **5.7.2.52 School Library Use (Q42 pupils)**

School library users in the general and the matched analysis amounted to a ratio of 65% : 53.3%. Motivation of non-users in both the general and the matched analysis seems necessary.

#### **5.7.2.53 Purpose for Which School Library is Mainly Visited (Q43 pupils)**

Recreational reading seemed to be the serious concern of the users as private reading was the major reason for visiting the library (37.5%) in the matched analysis. If however school research (25%), studying (12.5%) and library period (25%) which are related, are merged visits with an educational value rate high (62.5%) Fewer pupils in the general analysis seemed to have developed a love for private reading compared to those in the matched analysis (17.8% : 37.5%).

#### **5.7.2.54 Reasons for Not Using School Library (Q44 pupils)**

As in the general analysis a major reason for not using the school library was that pupils were not permitted in the library (66.7%).

### **5.7.2.55 Person Responsible for Library Awareness (Q45 pupils)**

Self discovery of the library by pupils (46.6%) rated the highest as in the general analysis (37.5%). The possibility here is that pupils may refer to their becoming aware of the room called the library without being orientated on how and for what it is used. "Teacher" came next (26.5%) as in the general analysis (35%).

### **5.7.2.56 Public Library Use (Q46 pupils)**

It was not surprising to get a low percentage of public library membership (33.3%) although higher than the percentage in the general analysis (15%) considering the absence of a public library in Umlazi during the time when the questionnaires were filled.

## **5.8 ANALYSIS OF RESPONSES ACCORDING TO PARENTS' BACKGROUND**

The following questions were included in the parent analysis : 7, 8, 9, 10, 11, 12, 14, 15, 18, 19, 22, 23, 26, 27, 28, 29 and 30

### **5.8.1 Reading habit (Q7 parents)**

Squatter representation (1 parent) proved too low for the result to be meaningful for that type of parent. Comparison is therefore limited to parents with an urban background (16) and those with a rural background (30).

Out of 47 parents, 41 were readers and only six were non-readers. Contrary to expectations, parents with an urban background were outperformed by those with a rural background, the ratio being 81.3% : 90%.

### **5.8.2 Reasons for not reading (Q8 parents)**

The reasons for not reading did not differ much between the urban and rural background groups with the small numbers involved, i.e. three "urban" and three "rural" non-readers. However, it was interesting to note that on the "urban" side "Job responsibilities" was mentioned but not on the "rural" side.

### **5.8.3 Reasons for reading (Q9 parents)**

Slightly more parents with a rural background read for relaxation and entertainment (48.1% : 46.2%) while more “urban” parents read for learning purposes (46% : 40.7%). The reading habit appears to be slightly stronger in parents with a rural background when figures for relaxation, entertainment and habit are combined as reflecting a reading habit (59.2% “ 53.9%).

### **5.8.4 Preferred activities (Q10 parents)**

Watching TV and listening to the radio are preferred activities for the urban and rural background groups, 77% (urban) : 60.8% (rural) with the radio more popular with “rural” parents (42.9% : 38.5%). A noticeable difference is the 14.3% of the rural background parents who preferred talking to friends. None of the “urban” parents preferred this option. It would seem that the “rural” parents although now living in an urban background have retained a certain preference for their rural way of communication.

### **5.8.5 Frequency of reading (Q11 parents)**

The daily and weekly readers combined to represent regular reading yielded a ratio of 49.6% (urban) : 64% (rural) which is a noteworthy result especially for the rural group. Occasional readers were more or less the same percentage in both groups, i.e. 26.7% : 28%.

### **5.8.6 Sources of reading matter (Q12 parents)**

Parents with an urban as well as those with a rural background mostly borrowed books from friends, 50% (urban) : 40% (rural), or got them from the public library, 25% (urban) : 20% (rural). Buying figured more in the matched than the general group, 15.2% (matched) : 12.2% (general). The urban and the rural background parents scored similar percentages, 16.7% (urban) : 15% (rural) with the urban background parents slightly ahead.

### **5.8.7 Newspaper reading (Q14 – 15 parents)**

Both groups were regular newspaper readers (everyday, once a week and twice a week), i.e. 91% (urban) : 93.5% (rural) with the “rural” parents slightly in the lead.

### **5.8.8 Sources of preferred newspapers (Q18 parents)**

Parents from the urban and rural backgrounds do not seem to differ with regard to the sources of newspapers. Parents from both backgrounds depend much on buying newspapers, 90.9% (urban) : 87.1% (rural) because they are relatively cheap.

### **5.8.9 Magazine reading (Q19 parents)**

Magazine reading was more prevalent among parents with an urban background (83.3% : 58.8%). These percentages indicate a distinct difference which could be due to economic factors and / or the more sophisticated nature of magazines which would perhaps appeal more to parents subjected to a longer period of acculturation in an urban area.

### **5.8.10 Sources of preferred magazines (Q22 parents)**

More “urban” parents read magazines in the library (20% : 5%) while more rural background parents bought their magazines (50% : 70%). An equal percentage of both groups used friends as a source (20%). “Urban” parents seem to be more aware of the public library and what it offers.

### **5.8.11 Public library use (Q23 parents)**

The ratio of 40% (urban) : 16.1% (rural) for public library use is worth noting. Awareness (pointed out in par. 5.8.10 above), linked to acculturation provides a possible explanation of this substantial difference in public library use figures for parents. However, “rural” pupils used the public library more (par. 5.9.11; par. 5.9.16).

### **5.8.12 Permission to read according to children's own interests (Q26 parents)**

By far the majority of parents allowed their children freedom with regard to their choice of reading material, 81.8% (urban) : 77.1% (rural). This is to be expected because of the views regarding the degree of independence attained by children in a modern society expressed in Chapter Two above.

### **5.8.13 Reporting on reading (Q27 parents)**

If reporting on reading is regarded as a sign of parents' interest in their children's reading, then one could say that 69.2% of the "urban" parents and 63.6% of the "rural" parents are likely to stimulate the reading habit in their children.

### **5.8.14 Encouragement to visit the public library and development of the reading habit (Q28 & 29 parents)**

Nearly all parents, 100% (urban) : 97.1% (rural) wanted their children to develop the reading habit which is a clear indication of the trend to embrace the demands of modern society.

More urban background parents encouraged their children to visit the public library (83.3% : 76.5%) which supports the finding reported in par. 5.8.10 and par. 5.8.11.

### **5.8.15 Major obstacles to children developing the reading habit (Q30 parents)**

"No library" and "pressure of school work" are important factors for both groups, i.e. "no library" 20% (urban) : 15.8% (rural), and "school work" 20% (urban) : 21.1% (rural). TV and radio are more of a stumbling block in rural background families, 10% (urban) : 21.1% (rural). It is interesting to note that the urban background parents were more acutely aware of a language problem, 20% (urban) : 5.3% (rural).

## **5.9 ANALYSIS ACCORDING TO PUPILS' BACKGROUND**

The following questions were included in the pupil analysis : 9, 10, 11, 12, 13, 14, 16, 17, 20, 21, 23, 29, 31, 33, 34 and 46.

### **5.9.1 Reading habit (Q9 pupils)**

Out of 28 “urban” pupils, 18 were readers and out of 12 “rural” pupils eight were readers, 64.3% (urban) : 66.7% (rural) which shows no substantial difference between the two groups.

### **5.9.2 Reasons for not reading (Q10 pupils)**

In both groups “school work” was by far the most important negative factor with regard to non-reading, i.e 50% (urban) : 75% (rural). The urban background group mentioned a variety of other reasons : “cannot afford books” (10%), “no access” (10%), “too many disturbances” (10%) and “reading is not my line” (10%). The rural background group however, only listed “cannot afford books” (25%) which indicates heavier economic constraints in this group.

### **5.9.3 Reasons for reading (Q11 pupils)**

There was a major difference with regard to reading for relaxation between the urban background pupils and the rural background group. With “relaxation”, “entertainment” and “habit” combined the following result was obtained, 39% (urban) : 75% (rural). The “urban” group therefore read more for purposes of learning than the “rural” group, 61% (urban) : 25% (rural), which seems to point towards a reading habit in the rural group.

### **5.9.4 Preferred activities (Q12 pupils)**

There was a substantial difference between the two groups with regard to watching TV and listening to the radio, viz. 71.4% (urban) : 50% (rural). The tendency was also observed for parents (par. 5.8.4) This again is possibly due to lack of money in the “rural” group for acquiring these facilities. “Talking to friends” was more of a factor with the rural background

group, 14.3% (urban) : 25% (rural). This tendency was also revealed in the parent analysis (par. 5.8.4).

### **5.9.5 Frequency of reading (Q13 pupils)**

Pupils from both backgrounds were mainly occasional readers, 42.9% (urban) : 41.7% (rural). The combined percentages for both groups for daily and weekly or more often reading (constituting regular reading) were lower, 35.7% (urban) : 25% (rural).

### **5.9.6 Sources of reading material (Q14 pupils)**

Most urban background pupils used the public library (33.3%) and the school library (22.2%) as their major sources. "Rural" pupils mainly borrowed from friends (33.3%). For them the public library and the school library were less important with 16.7% each. Parents made further provision for reading material through purchasing, 18.5% (urban) : 25% (rural). Pupils may have followed their parents' example in borrowing from friends, and parents may have stimulated reading by purchasing books for their children.

### **5.9.7 Newspaper reading (Q16 pupils)**

Most pupils were newspaper readers, 82.1% (urban) : 83.3% (rural). Newspapers were popular with parents and pupils because they may be viewed as a means of bringing the world out there closer to home.

### **5.9.8 Frequency of newspaper reading (Q17 pupils)**

With "everyday", "once a week" and "twice a week" readers regarded as regular readers 65.1% of the "urban" pupils and 90% of the "rural" pupils fall into this category. In spite of the difference between "urban" and "rural" pupils, it may still be claimed that the parents' habit rubbed off on their children.

### **5.9.9 Sources of preferred newspapers (Q20 pupils)**

In the case of pupils, the home, i.e. 65.2% (urban) : 40% (rural), and purchasing, 26.1% (urban) : 40% (rural) were the most used means for providing newspapers. Both sources show a relationship with those of their parents who probably bought the newspapers referred to by the pupils (par. 5.8.8).

### **5.9.10 Magazine reading (Q21 pupils)**

The percentage of pupils in both groups increased in the reading of magazines, i.e. 81.2% (urban) : 92.3% (rural). There was a noticeable difference (11.1%) between the groups which is difficult to explain because the opposite was observed with parents (par. 5.8.9) for whom the cost is probably a factor. However, “rural” pupils borrow substantially from friends (33.3%) (par. 5.9.6) which could explain the difference.

### **5.9.11 Sources of preferred magazines (Q23 pupils)**

A number of pupils obtained magazines from home, 36.4% (urban) : 25% (rural) which confirms what parents have already stated, that they buy magazines. Friends were used more often by “urban” pupils, 45.5% (urban) : 25% (rural) which is difficult to explain. “Rural” pupils also used the public library, “urban” pupils not at all, again hard to account for from the available data.

### **5.9.12 Preschool reading (Q29 pupils)**

About the same percentage of pupils from both groups, 53.6% (urban) : 50% (rural) were read to before they started school, a positive factor for the development of the reading habit.

### **5.9.13 Storytelling (Q31 pupils)**

Even higher percentages than for reading were scored for storytelling, 80% (urban) : 73.3% (rural). The home influence seems fairly strong with regard to preschool reading but even

stronger in the case of the oral mode. However, one would have expected the ratio to be in favour of the “rural” group.

#### **5.9.14 Availability of books at home before starting school (Q33 pupils)**

Books were available in a surprising number of both “urban” and “rural” homes, 46.7% (urban) : 70% (rural). Parents bought books to some extent, 29.4% (urban) : 50% (rural). The nature of these books was however, not probed. This would perhaps have explained the high “rural” percentage compared to “urban”.

#### **5.9.15 Sources of books available at home (Q34 pupils)**

The percentages for books bought by parents were also surprisingly high, 29.4% (urban) : 50% (rural). Again the “rural” group registered the highest score contrary to expectation. They also mentioned the library source most, 5.9% (urban) : 25% (rural).

#### **5.9.16 Public library use (Q46 pupils)**

Few pupils, 11.8% (urban) : 33.3% (rural) were public library users. “Urban” pupils do not seem to follow their parents’ example, 40% “urban” parents were library users. Fewer “rural” parents (16.1%) than “rural” pupils were library users. “Rural” pupils are probably taking advantage of the free access to reading materials provided by the public library because there have been indications that economic factors weigh more heavily with the “rural” groups (par. 5.9.2). However, “rural” pupils rated the public library low (16.7%) in par. 5.9.6 which contradicts the above figure.

## **5.10 SUMMARY**

Lack of personal input with regard to the administration of the parents’ and pupils’ questionnaires resulted in some irregularities with regard to the responses especially of the

pupils. An opportunity for an in-depth probing of responses through interviewing of parents would have rendered their input more meaningful. To make the most of the data collected, the responses were analysed from three angles :

- a general analysis of all parents' and pupils' responses,
- an analysis of the responses of 15 matched pairs of parents and pupils to verify the trends established in the general analysis, and
- an analysis according to home background.

The trends established in the general analysis were largely confirmed in the matched analysis. Contrary to expectations the analysis based on home background showed that there was not much difference in the reading habits and reading interests of parents and pupils of different origins. One would expect the "rural" people to have a weaker reading habit as they are not from a reading background and could have lacked major facilities for developing a reading habit, but parents and pupils from both rural and urban backgrounds read. Parents from both rural and urban backgrounds also encouraged their children to read. Financial status seemed to have less influence than was expected. The absence of a public library was identified as an inhibiting factor, and school libraries did not seem to play the positive role expected of them.

A detailed summary of the findings is presented in Chapter Six.

## CHAPTER 6

### CONCLUSIONS AND RECOMMENDATIONS

#### 6.1 INTRODUCTION

Investigating reading habits is never a simple matter ( Morrison, 1996). Doing so in a community which historically has strong links of oral communication and communal, rural lifestyle is doubly complicated because respondents are expected to help chart largely unfamiliar territory. The Black community's transitional family lifestyle and their poor living conditions render personal communication with respondents to follow up on outstanding or inadequate responses almost impossible.

In this specific investigation extended stay-aways made it impossible to even administer the pupils' questionnaire properly, and exercise the control originally planned to ensure proper understanding comprehension of the questions and return of all the questionnaires.

#### 6.2 METHODOLOGY

A literature study of Black family life and reading was conducted and background information related to the Umlazi schools included in the study, collected from various primary sources. These included school principals or their representatives. A survey of school pupils' and their parents' reading interests was undertaken. Two questionnaires for parents and pupils and one interview schedule were used in order to obtain the relevant information from the sample group and principals. Ninety parents' and ninety pupils' questionnaires were sent out to parents and pupils. From these forty seven parents' questionnaires and forty pupils' questionnaires were returned.

Initially the parents were to be interviewed at their homes and pupils at school. As a result of the teachers' stay-away and also the reluctance on the part of some pupils to allow the researcher to visit their homes, it became necessary to give the parents' questionnaires to the pupils. The intended interviews with parents could therefore not be conducted. Through this, the researcher

lost the opportunity of personal contact with pupils and parents to explain the questionnaires clearly. Probably the responses would have been different if the researcher had administered the questionnaires herself.

In some instances as a result, one finds certain inaccuracies e.g. Table 14 where both parents and pupils moved from their initial negative responses to positive ones when the question was followed up. It becomes evident that the objectives of the research were not fully understood, while some responses were probably meant to impress the researcher.

The chaotic conditions prevailing in the communities involved in the project hampered the matching of parents' and pupils' responses. Therefore an analysis of all the responses received from parents as well as pupils were analysed in what is termed a "general analysis" for the purpose of this study. A separate analysis termed "matched analysis" was undertaken to determine whether the findings of the fifteen parents and pupils who could be matched would support the results of the "general analysis" or not. In addition, responses deemed to be relevant from the point of view of geographical area of birth were categorised into urban, squatter and rural and presented in a separate analysis.

The major problem with the answering of the questions revolved around the open-ended questions which were often left unanswered. Irregular responses for example, non-readers who turned into readers for some questions, also created problems. However, in spite of the weaknesses identified above, the data analysis yielded some results which could be used to identify certain trends.

### **6.3 PURPOSE**

The study was intended to establish the influence of parents' reading habits and reading interests on the reading habits and reading interests of their children at Zwelibanzi, Umlazi Commercial and Vukuzakhe High Schools. It aimed to compare the reading habits and reading interests of the pupils in the sample with those of their parents; to examine whether there was any relationship between the reading habits and reading interests of the pupils and those of their parents and to

identify the influence (if any) of home-background, urban, rural or squatter on the reading habits and interests of the pupils; identify the implications of the reading habits and reading interests of the pupils for providing library services which will meet the reading needs of pupils.

## **6.4 SUMMARY OF THE MAJOR FINDINGS**

### **6.4.1 Black family life**

Black family life has undergone major changes largely as a result of industrialisation and the introduction of schools. The closely knit traditional (extended) Black family would have offered an ideal environment for family influence on reading but reading was not part of traditional Black culture, and it is estimated that the majority of Blacks particularly in rural areas, are still illiterate.

In modern Black society schools have replaced the influence of family members to the extent that parents saw their contributions as redundant. Thus a tendency to laxity developed on the part of some parents. The nature of their work also took many away from home for long hours, even extended periods. However, caring, more affluent parents on the other hand, have been observed to actively support the development of their children, cognitively and morally.

### **6.4.2 Reading**

Reading involves gaining meaning from the written message which, at the highest level would include perception, association and cognition. Affective reading which concerns the pleasure derived from the act of reading, is important for the development of the reading habit. Some authors stress the importance of a similarity in background between the reader and the background of the text. Others have proved that children also respond positively to stories set within their own cultural background. They benefit from exposure to the unknown because it provides a refuge from everyday existence and substance for their daydreams.

Affective reading depends to a large extent on how tempting the selection of books is to which the child is exposed. Parents, who have a crucial role to play in the development of the reading habit in their children, can inhibit the process by, on the one hand, censoring certain types of books (e.g. on matters of sex), and on the other, forcing their own tastes on their children. It would appear that most Black parents and teachers themselves still need guidance with regard to reading before they will be able to properly advise the children in their care. Librarians could help by allowing users to assist in the selection of materials.

With regard to the factors limiting reading home background has been identified as having the greatest influence on the development of early attitudes towards leisure reading. The influence of family life on the reading habit is also a major concern of this study and the categories of family outlined in chapter two were viewed from the point of view of the presence of negative aspects which could inhibit the development of the reading habit in Black children. From the analysis it may be concluded that lack of role models, poor access to suitable reading materials, lack of artificial lighting, and overcrowding in the home possibly affect the majority of Black families, also those included in this study. Additional inhibiting factors are language, lack of indigenous publishers, irrelevant materials available in school libraries and the tradition of oral literature.

A dilemma for Black parents who are expected to influence their children's reading habits arises out of the change in the family set-up from an authoritarian parent (father) position to a position where parents have to submit to the adolescents' demands because they regard themselves as more knowledgeable than their parents who have had less education. As Phewa (1992:97) points out, such children are not prepared to accept their parents' models of behaviour.

Bearing in mind the high percentage of Black illiterates in Durban and surrounding areas, and the mushrooming of squatter settlements, South Africa is likely to continue breeding a high percentage of non-readers because environmental conditions will not be conducive to reading.

Lack of books in indigenous languages is a major concern. A wider variety of books in their own language would no doubt make reading easier for children, and encourage them to develop the reading habit. Translations could help to relieve the situation.

Indigenous publishers can make a positive contribution by providing more culturally orientated literature for Black pupils who need answers to questions about their roots although they would also be interested in literature dealing with other cultures.

Irrelevance of material in school libraries resulting from poorly weeded donations from other libraries, is another obstacle. To achieve relevance children's interests should be respected even to the point where they will provide input with regard to their interests in the book selection process.

The oral tradition is still regarded as an inhibiting factor with regard to the development of the reading habit although Amaesh (1985:68) claims that African societies are becoming print orientated. Reading still seems to be regarded by some as an anti-social activity which can threaten the equilibrium of a social group.

#### **6.4.3 Umlazi and schools included in the study**

The schools included in the study, Zwelibanzi, Umlazi Commercial and Vukuzakhe High Schools are situated in Umlazi township approximately 20 km south of Durban. The schools were selected because they all had functioning libraries.

The overview of residential patterns showed that pupils would come from a variety of socio-economic groups for which type of housing is regarded as a valid indicator. The public amenities and type of educational institutions provided in Umlazi gave an indication of the level of the township's development. In spite of activity in many spheres the provision of public library services is lagging behind with one library only becoming operational at the end of 1996.

The size of the school libraries and the current stock indicate that these amenities are not fully equipped to foster the reading habit. A generally accepted standard for the number of books for schools of the size of the three included in the study is  $\pm 6000$  (Par 4.10).

## **6.4.4 Survey of reading : general analysis**

### **6.4.4.1 Profile of respondents**

More rural background parents (63.8%) responded to the questionnaire, and more urban pupils (77.5%) responded (par. 5.7.1.1). The influence of a communal lifestyle and the oral tradition could therefore be strong with parents.

More mothers (74.5%) responded which possibly indicates a stronger influence on the part of the mother with regard to reading. More girls (62.5%) than boys responded which seems to confirm a greater interest in reading on the part of females (par. 5.7.1.4), but slightly more boys were counted in the matched analysis : 53.3% male pupils.

Thirty eight percent (38.3%) of the parent respondents were professional people, 23.4% were labourers and 27.7% were unemployed with 61.5% of the unemployed being males; 25.6% earned less than R 1 000.00 per month and 46.9% less than R 1 799.00 per month; 41.5% of the parents had some form of tertiary education. The high percentage for a low wage of R 1 799.00 allows one to question the figures for tertiary education and wage. However, the sample seems to represent a good cross section of the community (par. 5.7.1.6 - 5.7.1.8).

Parents were mainly from a rural background, the majority were non-professional workers, earning a fairly low wage.

### **6.4.4.2 Spare time reading**

More parents (87.2%) than pupils (65%) read during their spare time. However, both percentages are quite high considering the arguments put forward with regard to unfavourable home conditions and their negative influence on reading. The parents seemed to have provided a positive model. Pupils who did not read blamed school work (57.1%). Only 7.1% mentioned no electric lights, and 14.3% could not afford books. The majority of parents (58.6%) read for relaxation related reasons while pupils divided their time equally between reading for relaxation

related reasons and learning (par. 5.7.1.9 - par. 5.7.1.11). More admitted to reading story books though (65%) (Table 42).

Parents preferred radio listening (36.2%) and TV viewing (21.3%) to any other spare time activity. Pupils preferred TV to radio (40% : 25%) (par. 5.7.1.12). Reading was less popular with pupils than TV, radio and cinema (Table 43). This was confirmed in the response for frequency of reading. Only 17% of the parents and 5% of the pupils read daily (par. 5.7.1.13) although 70% of the pupils claimed to read between one and four books per month (Table 40) which seems to contradict the frequency figures. Nearly half of the parents (49%) read regularly, i.e. daily, once a week, or more often. Reading material was mainly borrowed from friends by parents (36.6%). Pupils also used friends as a source (28.2%) but used the public library (28.2%) and school library (20.5%) to an almost equal extent (par. 5.7.1.14).

Parents preferred reading books on religion (23.4%), any good story (19.1%), biographies (14.9%), and "how to books" (10.6%) while pupils clearly favoured any good story and love stories (which is likely to be related to "any good story") (29.7% + 18.9%) (par. 5.7.1.15). In Table 42, 65% pupils admitted that they preferred story books. Pupils read equally for education related reasons and relaxation (50% : 50%) while parents read more for relaxation (58% : 41.5%). Reading for relaxation related reasons indicates the presence of a reading habit.

Newspaper reading (91.5% parents : 82.5% pupils) and magazine reading (66% parents : 85% pupils) are very popular with both parents and pupils. Newspapers are to a large extent bought by parents (88.4%) which coincides with the number of pupils who buy (probably for their parents) and get newspapers at home (30.3% : 57.6%). Magazines are mainly bought and borrowed from friends :

Parents : bought - 64.5% ; borrowed - 19.4%

Pupils : bought - 23.5% ; borrowed - 38.2%

(+home - 32.4%, probably bought by parents)

Both parents and pupils read newspapers regularly, i.e. once a week or more (93% parents : 72.6% pupils). A substantial percentage of parents (27.9%) read Ilanga, a vernacular newspaper

which pupils did not read probably because it is associated with a certain political party (par. 5.7.1.16 - par. 5.7.1.18).

Violence and mass action were not popular topics for newspaper reading (violence 2.1% parents : 6% pupils; mass action : no readers in either group). This would confirm the perception that readers do not necessarily want to read about familiar things (par 3.2). Pupils read newspapers mainly for education (48.5%) and parents for social events (31.9%) and politics (17%). Unlike pupils parents enjoyed reading short stories from magazines (22.6% - parents : 5.9% - pupils) (par. 5.7.1.19 - par. 5.7.1.24).

#### **6.4.4.3 Public and school library use**

Both parents and pupils did not use public libraries much (25.5% parents : 15% pupils). Parents who were public library users did not seem to influence their children much although 78.7% encouraged their children to use the public library mainly for education related reasons. The absence of a public library in Umlazi when the survey was conducted undoubtedly contributed to the poor response to parents' encouragement and the poor use of public libraries (par. 5.7.1.25; par. 5.7.1.37 - par. 5.7.1.38).

Sixty five percent (65%) of the pupils used the school library mainly for education related reasons (homework research, library period, studying) which account for 82% of school library use. Alarming reasons for non-use of the school library were "not allowed" (66.7%), "don't like the librarian" (8.3%) and "no library" (8.3%) in schools which have school libraries. These reasons clearly indicate malfunctioning of the school libraries. Teachers also do not appear to require the use of the library much for learning. Only 35% of the pupils were made aware of the library by teachers (par. 5.7.1.60 - par. 5.7.1.63).

Parent library users were satisfied with the material which the public library provided for them (75%) and for their children (87.5%) (par. 5.7.1.26 - par. 5.7.1.27).

#### **6.4.4.4 Purchase of reading material other than school books**

More than sixty percent (61.7%) of the parents purchased additional material. Considering the low income of the majority of parents this shows a committed attitude on their part and their willingness to encourage their children to read. Their reasons for doing so are mainly related to education (they need extra books, to improve vocabulary, to gain knowledge). The majority of parents who did not buy additional books for their children gave financial problems (38.9%) and the need for pupils to concentrate on school work (27.8%) as reasons (par. 5.7.1.28 - 5.7.1.30).

The majority of parents (78.7%) allowed their children freedom of choice with regard to reading so that they would acquire more knowledge (37.8%) and could have freedom to read what interests them and because they like reading (27%). The main reason for not allowing children freedom to read was that they must not be distracted from school work (40%); 40% feared lack of censorship and wrong teachings (par. 5.7.1.31 - par. 5.7.1.33).

#### **6.4.4.5 Interest of parents in children's reading**

Nearly all parents wanted their children to develop the reading habit (97.9%) mainly for education related reasons (broadens the mind, for knowledge, for information and culture of learning - 77%) (par. 5.7.1.40 – 5.7.1.41).

A surprisingly high percentage of parents (63.8%) said they received feedback from their children with regard to their reading activities which shows the parents' commitment to their children's reading, although it may also indicate a fair degree of control. Parents who did not get feedback were obviously not interested in this facet of their children's lives (no time - 29.4% ; no need to know - 23.5%) (par. 5.7.1.34 - par. 5.7.1.36 ; par. 5.7.1.59).

Noteworthy is the 12.5% pupils also reported that they read books on their parents' recommendation while none mentioned the librarian (Table 41).

#### **6.4.4.6 Obstacles to developing reading habit**

Pressure of school work (12.8%) was put forward as the main obstacle by parents; then came “no library” (10.6%) and “TV and radio” (10.6%). Language (6.4%) was also mentioned but none of the factors like over crowdedness of home and lack of electricity (par. 5.7.1.42). However, 38.9% of the parents did not buy books other than school books because of financial problems which could be an inhibiting factor (par. 5.7.1.30).

#### **6.4.4.7 Preschool reading and storytelling**

A fairly high percentage (52.5%) of pupils had a parent, grandparent, brother or sister, other relative (friend) reading to them during their preschool years which shows a strong family involvement in reading; 77.5% experienced storytelling. Storytelling is related to the strong oral culture of Blacks but could also be seen as stimulating reading. More than half (52.5%) of the pupils had books available at home before they started school. Parents therefore exposed their children to books at an early age which points towards the positive influence on the reading habit (par. 5.7.1.47 - par. 5.7.1.51).

#### **6.4.5 Survey of reading : matched analysis**

Only fifteen pairs of parents and pupils could be matched. This provided a very small matched sample but an analysis of reading related responses was regarded as useful for checking the trends established in the general analysis.

There was little difference with regard to the profile of the samples (general and matched) (par. 5.7.2 - par. 5.7.2.5).

The trends established in the general analysis were confirmed with slight deviations. For example, rural background, lack of money and jobs demanding physical labour did not appear to affect the commitment to reading negatively. All the parents (against 97% in the general analysis) wanted their children to develop a reading habit. All the parents and 73.3% of the pupils (87.2% :

65% in the general analysis) read during their spare time. Pupils' reasons for not reading were "no public library" and "school work". Electricity, no money for books, which were mentioned by a few in the general analysis, did not feature at all in the matched analysis. Leisure type reading (pupils 66.6% in the matched analysis, against 65% storybook reading in the general analysis) shows commitment to the reading habit (par. 5.7.2.6 - par. 5.7.2.8).

The ratios for reading for relaxation related reasons and learning were much the same as for the general analysis :

**Table 61**

<b>General</b>		<b>Relaxation</b>	<b>Education</b>
	Parents	58%	41.5%
	Pupils	50%	50%

		<b>Relaxation</b>	<b>Education</b>
<b>Matched</b>	Parents	53.8%	46.1%
	Pupils	45%	55%

Again parents read slightly more for relaxation than pupils.

TV viewing and radio listening were confirmed as the preferred spare time activities, followed by talking to friends. Reading was not a preferred activity which indicated that it was not frequently done (par. 5.7.2.9).

Frequency of reading is roughly confirmed. In the general analysis half the parents read daily, weekly or more often. In the matched analysis nearly half read occasionally (46.6%). Pupils in both the general and the matched analyses mainly read occasionally (42.5% : 33.3%) (par. 5.7.2.10).

Both parents and pupils shared with friends (general 36.6% parents : 28.2% pupils; matched 46% parents : 40% pupils). With regard to the type of book read only parents now preferred "any good story" (par. 5.7.2.12). Pupils read from 1-4 books per month (80%, against 60% in the general

analysis). 20% of the parents (against 12.5% in the general analysis) influenced pupils' choice of a book (par. 5.7.2.36).

Newspaper reading and magazine reading were again rated high in the matched analysis: 93% of the parents and 93% of the pupils read newspapers (par. 5.7.2.13). Regular reading was also confirmed. Magazines were read by 73.3% of the parents and 86.6% of the pupils (par. 5.7.2.18).

Ilanga remained popular with parents while pupils did not admit to reading it probably because they did not want to be associated with the political party it represented.

Buying remained the most common way of obtaining newspapers pointing to a strong parental influence in newspaper reading. Sharing with friends also remained a fairly common option, particularly with regard to magazines. Pupils preferred magazines to newspapers in both groups. Parents and children seem to influence one another with regard to magazine reading, although students constantly preferred English language magazines.

More parents in the matched analysis were public library users (33.3% against 25.5% in the general analysis), but fewer pupils (6.6% against 15% in the general analysis). Absence of a public library featured again as a hindrance with regard to developing a reading habit which was every matched parent's wish (par. 5.7.2.22).

School library use was even lower (53.3% against 65% in the general analysis) (par. 5.7.2.52). Pupils in the matched analysis were apparently more committed to the public library. In the matched group more pupils were committed to private reading in the school library (37.5% against 17.8% in the general analysis). Again, a high percentage of non-use was due to students not being permitted in the library (66.7%). Teachers were even lower on the list of encouragers of library use, (26.5% against 40% in the general analysis) (par. 5.7.2.52 - par 5.7.2.55).

Also no student in the matched analysis preferred reading. TV watching and games were the most popular activities.

With regard to preschool reading and storytelling 53.3% (against 52.5% in the general analysis) were read to, mainly by brothers and sisters (37.5% against 20.8% in the general analysis) but also by parents and grandparents, and so the trend is sustained. Storytelling was reported by 73.3% (against 77.5% in the general analysis), again performed mainly by brothers and sisters (40% against 41.9% in the general analysis) (par. 5.7.2.39 - par. 5.7.2.42).

A higher percentage had books available in the home during the preschool years (66.6% against 52.5% in the general analysis). Again the books were mainly bought by parents (30% against 33.3% in the general analysis). The library was not at all declared as a source for these books (9.5% in the general analysis gave it as a source) (par. 5.7.2.43 - par 5.7.2.44).

An even higher percentage in the matched analysis, 60% (against 47.5% in the general analysis) provided feedback to their parents on their reading (par. 5.7.2.51).

#### **6.4.6 Responses According To Background**

The distinction between “rural” and “urban” could not be clarified due to absence of personal contact particularly with parents. Consequently the results of this analysis are not reliable. They are however offered because they do throw some light on assumptions with regard to the reading habits of people with a rural background.

In general this analysis does not identify any particularly noteworthy differences between “urban” and “rural” groups. Parents and pupils of both backgrounds read to the same extent (par. 5.8.1; par 5.9.1). There was a noticeable difference with regard to frequency of reading; 49.6% (urban): 64% (rural) parents read daily and weekly but occasional readers were almost on par, 28% (urban) : 26.7% (rural) (par. 5.8.5). Pupils of both backgrounds were mainly occasional readers, 42.9% (urban) : 41.7% (rural) (par. 5.9.5).

The economic factor, “cannot afford books”, in non-reading was the same for both groups of parents (33.3%) but somewhat more pronounced for rural pupils, 10% (urban) : 25% (rural) (par. 5.8.2; par. 5.9.2).

Slightly more “rural parents and substantially more “rural” pupils read for relaxation related reasons, 53.9% “urban” parents : 59.2% “rural” parents and 39% “urban” pupils : 75% “rural” pupils. The reason for this difference in behaviour in pupils could not be identified from the available data (par. 5.8.3; par. 5.9.3).

TV viewing and radio listening were the preferred activities for parents and pupils from both backgrounds, 77% “urban” parents : 60.8% “rural” parents, and 71.4% “urban” pupils : 50% “rural” pupils. The lower percentages for the “rural” groups could possibly be attributed to a lack of money to buy equipment. A noticeable difference was 14.3% of “rural” parents who preferred “talking to friends” while none of the “urban” parents preferred this option. The ratio for pupils was 14.3% (urban) : 25% (rural). The “rural” groups seem to have retained more of their communal way of life (par. 5.8.4; par. 5.9.4).

Newspapers and magazines were very popular with parents and pupils from the “urban” and “rural” groups (par. 5.8.7; par. 5.8.9 ; par. 5.9.7 and par. 5.9.8). Parents in both groups bought newspapers and magazines to a considerable extent from which pupils also benefit.

All “urban” parents and 97.1% “rural” parents wanted their children to develop the reading habit. Absence of a public library, school work and TV and radio were identified by both groups as major obstacles in the development of a reading habit (par. 5.8.14; par. 5.8.15).

Preschool reading and storytelling were common in both groups, with storytelling the clear favourite, 53.6% “urban” : 50% “rural” preschool reading; 80% “urban” and 73.3% “rural” preschool storytelling (par. 5.9.12; par. 5.9.13). However, storytelling is commonly practised in print cultures as well.

Books were available in the homes of both groups, even more so in rural homes, i.e. 46.7% “urban” : 70% “rural”. “Rural” pupils also used the library more for reading material, 5.9% “urban” : 25% “rural” (par. 5.9.14; par. 5.9.15). This could perhaps again be due to financial reasons.

## 6.5 HYPOTHESIS

The hypotheses formulated in Chapter One were :

- The reading habits and reading interests of parents influence the reading habits and reading interests of children at Zwelibanzi, Umlazi Commercial and Vukuzakhe High Schools.
- Home background influences the reading habits of children at Zwelibanzi, Umlazi Commercial and Vukuzakhe High Schools.

6.5.1 The study confirmed that parents influenced their children's reading habit through preschool reading (52.5%), preschool storytelling (77.5%), purchasing of reading material (61.7%) and public library use encouragement (78.7%) which are all positive factors in reading development. They share with their children their preference for newspaper reading and encourage it by buying newspapers. To a lesser extent this is also true for magazines.

6.5.2 Based on the research conducted for this study, it can be concluded that parents regardless of their cultural, socio-economic and geographical backgrounds, are readers. It was found that 81.3% and 90% parents of urban background and rural origin were readers themselves, providing pupils with role models to copy. It can be concluded that the reluctance of pupils to read emanate from other factors at play like TV watching, radio listening, absence of a public library, inadequate school libraries, ill-equipped teacher-librarians, and lack of encouragement from teachers to use the library.

## 6.6 RECOMMENDATIONS

6.6.1 The school library and the public library need to co-operate in order to support each other. In deprived homes with minimal literacy the role of the public library becomes even more important and meaningful (Machet, 1994: 14). Vermeulen (1990:116) recommends that for the purposes of collection building, close liaison should be maintained between the public libraries and schools.

- 6.6.2 More workshops and training should be offered to parents and teacher-librarians with regard to leisure reading and its benefits.
- 6.6.3 A fifteen minute reading programme for all schools before the first school period begins can have a significant impact in developing a reading habit. To support this programme, school libraries should have a stock of  $\pm 6000$  books for schools with  $\pm 500$  pupils (Vermeulen, 1992 : 115).
- 6.6.4 Pupils should participate in the selection of books so as to cater for their recreational reading tastes and books that would help them survive adolescence in this period of demographic, cultural and political change (Machet, 1993: 330). Children need texts which they can relate to their lives in a meaningful way if they are to become readers.
- 6.6.4.1 Their books should include topics such as anger, anxiety, grieving, stigma, being a runaway, cross cultural and interracial relationships, sexuality and sexual identity, date rape and sexual abuse, dysfunctional families and family violence, suicide, drugs etc.
- 6.6.5 More public libraries should be built in Umlazi as one library with a reading room to accommodate 83 people (Personal observation) cannot cater for an area with  $\pm 1.5$  million people.

## **6.7 CONCLUSIONS**

- 6.7.1 It can be concluded that parents and pupils from different social, economic, cultural and geographical backgrounds will not differ much in their reading habits and preferences. The urge to read will come from the need to know rather than availability of facilities. Sharing of material to some extent compensates for lack of reading material. However, it must be kept in mind that a different result may be obtained if parents and pupils actually living in a rural area were used in a survey. In this study, only parents and pupils born in a certain area were included. Interviews with parents would have provided more in-depth

information which could have revealed differences not probed in this investigation. Squatters were also under-represented.

- 6.7.2 Lack of money was identified as a negative factor with regard to the development of the reading habit: 33.3% of the parents who were non-readers could not afford books, and 14% of the pupils.
- 6.7.3 Parental involvement through preschool reading, purchasing of material and public library use encouragement seems to be positive factors in the development of reading in this study; 12.5% of the pupils reported reading books recommended by their parents while none mentioned encouragement by the librarian.
- 6.7.4 The issue of culture as a stumbling block in the development of a reading habit was not confirmed by this study. Talking to friends which is associated with the oral culture was low at 14.3% even with parents with a rural background; 14.3% (urban) : 25% (rural) pupils preferred this activity.

The findings of the study do not support the notion that parents of oral culture will read less or not read at all, since reading interferes with their communalistic way of life (as presented in Chapter Two). On the contrary more regular parent readers (64% : 49.6%) were from parents with a rural background where the oral culture is assumed to be still prevalent. However, as indicated the “rural” background of parents and pupils were not sufficiently probed because of lack of personal contact with the respondents.

- 6.7.5 Based on the research carried out for this study it can be concluded that parents and pupils of different backgrounds, i.e. urban and rural, did not differ much in their reading habits and preferences. This concurs with Radebe’s (1995) findings that pupils will read any interesting book and collections should not be confined to books with familiar settings only. In this regard it was interesting to note that violence and mass action which are very much a part of people’s lives were not popular topics for newspaper reading.

- 6.7.6 Black parents and pupils tend to associate reading with learning although this was not what the study aimed to look at but it kept on featuring as a major reason for reading. This could explain why reading does not rate high as a preferred leisure activity.
- 6.7.7 The parents' and pupils' reading interests responses were not clear cut whilst parents read Bona magazine and Ilanga newspaper, pupils did not favour these materials. However, there is sharing of reading materials by both parents and pupils. Children revealed the home as a source of reading material which shows that most of the materials the children read were bought by parents for parents themselves, and for their children. Age would explain certain interests of parents and pupils with regard to preference for reading on certain topics.
- 6.7.8 An alarming finding is the high percentage of pupils (66%) barred by the librarian from using the school library. READ pointed out that teachers were not adequately aware of the library function and its role in the development of a reading habit. Teacher-librarians fall short in their means and ways of promoting reading, particularly leisure reading (Personal communication).
- 6.7.9 The absence of a public library was an important hindrance towards the development of the reading habit and reading interests as it kept on coming up as a reason for not reading; 50% of the parents mentioned this in Table 36.
- 6.7.10 In view of the problems experienced with regard to personal contact with parents and pupils when the questionnaires were administered the results of the survey cannot be regarded as conclusive. Face to face contact with respondents, and in-depth interviewing could yield different results.

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## APPENDIX 1

### INTERVIEW SCHEDULE

**NAME OF SCHOOL** :

**CIRCUIT** :

**DESIGNATION OF INTERVIEWEE** :

1. When did your school start functioning?
2. What was its initial enrolment?
3. What is its present enrolment?
4. What subjects were offered then?
5. Which subjects are offered now?
6. What standards / grades were available then?
7. What standards / grades are available now?
8. What physical structures were at the school when it was first opened (e.g. number of classrooms, library, Home economics room etc.)?
9. How is the school now? Are there any additional physical structures that have been added now?.
10. What type of school is it? (Who controls it).?
11. How are the school results?
12. How many principals has the school had since its inception?
13. Does the school have a library?
14. What is the size of the library?
15. Is it in good condition?
16. What material is available in the library, and how much of it?
17. What are its hours of operation?
18. Is it properly functioning?

# APPENDIX 2 - PARENTS' QUESTIONNAIRE

Record Number

--	--

## PARENTS' QUESTIONNAIRE

### How to complete this questionnaire:

- a) Questions are to be answered by ticking the relevant block.
- b) If other information is required, kindly provide it in the space allowed.

### Background information

1. What is your area of birth?

- 1.1 Urban
- 1.2 Squatter areas
- 1.3 Rural area
- 1.4 Other (Please specify ) \_\_\_\_\_


2. How are you related to the child being interviewed?

- 2.1 Father
- 2.2 Mother
- 2.3 Guardian


3. What is your age range?

- 30 - 35
- 36 - 40
- 41 - 45
- 46 - 50
- 50 and above


4. What is your sex ( in case of guardian)?

- 4.1 Male
- 4.2 Female
- 4.3 NA




- 8.9 No electric lights
- 8.10 Few or no books on my favourite topic
- 8.11 Reading not my line
- 8.12 Not applicable
- 8.13 Other (Please specify) \_\_\_\_\_

9. If Yes (to question 7), what is your reason for reading? Choose one option only.

- 9.1 For relaxation
- 9.2 For entertainment and escape
- 9.3 For learning
- 9.4 Out of habit
- 9.5 Not applicable
- 9.6 Other(please specify) \_\_\_\_\_

10. What activity would you prefer most to reading? Choose one option only.

- 10.1 Watching TV
- 10.2 Talking to friends
- 10.3 Hobbies e.g. gardening
- 10.4 Listening to the radio
- 10.5 Attending social clubs
- 10.6 Not applicable
- 10.7 Other (Please specify) \_\_\_\_\_

11. Which one of the following statements most closely describes your reading habits?

- 11.1 I spend time daily or almost daily reading a book.
- 11.2 I read frequently, probably weekly or a little more often.
- 11.3 I read books occasionally, every couple of months or so, I may pick up a book. After I finish it, I may be a couple of months before I start another one.
- 11.4 Reading is not really part of my routine. I save it for non routine situations such as holidays or when travelling.
- 11.5 Not applicable.
- 11.6 Other (Please specify) \_\_\_\_\_

Sources of reading matter

12. Where do you usually get books for reading? Choose only one most used source.

- |      |                              |  |
|------|------------------------------|--|
| 12.1 | Bookshop                     |  |
| 12.2 | Public library               |  |
| 12.3 | Receive as gift(s)           |  |
| 12.4 | Borrow from friends          |  |
| 12.5 | Inherited                    |  |
| 12.6 | Not applicable               |  |
| 12.7 | Other (Please specify) _____ |  |

13. What type of story books do you prefer most? Choose one option only.

- |       |  |  |
|-------|--|--|
| 13.1  | Adventure                                |  |
| 13.2  | Humour                                   |  |
| 13.3  | Historical fiction                       |  |
| 13.4  | Biographies/ stories about famous people |  |
| 13.5  | Thrillers / horror                       |  |
| 13.6  | Westerns                                 |  |
| 13.7  | African life                             |  |
| 13.8  | Any good story                           |  |
| 13.9  | Religion                                 |  |
| 13.10 | Love stories                             |  |
| 13.11 | Travel                                   |  |
| 13.12 | Animals/ Nature/Environment              |  |
| 13.13 | Sports, outdoor life                     |  |
| 13.14 | Specific author                          |  |
| 13.15 | Drama / plays                            |  |
| 13.16 | War stories                              |  |
| 13.17 | Art / Photography                        |  |
| 13.18 | "How to" books                           |  |
| 13.19 | Folklore and Customs                     |  |
| 13.20 | Not applicable                           |  |
| 13.21 | Other (Please specify) _____             |  |



17. Which section of the newspaper interests you most? Choose one option only.

- |       |   |                          |
|-------|---|--------------------------|
| 17.1  | News about social events/ life in the township. | <input type="checkbox"/> |
| 17.2  | Financial matters                               | <input type="checkbox"/> |
| 17.3  | Political news                                  | <input type="checkbox"/> |
| 17.4  | Killings / Violence                             | <input type="checkbox"/> |
| 17.5  | Educational matters                             | <input type="checkbox"/> |
| 17.6  | Mass action                                     | <input type="checkbox"/> |
| 17.7  | Horse racing/ betting                           | <input type="checkbox"/> |
| 17.8  | Sports news                                     | <input type="checkbox"/> |
| 17.9  | Entertainment                                   | <input type="checkbox"/> |
| 17.10 | Fashions  | <input type="checkbox"/> |
| 17.11 | Comics  | <input type="checkbox"/> |
| 17.12 | Editorials                                      | <input type="checkbox"/> |
| 17.13 | Stars foretell                                  | <input type="checkbox"/> |
| 17.14 | Book reviews                                    | <input type="checkbox"/> |
| 17.15 | Vacancies/ Jobs                                 | <input type="checkbox"/> |
| 17.16 | Advertisements                                  | <input type="checkbox"/> |
| 17.17 | Not applicable                                  | <input type="checkbox"/> |
| 17.18 | Other (Please specify) _____                    |                          |

18. How do you get this newspaper? Choose one option only.

- |      |                              |                          |
|------|------------------------------|--------------------------|
| 18.1 | From where I work            | <input type="checkbox"/> |
| 18.2 | Library                      | <input type="checkbox"/> |
| 18.3 | I buy it                     | <input type="checkbox"/> |
| 18.4 | Friends                      | <input type="checkbox"/> |
| 18.5 | Not applicable               | <input type="checkbox"/> |
| 18.6 | Other (Please specify) _____ |                          |

19. Do you read magazines?

- |      |     |                          |
|------|-----|--------------------------|
| 19.1 | Yes | <input type="checkbox"/> |
| 19.2 | No  | <input type="checkbox"/> |

20. If you read magazine/s, which one do you prefer most? Choose one option only.

20.1	Bona	
20.2	Cosmopolitan	
20.3	Fair Lady	
20.4	Hit	
20.5	Pace	
20.6	Personality	
20.7	Thandi	
20.8	Tribute	
20.9	Time	
20.10	You	
20.11	Women's Value	
20.12	Vogue	
20.13	Women's Weekly	
20.14	Femina	
20.15	Mother's Value	
20.16	Darling	
20.17	Dawn	
20.18	Style	
20.19	Not applicable	
20.20	Other (Please specify) _____	

21. Which section of the magazine interests you most? Choose one option only.

21.1	News about social events	
21.2	Political themes	
21.3	People's achievements	
21.4	Educational matters	
21.5	Financial matters	
21.6	Sports items	
21.7	Short stories	
21.8	Life in the townships	
21.9	Music reviews	

- 21.10 Entertainment
- 21.11 Fashion
- 21.12 Advertisements
- 21.13 Comics
- 21.14 Play reviews
- 21.15 Stars foretell
- 21.16 Articles about topics of general interest
- 21.17 Book reviews
- 21.18 Not applicable
- 21.19 Other (Please specify) \_\_\_\_\_


22. How do you get this magazine? Choose one most used source

- 22.1 Where I work
- 22.2 From friends
- 22.3 Public library
- 22.4 I buy it
- 22.5 Not applicable
- 22.6 Other (Please specify) \_\_\_\_\_


23. Do you use a public library?

- 23.1 Yes
- 23.2 No


If yes, please answer question 24

24. What is your opinion of books or reading material provided by the library?

- 24.1 For yourself:
  - 24.1.1 Very interesting
  - 24.1.2 Quite interesting
  - 24.1.3 Does not interest me much
  - 24.1.4 N/A


Comments if any \_\_\_\_\_

24.2 For your teenage children:

- 24.2.1 Very suitable  
 24.2.2 Fairly suitable  
 24.2.3 Not suitable at all  
 24.2.4 Not applicable


Please give reasons for your answer/s

---



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25. Do you buy your children some other reading material other than school books?

- 25.1 Yes  
 25.2 No


Please give reason/s for your answer

---



---

26. Do you allow them to read books, magazines, newspapers which interest them but which are not bought by you?

- 26.1 Yes  
 26.2 No


Please give reasons for your answer.

---



---

27. Do you ask your children to tell you what they have read from books?

- 27.1 Yes  
 27.2 No  
 27.3 Please give reasons for your answer


---



---

28. Do you encourage them to visit public libraries?

28.1 Yes

28.2 No


Please give reasons for your answer

---

---

29. Would you like your child/ren to develop the habit of reading regularly?

29.1 Yes

29.2 No


Please give reasons for your answer

---

---

30. What would you say are the major obstacles to your child/ren developing the reading habit?

---

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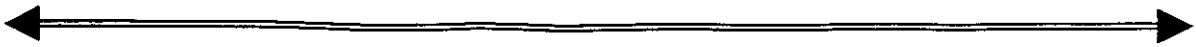
### APPENDIX 3

PUPILS' QUESTIONNAIRE-Record No

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**This questionnaire is on reading for pleasure or intellectual growth, reading that you choose to do rather than have to do. In other words, we are concerned with all the reading that you do for pleasure, out of curiosity and for knowledge, but none of it that you specifically have to do for study purposes.**

**OBVIOUSLY, THERE ARE NO WRONG OR RIGHT ANSWERS**



How to complete this questionnaire

- a)
  - i) Questions are to be answered by ticking the relevant block.
  - ii) If other information is required, please provide it in the space provided.
- b) There is no need to spend a lot of time on each question. We would rather have the answer that comes to your mind first.
- c) If you feel unable to answer any question, don't worry, ignore it and go to the next question.

---

Personal details

1. What is your area of birth?

1.1 Urban area

1.2 Squatter area

1.3 Rural area

1.4 Other (Please specify) \_\_\_\_\_


2. What is your age now?

2.1 15

2.2 16

2.3 17

2.4 18

2.5 19

2.6 20

2.7 Other (Please specify) \_\_\_\_\_


3. What is your sex?

3.1 Male

3.2 Female


4. In which class are you?

4.1 Standard 9

4.2 Standard 10


5. What is your parent / guardian's job?

5.1 Labourer

5.2 Professional

5.3 Skilled

5.4 Unemployed




8. What is the level of your guardian's education?

- 8.1 Never attended school
- 8.2 Lower primary - class 1 to Std 2
- 8.3 Higher primary - Std 3 - 5
- 8.4 Secondary school - Std 6 - 8
- 8.5 High school - Std 9 - 10
- 8.6 Tertiary level - College / University
- 8.7 Not applicable
- 8.8 Do not know


Current reading habits (patterns)

9. Do you read now? (Not for study purposes)

- 9.1 Yes
- 9.2 No


10. If no, what are your reasons for not reading? Choose one main option that prevents you most from reading.

- 10.1 Family responsibilities
- 10.2 Too much school work
- 10.3 Too many sports activities
- 10.4 Vision problem


- 10.5 Can't afford to buy books
- |       |  |  |
|-------|--|--|
| 10.6  | No access to books                     |  |
| 10.7  | No quiet place to read at home         |  |
| 10.8  | No electricity at home                 |  |
| 10.9  | Too many disturbances due to unrest    |  |
| 10.10 | Few or no books on my favourite topics |  |
| 10.11 | Reading is not my line                 |  |
| 10.12 | Other (Please specify) _____           |  |

11. If yes, what is your reason for reading? Choose one main reason that you do reading for.

- |      |                              |  |
|------|------------------------------|--|
| 11.1 | For relaxation               |  |
| 11.2 | For entertainment and escape |  |
| 11.3 | For learning                 |  |
| 11.4 | Out of habit                 |  |

12. What activity do you prefer most to reading? Choose one main option only.

- |      |                              |  |
|------|------------------------------|--|
| 12.1 | Watching TV                  |  |
| 12.2 | Talking to friends           |  |
| 12.3 | Hobbies, e.g. gardening      |  |
| 12.4 | Listening to radio           |  |
| 12.5 | Attending youth clubs        |  |
| 12.6 | Not applicable               |  |
| 12.7 | Other (Please specify) _____ |  |

13. Which one of the following statements most closely describes your current leisure reading habits?

13.1 I spend time daily or almost daily reading a book.


13.2 I read frequently, probably weekly or a little more often.

13.3 I read books occasionally, every couple of months or so, I may pick up a book.

--

after I finish it, it may be a couple of months before I start reading another one.

13.4 Reading is not really part of my routine. I save it for non-


13.5 None

13.6 Other (Please specify) \_\_\_\_\_

Sources of Reading matter

14. Where do you usually get books for reading? Choose one most used source.

14.1 Bookshop


14.2 Public library

14.3 Receive as gifts

14.4 Borrow from other people

14.5 Bought by parent(s)

14.6 School library

14.7 Not applicable

14.8 Other (Please specify) \_\_\_\_\_

15. What type of books do you prefer most from the list below? Choose one most preferred option by ticking one block only.

15.1	Adventure	<input type="checkbox"/>
15.2	Historical fiction	<input type="checkbox"/>
15.3	Biographies/stories about famous people	<input type="checkbox"/>
15.4	Science fiction	<input type="checkbox"/>
15.5	Thrillers	<input type="checkbox"/>
15.6	Westerns	<input type="checkbox"/>
15.7	African life	<input type="checkbox"/>
15.8	Any good story	<input type="checkbox"/>
15.9	Religion	<input type="checkbox"/>
15.10	Love story	<input type="checkbox"/>
15.11	Travel	<input type="checkbox"/>
15.12	Animal/Nature/Environment	<input type="checkbox"/>
15.13	Sports/Outdoor life	<input type="checkbox"/>
15.14	Specific author	<input type="checkbox"/>
15.15	Drama/Plays	<input type="checkbox"/>
15.16	War stories	<input type="checkbox"/>
15.17	Art/Photography	<input type="checkbox"/>
15.18	"How to" books	<input type="checkbox"/>
15.19	Folklore and customs	<input type="checkbox"/>
15.20	Not applicable	<input type="checkbox"/>
15.21	Other (Please specify) _____	

16. Do you read newspapers?

16.1 Yes

16.2 No

17. If yes, How often do you read newspapers? Choose one option only.

17.1 Everyday

17.2 Once a week

17.3 Twice a week

17.4 Fortnightly

17.5 Once a month

17.6 Twice a month

17.7 Not applicable

17.8 Other (Please specify) \_\_\_\_\_

18. Which newspaper do you prefer most? Choose one option only.

18.1 City Press

18.2 Daily News

18.3 Ilanga

18.4 Mercury

18.5 New Nation

18.6 Weekly Mail

18.7 Sowetan

18.8 Sunday Times

18.9 Sunday Tribune

18.10 The Star

- |       |                              |                          |
|-------|------------------------------|--------------------------|
| 18.11 | UmAfrica                     | <input type="checkbox"/> |
| 18.12 | Volksblad                    | <input type="checkbox"/> |
| 18.13 | Weekblad                     | <input type="checkbox"/> |
| 18.14 | Not applicable               | <input type="checkbox"/> |
| 18.15 | Other (Please specify) _____ |                          |

19. Which section of the paper interests you most? Choose one option only?

- |      |   |                          |
|------|---|--------------------------|
| 19.1 | News about social events/life in the townships? | <input type="checkbox"/> |
| 19.2 | Financial matters                               | <input type="checkbox"/> |
| 19.3 | Political news                                  | <input type="checkbox"/> |
| 19.4 | Killings/Violence                               | <input type="checkbox"/> |

19.5 Educational matters

- |         |                      |                          |
|---------|----------------------|--------------------------|
| 19.6    | Mass Action          | <input type="checkbox"/> |
| 19.7    | Horse racing/betting | <input type="checkbox"/> |
| 19.8    | Sports news          | <input type="checkbox"/> |
| 19.9    | Entertainment issues | <input type="checkbox"/> |
| 19.10   | Fashion              | <input type="checkbox"/> |
| 19.11   | Comics               | <input type="checkbox"/> |
| 19.12   | Editorials           | <input type="checkbox"/> |
| 19.13   | Stars foretell       | <input type="checkbox"/> |
| 19.14   | Book reviews         | <input type="checkbox"/> |
| 19.15   | Employment/Jobs      | <input type="checkbox"/> |
| 19.16   | Advertisements       | <input type="checkbox"/> |
| 19.17.1 | Not applicable       | <input type="checkbox"/> |

19.17.2 Other (Please specify) \_\_\_\_\_

20. How do you get this newspaper? Choose one most used source.

- |      |                              |                          |
|------|------------------------------|--------------------------|
| 20.1 | From home                    | <input type="checkbox"/> |
| 20.2 | Friends                      | <input type="checkbox"/> |
| 20.3 | Public/School library        | <input type="checkbox"/> |
| 20.4 | I buy it                     | <input type="checkbox"/> |
| 20.5 | Not applicable               | <input type="checkbox"/> |
| 20.6 | Other (Please specify) _____ |                          |

21. Do you read magazines?

- |      |     |                          |
|------|-----|--------------------------|
| 21.1 | Yes | <input type="checkbox"/> |
| 21.2 | No  | <input type="checkbox"/> |

22. If yes, Which is your favourite magazine? Choose only one.

- |      |              |                          |
|------|--------------|--------------------------|
| 22.1 | Bona         | <input type="checkbox"/> |
| 22.2 | Cosmopolitan | <input type="checkbox"/> |
| 22.3 | Fairlady     | <input type="checkbox"/> |
| 22.4 | Hit          | <input type="checkbox"/> |
| 22.5 | Pace         | <input type="checkbox"/> |
| 22.6 | Personality  | <input type="checkbox"/> |
| 22.7 | Thandi       | <input type="checkbox"/> |
| 22.8 | Tribune      | <input type="checkbox"/> |

- 22.9 Time
- 22.10 You
- 22.11 Women's Value
- 22.12 Vogue
- 22.13 Women's Weekly
- 22.14 Femina
- 22.15 Mother's Value
- 22.16 Darling
- 22.17 Dawn
- 22.18 Style
- 22.19 Not applicable
- 22.20 Other (Please specify) \_\_\_\_\_


23. Which one of the following sources is mostly used by you to get this magazine? Choose one mostly used source.

- 23.1 From home
- 23.2 Friends
- 23.3 Public/School library
- 23.4 I buy it
- 23.5 Not applicable
- 23.6 Other (Please specify) \_\_\_\_\_


24. Which section of the magazine interests you most? Choose one option only.

- 24.1 News about social events
- 24.2 Political news
- 24.3 Peoples achievements
- 24.4 Educational matters
- 24.5 Financial matters
- 24.6 Sports matters
- 24.7 Short stories
- 24.8 Life in the townships
- 24.9 Music Reviews
- 24.10 Entertainment
- 24.11 Fashion
- 24.12 Advertisement
- 24.13 Comics
- 24.14 Play reviews
- 24.15 Stars foretell
- 24.16 Articles which provide general information
- 24.17 Careers
- 24.18 Book review
- 24.19 Not applicable
- 24.20 Other (Please specify) \_\_\_\_\_

25. How many books do you read per month during your free time?

- 25.1 One
- 25.2 Two
- 25.3 Three
- 25.4 Four
- 25.5 None
- 25.6 Other (Please specify) \_\_\_\_\_

26. If you read books, what influences you to choose a particular book? Choose one strong influence from the following:

- 26.1 Length of book.
- 26.2 Advertisements
- 26.3 Publicity in newspapers
- 26.4 TV or radio programmes which stimulate interest in a book or topic
- 26.5 Displays in library
- 26.6 Displays in store
- 26.7 Interest in author
- 26.8 Recommended by brothers, sisters and friends
- 26.9 Recommended by parents
- 26.10 Recommended by libraries
- 26.11 Not applicable
- 26.12 Other (Please specify) \_\_\_\_\_



- 30.6 Babysitter
- 30.7 Librarian
- 30.8 Not applicable
- 30.9 Other (Please specify) \_\_\_\_\_


31. Did anyone tell you stories read from books?

31.1 Yes


31.2 No

32. If yes, who told you stories most often? Choose one option only.

32.1 Parent

32.2 Grandparent

32.3 Other adult relative

32.4 Brother or sister

32.5 Friend

32.6 Babysitter

32.7 Librarian

32.8 Not applicable

32.9 Other (Please specify) \_\_\_\_\_


33. Before you attended school, were there books available for you to read in your home?

33.1 Yes


33.2 No

34. If yes, where did these books come from? Choose one option mostly used.

34.1 Borrowed from library

34.2 Received as gifts

34.3 Bought

34.4 Inherited

34.5 Borrowed from friends

34.6 Not applicable

34.7 Other (Please specify) \_\_\_\_\_

Parents' reading

35. Does your mother read?

35.1 Yes

35.2 No

36. If yes, what kind of reading material does she read? Choose one most read material.

36.1 Story books

36.2 Subject books

36.3 Magazines

36.4 Newspapers

36.5 Not applicable

36.6 Other (Please specify) \_\_\_\_\_

37. How often does your mother read?

37.1 Everyday

37.2 Once a week

- 37.3 Twice a week
- 37.4 Fortnightly
- 37.5 Once a month
- 37.6 Not applicable
- 37.7 Other (Please specify) \_\_\_\_\_


38. Does your father read?

- 38.1 Yes
- 38.2 No


39. If yes, what kind of reading material does he read? Choose one most used material.

- 39.1 Story books
- 39.2 Subject books
- 39.3 Magazines
- 39.4 Newspapers
- 39.5 Not applicable
- 39.6 Other (Please specify) \_\_\_\_\_


40. How often does your father read?

- 40.1 Everyday
- 40.2 Once a week


- 40.3 Twice a week
- 40.4 Fortnightly
- 40.5 Once a month


40.6 Not applicable

40.7 Other (Please specify) \_\_\_\_\_

41. Do your parents discuss what they have read with you?

41.1 Yes

41.2 No

Use of library

42. Do you visit your school library?

42.1 Yes

42.2 No

43. If yes, indicate by a tick one purpose which you most visit your school library for.

43.1 Private reading (recreational)

43.2 Homework

43.3 Research for school work

43.4 Library period

43.5 Studying

43.6 Not applicable

43.7 Other (Please specify) \_\_\_\_\_

44. If no, why do you not use your school library?

\_\_\_\_\_

45. If yes, who made you aware of it? Choose one option only.

- |      |                      |                          |
|------|----------------------|--------------------------|
| 45.1 | Teacher              | <input type="checkbox"/> |
| 45.2 | Friends              | <input type="checkbox"/> |
| 45.3 | Parents              | <input type="checkbox"/> |
| 45.4 | Discovered it myself | <input type="checkbox"/> |
| 45.5 | Not applicable       | <input type="checkbox"/> |

46. Are you a member of a public library?

- |      |     |                          |
|------|-----|--------------------------|
| 46.1 | Yes | <input type="checkbox"/> |
| 46.2 | No  | <input type="checkbox"/> |

## APPENDIX 4 – PARENTS QUESTIONNAIRE IN ZULU

### IMIBUZO YABAZALI

#### Indlela yokuphendula imibuzo

Imibuzo iphendulwa ngokwenza loluphawu ✓ esikokeleni esifanele. Uma kudingeka incazelo, siza ubhale endaweni ehlelelwe lokho.

#### Imibuzo ephathelene nawe

#### 1. Wazalelwa kuphi

- 1.1 elokishini / edolobheni
- 1.2 esikomplazi / emijondolo
- 1.3 esabelweni / emaphandleni
- 1.4 kwenye indawo (yisho)


#### 2. Uhlobene kanjani nengane?

- 2.1 ubaba
- 2.2 umama
- 2.3 ugogo / umkhulu
- 2.4 umbheki wakhe


#### 3. Mingaki iminyaka yakho yobudala? Qoka isigaba ongena kuso:

- 3.1 30 – 35
- 3.2 36 – 40
- 3.3 41 – 45
- 3.4 46 – 50
- 3.5 51 nangaphezulu


4. Ubulili buni? (uma ungumbheki wengane)

4.1 ngingowesilisa


4.2 ngingowesifazane

5. Yini umsebenzi wakho? Shono lokho oyikho. Isibonelo : Ngingumsebenzi wasendlini

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6. Uholo malini ngenyanga?

6.1 R200 – R400

6.2 R500 – R700

6.3 R800 – R1000

6.4 R1200 – R1400

6.5 R1500 – R1700

6.6 R1800 – R2000


6.7 Iholo elingekho lapha ohlwini, siza usho isilinganiso salo \_\_\_\_\_

Imikhuba yokufunda yabazali

7. Uye usichithe yini isikhathi sakho sokuphumula ngokufunda?

7.1 Yebo


7.2 Cha

8. Uma kungenjalo yisiphi isizathu esikwenza ukuthi ungafundi?

8.1 Izidingo zomndeni

8.2 Izidingo zomsebenzi

8.3 Okunye okuningana kokungcebeleka

8.4 Inkinga yokungaboni kahle

8.5 Ukungabi namandla okuthenga izincwadi

8.6 Ukungatholakali kahle kwezincwadi


- 8.7 Ukungabikho kwendawo ethule kahle  
engingafundela kuyona ekhaya.
- 8.8 Ukuthikamezeka okubangwa udlame
- 8.9 Ukungabikho kukagesi
- 8.10 Ukungabikho noma ukubancane kwezincwadi  
Ezinezihloko engizithandayo
- 8.11 Ukufunda angikukhonzile
- 8.12 Okunye, (siza uchaze) \_\_\_\_\_

9. Uma kunjalo, yiziphi izizathu ezikwenza ukuthi ufunde?
- 9.1 ukuphumula
- 9.2 ukuzijabulisa noma ukuzibeka esimweni somhlaba  
wakho wedwana
- 9.3 ukufundela ukwazi
- 9.4 ngoba sekuyinjwayelo
- 9.5 okunye, (siza uchaze) \_\_\_\_\_

10. Yiziphi ezinye izinto othanda ukuzenza kunokufunda?
- 10.1 Ukubuka umabonakude (iT.V.)
- 10.2 Ukuxoxa nabangane
- 10.3 Izintwana nje engizikhonzile njengokusebenza engadini
- 10.4 Ukuhamba izindawo zikaqedisizungu
- 10.5 Okunye, (siza uchaze) \_\_\_\_\_

11. Ujwayele kanagakanani ukufunda incwadi? Khetha isitatimende esikuchaza kangcono kulezi ezilandelayo:

11.1 Ngizinika isikhathi zonke izinsuku noma cishe zonke izinsuku ngifunda  
incwadi

11.2 Ngingumuntu ofundayo cishe njalo ngesonto noma kaningana esontweni







- 17.9 ezokuzijabulisa
- 17.10 ezezimfashini
- 17.11 ezamakhomikhi / opopayi
- 17.12 ezomhleli
- 17.13 ezezinkanyezi
- 17.14 amajwaphu ezincwadi / amanoveli
- 17.15 ezomsebenzi
- 17.16 ezokuthengisa
- 17.17 okunye (siza uchaze) \_\_\_\_\_

18. Ulithola kanjani leliphephandaba?

- 18.1 Lapho ngisebenza khona
- 18.2 Emtapweni ogcina izincwadi
- 18.3 Ngiyalithenga
- 18.4 Kubangani
- 18.5 Okunye (siza uchaze) \_\_\_\_\_

19. Uyali(wa)funda i(ama)phephabhuku?

- 19.1 Yebo
- 19.2 Cha

Uma impendulo yakho ithi Yebo, siza uphendule imibuzo 21 – 23. Uma impendulo yakho ithi Qha, qhubeka nombuzo 24.

20. Yiliphi iphephabhuku olifundayo? Nikeza u-[1] kwelokuqala olikhonze kakhulu, u-[2] kwelilandelayo, njll.

- 20.1 Bona
- 20.2 Cosmopolitan
- 20.3 Fair lady

20.4	Hit	
20.5	Pace	
20.6	Personality	
20.7	Thandi	
20.8	Tribute	
20.9	Time	
20.10	You	
20.11	Women's Value	
20.12	Vogue	
20.13	Women's Weekly	
20.14	Femina	
20.15	Mother's Value	
20.16	Darling	
20.17	Dawn	
20.18	Style	
20.19	Elinye (siza uchaze)	_____

21. Ulithola kanjani leliphephabhuku?

21.1 Lapho ngisebenza khona

21.2 Kubangani

21.3 Emtapweni wezincwadi

21.4 Ngiyali(wa)thenga


22. Yiziphi izindaba othanda ukuzifunda ephephabhukwini lakho. Nikeza u-[1] kuleyo oyithanda ukwedlula zonke, u-[2] kwelandelayo, njll.

22.1 Izigameko ngenhlalo

22.2 Ezombusazwe

22.3 Ezabantu abaphumelele kwabakwenzayo

22.4 Ezemfundo


- 22.5 Ezezimali
- 22.6 Ezemidlalo
- 22.7 Izindatshana
- 22.8 Impilo yasemalokishini
- 22.9 Ezomculo
- 22.10 Ezokungcebeleka / ezikaqedisizungu
- 22.11 Ezemfashini
- 22.12 Opopayi / amancoko
- 22.13 Amajwaphu emidlalo yasesiteji
- 22.14 Izinkanyezi
- 22.15 Izihloko ezithandwa umphakathi
- 22.16 Amajwaphu ezincwadi / amanoveli
- 22.17 Okunye (chaza) \_\_\_\_\_


23. Uyawusebenzisa yini umtapo wezincwadi?

23.1 Yebo


23.2 Qha

Uma uphendule ngo Yebo, siza uphendule umbuzo 25. Uma uphendule ngo Qha, qhubeka nombuzo 26.

24. Uzithola zinjani izincwadi namaphephabhuku akulomtapo?

24.1 Kuwe:

24.1.1 Ziyaheha impela

24.1.2 Ziyaheha nje

24.1.3 Azihehi kangako


Shono okunye ongathanda ukukuphawula okungabaliwe ngenhla:

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24.2 Ebantwaneni bakho

24.2.1 Zibalungele impela

24.2.2 Zikahle nje

24.2.3 Azibalungele impela


Siza unikeze isizathu sempendulo yakho \_\_\_\_\_

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Ukufunda kwabantwana :

25. Uyabathengela abantwana izincwadi, amaphephandaba noma amaphephabhuku okuzifundela nje kungewona awesikole?

25.1 Yebo


25.2 Qha

Siza unike isizi(z)zathu se(zi)mpendulo ya(za)kho \_\_\_\_\_

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26. Uyabavumela yini bafunde izincwadi noma amaphephabhuku abawathandayo angathengwanga nguwe?

26.1 Yebo


26.2 Qha

Siza unikeze isizi(z)zathu se(zi)mpendulo ya(za)kho \_\_\_\_\_

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27. Uke ubacele yini abantwana bakho ukuba bakuxoxele akade bekufunda ezincwadini noma kumaphephabhuku?

27.1 Yebo


27.2 Qha

Siza unikeze izizathu zempendulo yakho \_\_\_\_\_

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28. Uyabakhuthaza yini ukuthi basebenzise imitapo yezincwadi yomphakathi?

28.1 Yebo


28.2 Qha

Siza unikeze isizathu sempendulo yakho \_\_\_\_\_

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29. Ungathanda yini uma abantwana bakho bengajwayela umkhuba wokufunda ezinye izincwadi ngaphandle kwezesikole?

29.1 Yebo


29.2 Qha

Siza unikeze isizathu sempendulo oyinikezile \_\_\_\_\_

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30. Yiziphi izingqinamba ozibonayo ezingavimbela umntanakho ukuba afunde umkhuba wokufunda nje ezinye izincwadi ngaphandle kwezesikole?

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