

PSYCHOLOGICAL COMMONALITIES IN RADIO PROGRAMMING:
THEORY AND PRACTICE IN A CULTURALLY AND RACIALLY
DIVERSE SOCIETY

by

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ABSTRACT

PSYCHOLOGICAL COMMONALITIES IN RADIO PROGRAMMING: THEORY AND PRACTICE IN A CULTURALLY AND RACIALLY DIVERSE SOCIETY

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The advent of democracy in South Africa had presented the country, and the South African Broadcasting Corporation (SABC) in particular, with new challenges in the broadcasting arena. One of these was that the corporation was faced with SAfm's new mandate, which required the station to broadcast to a multicultural and multiracial audience. This proved to be a daunting task for a station that had a deeply entrenched culture of catering for the needs and tastes of white English-speaking listeners. The programmes broadcast on the station were intended to appeal to middle-aged, white, English-speaking South Africans.

By making the station accessible to people of all races, SABC radio management also hoped that it would attract a significant number of listeners and substantial revenue. In fact, one of the immediate goals for SAfm was to double the number of listeners from 400 000 to 800 000. In order for the station to expand, and to attract a diverse listenership, it would have to broadcast the kind of programmes that appeal to most South Africans. It was also vital to give special consideration to the characteristics of the communicator that would ensure success and effectiveness of the message to the intended recipients. The purpose of the study was to identify common aspects of radio programming that would appeal simultaneously to black and white listeners.

In analysing the data, the hierarchical loglinear analysis approach was used, which requires analysis of J x K frequency table. The research results showed that SAfm could be steered to become a truly multicultural service that could succeed in South Africa. The main goal of this study, that of identifying certain aspects of radio programming that would appeal to a multicultural audience, was also achieved. In addition, the study revealed that various population groups differ in what they consider important aspects of radio programming. Regarding the role of a multicultural English radio station as a unifying force among South

Africans, a small percentage were opposed to the idea, whereas sizeable segments were neutral towards it. Support for this kind of radio station in the various cultural groups was the highest among Africans and Indians.

Contrary to the belief that English is popular and enjoys a high status as a preferred language of communication, the results of this study have shown clearly that this is not necessarily the case. The study also showed that there are marked differences between the population groups in the way they identify with an English radio station. Contrary to the proposition of social identity theory which postulates that low status groups would be motivated to be part of a group they perceived to have a positive social identity, this study has shown it to be not necessarily true for some of the population groups. A new theoretical model, which is the work of this researcher, was also presented.

OPSOMMING

GEMEENSKAPLIKE SIELKUNDIGE ASPEKTE IN DIE AANBIED VAN RADIOPROGRAMME: TEORIE EN PRAKTYK IN 'N KULTUREEL- EN RASGEDIVERSIFISEERDE SAMELEWING

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Met die aanvang van die demokratiese bestel in Suid-Afrika sedert 1990 het die land en veral die Suid-Afrikaanse Uitsaaikorporasie (SAUK) voor nuwe uitdagings te staan gekom. Een van dié uitdagings wat die SAUK in die gesig gestaar het was SAfm se nuwe mandaat, naamlik om vir 'n multikulturele en veerlassige gehoor voorsiening te maak. Waar dié stasie tradisioneel vir blanke Engelssprekende luisteraars uitgesaai het, was die nuwe bestel 'n geweldige uitdaging vir die diepgevestigde kultuur en werkswyse van die uitsaaier. Die programme wat in die verlede op die stasie uitgesaai is, is hoofsaaklik op middeljarige, blanke, Engelssprekende Suid-Afrikaners gemik.

Ten einde meer luisteraars en inkomste vir SAfm te werf, het die SAUK se radiobestuur besluit om die stasie vir mense uit alle rassegroepe meer toeganklik te maak. Inderdaad was een van die onmiddellike doelwitte van SAfm om die stasie se totale getal luisteraars van 400 000 na 800 000 te vermeerder. Deur die soort programme uit te saai wat by die meeste Suid-Afrikaners byval sou vind, het SAfm beoog om 'n diverse groep luisteraars te bereik. Die doel van dié studie was dus om gemene aspekte van radioprogrammering te identifiseer wat vir beide swart en blanke luisteraars aanloklik sou wees.

Die hiërargiese logliniêre analisebenadering is vir die data-analise gebruik. Dié proses vereis analise van 'n JxK-frekwensietabel. Die bevindings van die navorsing het aangedui dat SAfm wel só gerig kan word om 'n ware multikulturele diens in Suid-Afrika te lewer. Die hoofdoel van die studie, naamlik om aspekte van radioprogramme te identifiseer wat vir 'n multikulturele gehoor voorsiening sou maak, is ook bereik. Verder het die studie getoon dat verskeie bevolkingsgroepe verskil t.o.v. wat hulle as belangrike aspekte van radioprogrammering beskou. Uit al die respondente, het slegs 'n geringe persentasie gemeen dat 'n multikulturele Engelstalige radiodiens nie 'n eenheidsvormende rol in Suid-Afrika sou

kon speel nie. Aansienlike segmente het neutraal teenoor die begrip gestaan. Ondersteuning vir dié tipe radiodiens was hoër onder Afrikaners as Indiërs. Ondanks die algemene opvatting oor die gewildheid van Engels en die hoë status wat dit as verkose kommunikasietaal geniet, het die bevindings duidelik daarop gewys dat dit nie noodwendig die geval is nie. Die studie het ook aangedui dat daar opmerklike verskille tussen bevolkingsgroepe bestaan m.b.t. die manier waarop hulle met 'n Engelstalige radiodiens identifiseer.

In teenstelling met die uitgangspunt van die sosiale-identiteitsteorie dat laer-status groepe gemotiveerd is om by 'n groep aan te sluit wat hulle as positief m.b.t. sosiale identiteit beskou, het dié studie getoon dat dit in die geval van sommige bevolkingsgroepe onwaar is. 'n Nuwe teoretiese model, wat die werk van dié navorser is, is ook voorgelê.

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CHAPTER 1

GENERAL INTRODUCTION

1.1 Setting the Context

When the major South African political arena (i.e. the apartheid political establishment) was undergoing a dramatic political transformation immediately after former State President F W de Klerk announced the release of Mr Nelson Mandela from prison, and the unbanning of the ANC and other political organisations in 1990, many things could no longer remain the same in all the major institutions and organisations that were under the control of the government.

Since apartheid had pervaded every aspect of South African life, all the institutions that were linked to the government became the focus of major political change as well. Broadcasting, and the SABC in particular, is one such institution that was targeted for immediate change. This is hardly surprising, given the fact that the electronic media are the most powerful communication tools and can easily lend themselves to abuse by those who control them, especially the government (Hachten et al, 1993).

The precursor of the changes that were to take place later in the broadcasting media was made possible by debates among various political parties and media organisations aimed at restructuring broadcasting in South Africa (Van Zyl, 1994). This kind of debate was unavoidable, given the role that the SABC is alleged to have played in the past as the propaganda tool of previous Nationalist governments.

The Nationalist government exercised virtually complete control of broadcasting in South Africa and had a great influence in determining programme content, especially in as far as news and information were concerned. The outcry from the majority of participants in these debates was against the continued misrepresentation and suppression of political viewpoints of the liberation movements and other political organisations by the SABC and the government. Consequently, the SABC's function as the voice of government was deemed unacceptable. Freedom of expression and promotion of a culture of tolerance were regarded as extremely important for a democratic society by all the parties concerned

(Van Zyl, 1994). Recently, similar accusations were levelled against the present government and the SABC (Crowe, 1999; Sithole, 1999; Tsedu, 1999).

It therefore came as no surprise that the majority of the stakeholders in these discussions agreed that one of the main functions of the broadcasting media in the future would be to help bridge the gap of intolerance that existed between blacks and whites and to assist in nation building. Perhaps the most important outcome of these debates and the deliberations is that they formed the basis for the new broadcasting policy in South Africa.

However, the real and visible change regarding the future of the broadcasting media in South Africa gained impetus after the Independent Broadcasting Act of 1993 was enacted by the Transitional Executive Authority as part of the negotiated settlement that led to the first democratic elections in 1994 (Du Plessis, 1994). This Act led to the creation of the Independent Broadcasting Authority (IBA) in the same year. At the time when the IBA was formed, many people were hopeful that this regulatory body would put an end to State or political control of the electronic media in South Africa (Reddy, 1997).

The role of the IBA is to regulate broadcasting in the public interest, as stipulated in the Independent Broadcasting Act of 1993. The primary responsibilities of the IBA are to develop a policy on broadcasting and to issue licences, as well as to regulate such issues as local content, licence conditions, cross-ownership and language policy for broadcasters (Du Plessis, 1994; Department of Communications, 1998; Van Rooyen, 1994). One of the things that the IBA councillors did immediately after taking office was to take steps aimed at re-regulating the electronic media in South Africa. In doing this, the IBA was in fact fulfilling its own mandate of diversifying media ownership and encouraging competition.

As part of the move to break the monopoly that the SABC had over the airwaves, the IBA recommended that six of the SABC's commercial stations be sold. Within just less than five years of its establishment, the IBA had already issued licences to 85 temporary community radio stations and more than 16 licences to private bidders. To date there are 127 radio stations, including 90 community stations and four commercial stations, that are in full operation country wide (Amps Diaries, February/March 1997).

However the granting of licences to the newcomers in broadcasting came with certain preconditions attached (IBA, 1994; Golding-Duffy, 1997). Though different conditions applied to the granting of licences to a public broadcaster such as the SABC, to the community radio stations and to private broadcasters, they are all expected to broadcast programmes that are in the public interest. Public service responsibilities of the private broadcaster are minimal, however, when compared with those of a public broadcaster such as the SABC. The main reason for this is the recognition by the regulators of the South African broadcasting industry that private broadcasters operate in order to generate profit. Unlike the SABC, which receives some funding from the government, private broadcasters rely entirely on their own finances in order to stay in business. For instance, any private station that is devoting more than 15% of its air time to music is required to include a local content quota of 20% (Salgado, 1996). The SABC as a public broadcaster, on the other hand, is required to broadcast in all eleven official languages and to include a proportion of local content that is expected to reach 40% by the year 2000. In addition to broadcasting news and current affairs, the SABC also has the responsibility to broadcast educational programmes that cater for all age groups.

Community broadcasters operate within an identified geographic area in which a specific community lives. Since the primary goal and vision of community broadcasting is to promote a sense of belonging and identification with a community, it is required to provide a distinct broadcasting service that deals specifically with community issues that are not normally dealt with by other broadcasters covering the area in question. In essence, community based radio stations are expected to provide programmes that highlight grass-roots community issues, including developmental issues, health care, basic information and general education, environmental affairs, matters of local interest, and the reflection of local culture.

Failure to comply with the conditions set by the regulatory body may lead to the suspension or withdrawal of the broadcasting licence. A case in point is Radio Islam, which has been accused of being male dominated (Ali Dhorat, 1998; Galant, 1998). Radio Islam's exclusion of Muslim women as presenters was at odds with the IBA Act, which is

opposed to any form of discrimination on the grounds of race, gender, or religion (IBA, 1994).

Juxtaposed with the need to diversify media ownership in South Africa, an element believed to be critical for the development of a vibrant democracy, the IBA was also required by law to promote broadcasting at national and regional levels. The main feature that distinguishes regional radio broadcasts is that they are 'monocultural' in the sense that they nurture the language and culture of a specific 'ethnic' or cultural group, such as the Swazis, Zulus or Xhosas.

A number of regional radio stations already exist in South Africa. Some SABC radio stations broadcast from small towns such as Nelspruit and Pietersburg, and others broadcast from big cities such as Durban, Port Elizabeth, Bloemfontein and Cape Town. Several of these regional stations, such as Yfm and Kaya FM, were never owned by the SABC. However, most if not all the SABC radio stations, including the six radio stations that were sold to private bidders, carried the stigma of being Nationalist government propaganda tools.

This kind of stigmatisation has been associated mainly with the African language stations, the so-called 'ethnic' stations, which were allegedly created to promote the apartheid ideology. The apartheid policy, as far as broadcasting was concerned, was in line with the National Party conception of different 'nations' within South Africa and the notion of 'separate development' (Carver, 1995, p.82). This was also completely at odds with the Reithian BBC model, which rested on the idea of a unified broadcasting service that would 'interlock governor and the governed in a real ensemble' (Carver, 1995). The main problem with National Party policy is that it gave the government the absolute right and power to monitor and control programme content, including news and information, in order to maintain white political and economic control (Hachten et al, 1993).

It is the view of the researcher that this practice might have seriously undermined the development of national identity among South Africans. However, this situation was not unique to South Africa. In Nigeria, for example, the government exercised maximum

political control over its citizens by broadcasting in a multiplicity of languages to ensure service to all, but to the detriment of the development of national consciousness (Ndolo, 1988). Currently, regional radio stations in South Africa are in effect also 'ethnic stations', albeit ones not propagating apartheid.

Having said this, however, one must point out that what was done by the Nigerian government or the National Party government in South Africa had a positive aspect to it as well, particularly regarding the preservation of language and group culture. It is therefore not surprising that these stations continue to enjoy a high level of support from the different cultural groups that they serve (Rams, 1998, 1999). Cultural considerations continue to influence decisions with regard to radio listening.

Complementing the regional, private and community radio broadcasts are national broadcasting services that are targeted at nation-wide audiences. Currently, there are only five such stations in South Africa: Metro FM, Radio 2000, 5FM, SAfm, and Radiosondergrense. These stations are under the direct control of the SABC. SAfm and Radiosondergrense (RSG) are public service radio stations that provide a full spectrum of programmes in English and Afrikaans respectively. Metro FM and 5FM are both music format radio stations whose main role is to generate revenue for the SABC. Metro FM broadcasts to a predominantly black audience and 5FM to a predominantly white audience, especially the young. Plans are currently under way to convert Radio 2000 from a facility station to a radio station for young people.

Perhaps one of the preconditions for successful broadcasting to audiences at the national level is the presence of a shared language (Ndolo, 1988; Van Poecke et al, 1993). The need for a shared or common language is even more compelling in multicultural and multilingual societies where there is a great need to broadcast programmes that are designed to serve a large and diverse audience. In South Africa, English and Afrikaans are the only two languages that are predominantly used by many as a means of communication. Only two national public radio services fulfil this need: Radiosondergrense (RSG) and SAfm. RSG is aimed primarily at serving white Afrikaans-speakers and coloured communities. SAfm, on the other hand, has been tasked by SABC

radio management to serve the broad spectrum of South African audiences that are able to speak and understand English. The dilemma is that English, like Afrikaans, is not the home language of the majority of citizens in the Republic of South Africa.

The problem with the two national radio stations, but particularly SAfm, was that the station was not originally targeted to serve all South Africans, especially those whose mother tongue was not English. The programmes broadcast on the station were made to appeal mostly to middle-aged, white, English-speaking South Africans. Furthermore, SAfm's programmes tended to sound more British than South African. SABC radio management under the leadership of Govin Reddy felt that the national English broadcaster with 126 transmitters could not continue to serve a minority audience that was in decline (Stenhouse, 1995).

The heart of the matter was that SAfm was not profitable and the station failed to fulfil the public service functions expected of it. The granting of licences to newcomers in broadcasting meant that the SABC, and SAfm in particular, were faced for the first time with the real threat of losing listeners and advertising revenue to competitors (Delivering Value: Part Two, 1994, 1995; Van Heerden, 1997; Cowen, 1997; Reddy, 1997; Grange, 1998). Furthermore, to compound this new challenge, SAfm was also expected to carry out a public service mandate imposed on it by the IBA. This meant that the station had to perform a balancing act to carry out the public service responsibilities while at the same time ensuring that the station generated enough revenue, which was crucial for its survival.

The public service mandate refers to broadcasting in order to reach the widest possible audience, with the sole purpose of 'informing, educating, entertaining, playing the role of cultural intermediary and acting as a social link which enables the general public to be part of the current events and public debates' (Atkinson et al. 1997, p. 21). In addition to all this, calls for nation building as an important goal for the new South African state that were made by various political parties, the media, and others in the months preceding and immediately after the first democratic elections in April 1994 (Pampallis, 1995), had a significant influence regarding the role that SAfm would play in the new democratic society. SAfm was generally regarded by SABC radio management as having a

meaningful part to play in the formation and creation of a new South African identity and culture characterised by racial tolerance.

In order to bring about the desired changes on SAfm that could result in a significant increase in the number of listeners from across the different population groups, SABC radio management's first assignment was to change the name of the station. In fact, this name change initially came about as a direct response to the demand made on the SABC by the IBA to embark on name changes for all its radio and television stations. The station known as Radio South Africa for most of the apartheid years changed its name to SAfm. Renaming of all the radio and television stations also presented the corporation with a unique opportunity to renew and to reposition itself in order to gain wider acceptability in the new South Africa.

Other major changes included the replacement of familiar and well-liked voices of the white presenters by black presenters, new programme formats and revamped programmes (Cowen, 1997; Van Heerden, 1997). Most of the traditional white, English-speaking listeners disliked this and there was a growing sense of alienation from the station. Their complaints, which mainly involved black presenters, ranged from poor use of the English language and accents with mispronunciation to the point of incomprehension, to incompetence (Van Heerden, 1997; Cowen, 1997; Business Day, 1995; Edmunds, 1995; Sunday Tribune, 1995; Fazey, 1995). Many of them saw this as an attempt by SABC radio management to downgrade their English service. As a result, the station lost most of its traditional listenership base. Faced with the prospect of losing more listeners, and the failure of the station to capitalise on its 'national reach' to broaden its listenership base, a solution had to be found that would help bring about an improvement in the station.

A number of attempts have been made that offer a strategic marketing point of view on solving the problem that is facing SAfm. The station has, for instance, tried to come up with a public strategy to promote SAfm through extensive advertising (Edmunds, 1996). New image consultants (e.g. Msomi Hunt Lascaris) were also called in to help the station to improve its image and project it to a 'more sophisticated target audience' (Edmunds, 1996). Unfortunately, these efforts have had little or no success so far. The Australian-

funded report written by Australian media consultant Ann Tonks, which criticised change management of SAfm when the station was relaunched, and the recommendations she made did not do much to help improve the performance of the station (Edmunds, 1995).

It is also the opinion of the researcher that any attempt by SAfm management to introduce new programmes may not work. Many of these programmes would compete for the same time slots where the desired potential audience is available to listen to them. Furthermore, attempts to shorten existing programmes to make room for new programmes could severely compromise the richness of these programmes. However good or interesting these new programmes may be, this could become yet another source of frustration to many listeners. Worse still, there is no guarantee that the new programmes would appeal to either the traditional listeners of SAfm, or the new black élite that the station hopes to attract.

The researcher is also of the opinion that any attempt by SAfm to solve its problem by first identifying the profile of listeners, and then fine-tuning the programmes to fit that profile, would not help much. This could create a situation where innovation and creativity suffer in as far as new programme formats and programme development are concerned. In addition, it could hamper further growth of the station, resulting in its failure to attract listeners. Most probably, the station would end up with the same kind of listeners, either because they like the presenter or are loyal to the programme concerned. Given the likely failure or lack of success of the above suggested strategies that were designed to increase and broaden the listenership base of SAfm, the researcher saw a need to conduct a scientific study that would offer new insight into a number of factors that broadcasters need to take into consideration if they are to succeed in attracting large audiences in a multicultural and multiracial society.

The challenge of the present study is two-fold: (a) to provide a mechanism that could enhance broadcasting in a multicultural environment and result in a significant increase in the number of listeners to SAfm, and (b) to develop a theoretical model for successful broadcasting in a multiracial and culturally diverse society. Though nation building will not be addressed specifically in the present study, it is hoped that this project will yield

useful information in this regard.

CHAPTER 2

STATEMENT OF THE PROBLEM AND RESEARCH OBJECTIVES

2.1 Statement of Problem

The present study was prompted by the serious concern that SABC radio management had about the declining numbers of listeners and the failure of SAfm to attract black listeners. The General Manager of Broadcasting Research at the SABC also expressed a similar concern at one of the weekly departmental meetings by succinctly formulating the problem facing SAfm as follows:

‘What is happening with SAfm and some of the television stations such as SABC1 and SABC2, is that there is a huge gap or vacuum that has not been filled. While SAfm was hoping to attract the large black audience by introducing some changes in their programming and hiring new people, the result was that the station ended up losing a large number of its traditional listeners without making significant gains in attracting blacks to the station. In the case of the TV channels, something similar might be happening...’
(D P van Vuuren, personal communication, 23 May 1996).

The author of this dissertation is of the opinion that there was a lack of insight or direction regarding what needed to be done to make SAfm accessible simultaneously to both black and white listeners. Adding to the already existing problem is the unavailability of literature or studies that offer a theoretical framework or guidelines that could be used by broadcasters who want to attract the largest diverse audience possible to their stations.

It is also the opinion of the researcher that the source of the problem facing SAfm does not lie only in the programmes, but is part of a bigger problem that involves station management and presenters.

A certain woman was probably the only station manager of SAfm who wanted to make real and meaningful changes to the station. Unfortunately, she did not get the chance to do that, because most of SAfm’s staff ‘did not get along well with her’ and wanted to see her dismissed by the SABC (Beaver, 1997). She eventually lost her job (Business Day

reporter, 1997; Hagen, 1997; Naidu, 1997). The state of affairs on SAfm could be summarised in the following comments that were made by one member of staff to the station:

‘SAfm finds itself hamstrung between the time-warp of “oh no, we cannot tamper with traditional listeners”, “we have always done it like this here”, “so and so is a well known DJ”, “oh no, we can’t change that there”, “We cannot afford to lose so and so because they have been with us for so long...”, “so and so is a fundi in (e.g. drama, drawing, cycling, mountain climbing, art, classical guitar, etc.), we cannot afford to lose his or her services”’ (Thondlana, 1997, p.2).

SAfm’s target market may be described as black and white potential listeners who could be classified as ‘the emerging market’, as well as those who earn a middle or high income, such as professionals. Included in these two categories are opinion-makers, decision-makers and consumers with buying power or potential buying power.

Bearing in mind that SAfm is a public radio service, and in line with SABC radio management’s wish that the station should appeal specifically to a relatively young audience, the general expectation was that the station should target those listeners who were in the 30 to 49 year age group (Business Day Reporter, 1998).

Research suggests that SAfm is able to attract listeners from this age group, although not as well as the rival stations. The question is: why are so many of the target group tuning into other stations?

However, it is the opinion of the researcher that targeting only those listeners who are under 50 would be too restrictive; it would exclude a significant number of important role players in South African society, especially those who are in the political and economic spheres. Owing to the powerful influence these people have on the lives of the majority of South Africans, it would be important to extend the age group of the listeners of SAfm to 55. The obvious benefit of this is that even if the station management decided to narrow the age range of the listeners that it wanted to attract, let us say, to between 25 and 30, most of the listeners who fell outside this age category would not feel left out. However, the main

question remains: how could SAfm produce programmes that would appeal broadly to the different population or cultural groups in South Africa?

A three-pronged approach regarding SAfm's target audience will be adopted in this study: the programme related approach, the niche market approach and finally, the third approach that will integrate the two approaches just mentioned. The programme related approach examines the part that both the presenter and the programme content can play in ensuring that the various programmes appeal broadly to all the listeners of the station. The niche market approach is important in targeting specific audiences within the station. The integrated approach has to do with everything the station can do, and the on-air personalities in particular, to enhance both the programme content and the presentation in a way that will ensure the success of the various programmes with the broad spectrum of SAfm listeners.

2.2 SAfm: A Historical Overview

SAfm, as stated in chapter 1, was formerly known as Radio South Africa. Radio South Africa (RSA) was the English national public service broadcaster in South Africa. From the time RSA began broadcasting in 1936, the format of the station was similar to that of the BBC (SAfm, 1994). The station provided programmes with little or no regard to the needs of the average English-speaking South African. In other words, RSA was a replica of the BBC on African soil for white South Africans whose roots were in the United Kingdom.

SAfm began making time available to advertisers at the beginning of February 1996 (SAfm, 1994). However, the station has not been successful in generating enough revenue to make it profitable or sustainable. This is hardly surprising, given the fact that the station has never shown any real growth in the number of listeners. For instance, the listenership figures for the station from 1987 onwards have remained stagnant between 380,000 and 420,000 (SAfm, 1995/1996). More than 63% of the audience of RSA was over 55 years of age, and there was little or no growth in the 25 - 49 age group. The station's listenership figures declined even further after it had adopted SAfm as its new name and 'introduced some changes' to attract more listeners (SAfm, 1995/1996).

Whether any real and meaningful change that was meant to attract a broad-based listenership was ever implemented by the station management is doubtful.

2.3 SAfm: The Challenge of Capturing a Multicultural Audience

Radio programming, which includes the presenters and the programme content, can make or break any programme or station. The radio station that provides its listeners with good and interesting programmes in a way that is perceived to be professional would find it easy to draw more listeners to itself. However, the moment the listeners begin to experience the station differently, such as when the programmes are not relevant to their own lives, or are poorly presented, the station can easily find itself losing listeners to rival stations, especially those that are not owned by the SABC (Rams, 1998, 1999).

When a radio station realises that it is losing listeners, efforts are made to ascertain the cause of the problem in order to institute corrective measures. A number of radio stations make use of research to unearth the problems listeners have with a programme or station. For any given radio programme, listeners are most likely to mention the presenters, language, professionalism, and programme content as the root causes of the problem. Armed with this kind of research information, the station manager can then begin to make changes aimed at attracting more listeners.

Though a decline in the number of listeners of most of the SABC regional stations tends to occur from time to time, these stations have yet to experience any substantial drop in listenership (Rams, 1998, 1999). This is not surprising, however, because listeners may be loyal to a station for several reasons. Firstly, these stations serve specific cultural groups that live in specific geographic locations, in a language that is understood by most of the people who live in those areas. Secondly, because they broadcast certain programmes that are aimed at strengthening the language and culture of these communities, listeners often find it easier to identify strongly with, and to develop a sense of ownership of, the stations. Thirdly, because these stations have been broadcasting to specific language and cultural groups for years, a tendency develops among listeners to regard them as an important part of their lives. Lastly, it is possible that the stations are revered by many listeners to a point that they are regarded as the custodians of the culture and

values that are important to their respective communities.

Of course, nothing would stop listeners of these radio stations from switching to others, if they felt that certain programmes or needs were not accommodated by their own radio stations. Whereas most radio stations that broadcast to specific language or interest groups (i.e. to a particular niche market) may present the least problems in terms of retaining and attracting more listeners, the situation can be totally different for any radio station that wants to capture a culturally and racially diverse audience. A case in point is SAfm, which was given the mandate to serve all the people of South Africa. This was also in line with SABC radio management's strongly felt need to make SAfm relevant to the new South Africa.

There are several factors that have created the impetus for SABC radio management to make major changes to SAfm. First of all, SABC radio management under the leadership of Govin Reddy felt that the national English broadcaster, with 126 transmitters and a staff of 53, could not continue to serve a minority audience that was in decline. According to Reddy, SAfm was 'an old fashioned radio station with a dwindling, ageing, predominantly white audience' (Reddy, 1995, p.8).

Secondly, SAfm, with an estimated listenership of 400 000, was operating at a loss. According to Reddy, the station had already incurred a loss of R20m in 1994, compared with Radio Zulu that ran only 20 transmitters and had an audience ten times the size of SAfm's, and generated a profit of R32m (Reddy, 1995, p. 8). Reddy (1995) argued that 'no public broadcaster could justify running such an expensive and dying station that had little relevance to millions of South Africans who use English as a first or second language' (p.8). Jack Mullen (1995, p. 6), the former manager of SAfm, described the vision and direction of SAfm eloquently when he wrote:

'English is a major shared language in this country, and to confine its reach to a minority would be to deny access to those people of all races who wish to receive information, education and entertainment in English. The rich diversity of South African cultures, unified by an international language offers an opportunity for us to deal with cultural differences, learn about each other

and discover commonalities. If, through entertaining programmes, we can help to improve mutual understanding, perhaps we can look forward to a more tolerant society’.

By making the station accessible to people of all races, SABC radio management had also hoped that the station would draw a substantial number of listeners and revenue. In fact, one of the immediate goals for SAfm was to double the number of listeners from 400 000 to 800 000 (Van Heerden, 1997; Cowen, 1997).

This was not going to be an easy task for the station, for two important reasons. Firstly, SAfm was faced for the first time with a task of creating or attracting an entirely different and new audience. The envisaged audience was to be a mixture of white and (emerging) black élite. Secondly, the station had to adapt, change, and introduce new presenters, programmes and programme formats that would be well suited to the new audience.

Though it became evident that the introduction of inexperienced black presenters, and the programme changes that were subsequently made, were mistakes that should have been avoided by SAfm management, it appeared that little or no consideration had been given to the following: (a) the aspects of radio programming that could have both a unifying effect and common appeal to black and white radio listeners; (b) the poor image that SAfm had among potential listeners, and (c) the style of presentation.

It is important for a radio station that aims to serve all South Africans not to be seen to be there just to broaden the listenership base; it should introduce the kinds of programme that could help to bring about increased understanding and tolerance among the people of all races.

In order for SAfm to expand and to attract a diverse listenership, it is important for the station to broadcast the kinds of programme that would have common appeal to all South Africans. However, this alone would not suffice. It is vital that special consideration also be given to the important characteristics of the communicator that will ensure the success and effectiveness of the message to the intended recipients, and to the environment that the communicator and the recipients share. The opportunity for SAfm to succeed in the role of

informing and entertaining all the people of South Africa is not altogether a remote possibility, as Welsh (1989) pointed out:

‘In South Africa, race and cultures overlap greatly. Most people in the urban sector speak one of the official languages, the major Christian churches have members of more than one racial group, and the educated of all racial groups share a common cultural outlook and aspirations. This allows class divisions that cut across racial boundaries’ (p. 66).

Perhaps another important problem that has contributed to the failure of SAfm to attract more listeners is the common perception, among blacks in particular, that the station is only for white, English-speaking South Africans. Unfortunately, this image continues to be reinforced by the apparent lack of commitment by the station management to revamping and repositioning SAfm in order for it to be relevant to the new South Africa.

With the exception of current affairs programmes such as *AM & PM Live* and *Talk at Will*, most of the programmes, except on the rare occasion tend to have a British or Eurocentric focus. Consequently, many potential listeners who are not of British lineage feel left out during the broadcasting of these programmes. It is, therefore, not surprising that most of the potential listeners continue to regard SAfm as ‘English and old-fashioned’ and would see no reason to listen to, or identify with, the station.

Another new, worrying development is the station’s attempt to capture an ‘international audience’, which is evident from the new partnership between SAfm and the BBC. This partnership involves the co-production of a current affairs programme and the revamp of SAfm’s *PM Live* programme. A black presenter who had substantially increased the percentage of black listeners to the station anchored *PM Live*. The style of presentation of the programmes has also been changed to bring it into line with the BBC World Service reporting style. Moira Tuck of Sefin Marketing Communications Consultants (Business Day reporter, 1998) made the following remarks about the SAfm and BBC World Service reporting style:

‘BBC World Service reporting style is very specific: crisp, objective, and investigative. It has a sound, which is distinct in all the voices that are used. The

SABC's reporting style tends to be more laid back and has a sound that is a thorough mixture of cultures' (p.21).

This venture between the BBC World Service and SAfm has been sparked in part by the fact that the BBC World Service wanted a national transmitter system on which its material could either be broadcast directly or under licence. This kind of partnership has caused dissatisfaction and bad feelings among some people in the SABC. One unnamed source at the SABC said that SAfm was now using more BBC material, and reducing township and other issues relating to blacks to 'non-events' (Mdhlela, 1998). The source went on to say that:

'We have worked so hard to double the station's listenership and in the process helped to enhance the station's profile among blacks'.

Instead of finding ways and means to develop programmes that would appeal to most South Africans, the station management has found it easier to commit both financial and human resources to ensuring that the above venture succeeds. Whatever justification there is, one hopes that this is not a calculated move by the station management that is designed to maintain the status quo, though it is also possible that economic considerations could have played a part in this regard.

Given this kind of development, the question that will keep coming up is whether SAfm has the right kind of people with the commitment and qualities to make the station 'truly South African'.

The last problem, which is closely related and linked to the other problems mentioned, is the style of presentation used by current presenters on SAfm. Although their style may not be incorrect, it is possible that the manner in which different programmes are presented on the station is out of step with the new type of audience that SAfm wants to attract. The existing programme formats and programmes would probably be relevant to the listeners of the old RSA, who might already have left the station in great numbers. The current style of presentation for most of the programmes on SAfm may be out of touch with the majority of listeners in the new democratic South Africa, with the possible exception of

current affairs programmes such *PM Live* and *AM Live*, and the news.

In view of the failure of the station to broaden its listenership base, the researcher has advocated a social psychological approach to the problem that takes into consideration a number of critical factors that could ensure successful broadcasting in a multicultural and multiracial environment such as South Africa. What this approach seeks to accomplish is to identify the important and common elements in radio programming that are based on the researcher's experience as a radio researcher at the South African Broadcasting Corporation (SABC), and on both the communication and social psychology literature.

Once this has been done, future programmes could be developed that would appeal to most South Africans. The success of SAfm, it would seem, lies not only in the ability of the station to fine-tune and produce the kinds of programme that cut across every South African culture, but also in the style of presentation that takes into account the cultural context in which the station operates. However, it is important at this point to review separately some common aspects of radio programming that could have a 'pulling' as well as a unifying effect on a diverse listenership, before the origin and main objectives of the study can be discussed.

2.4 Common Aspects of Radio Programming

Whether one discusses the broadcast language, songs, music or any other factor that is essential to successful radio programming, it is important for a radio station to do everything it can to attract the largest possible number of listeners. In the context of SAfm as a national broadcaster, it is essential to ensure that the programme content as well as the presenter satisfies the needs and tastes of the general South African audience.

The high level of sophistication that has developed among listeners to make judgements on what they regard as a good or bad programme should in no way be underestimated. Some of the concerns that are always mentioned by most listeners about radio programming are (1) professionalism, (2) the broadcasting language, (3) topics or issues that are discussed, and (4) the participation of listeners in the programme. Values that are either expressed in a programme through music that is played, issues or topics that are

discussed, the casual comments the presenter makes during the programme, and everything the station purports to represent will also determine whether people listen to the station or to the programme.

Since these were the major issues that were mentioned frequently in a number of focus groups conducted for this project, and by some of the loyal listeners of SAfm who were furious about the changes made on the station, a brief discussion of each of these is important for this study.

2.4.1 The Broadcasting Language on SAfm

The issue of the use of the English language on SAfm had become a bone of contention between the station management and its traditional listenership. Without pointing a finger or taking sides in this issue, few people would disagree that language in broadcasting is very important. The importance of language in broadcasting goes beyond just the broadcaster's being fluent in that language. First and foremost, the broadcaster should be able to communicate effectively with the listeners. The intonation and diction must be good and pleasing to the ear. The accent must be generally acceptable. The language that is used to present the programme is just as important as the programme content.

The importance and sensitivity of the issue of the English language usage on SAfm should also be seen in the context of South African society. Rightly or wrongly, the reality is that most people in the black community equate English with intelligence. How well a person expresses himself or herself will, to a greater degree, determine his or her chances of succeeding in the modern world. It is no wonder that most black families are sending their children to multiracial schools. Black parents believe that, in addition to acquiring a good education, their children will speak good English like that of the white, English-speaking community in South Africa.

For most native speakers of English, the language itself defines who they are as a group. Therefore any form of interference in the presentation of the English language that has not been agreed upon with this group, as in the case of SAfm, will not be suffered gladly. Taking all this into consideration, it becomes apparent that a balance needs to be struck on

the part of SAfm to ensure that the language used for broadcasting does not alienate any segment of the South African adult listening audience.

The role of the English language on SAfm is juxtaposed with the need to promote national identity among all South Africans. This 'other' role of the broadcasting language (i.e. the promotion of national consciousness) is not a unique phenomenon in the broadcasting world. As in virtually all the broadcasting organisations in modern industrialised countries, English as a broadcasting language contributes substantially to the creation of what has been called an 'imagined community' for the modern nation state. That is, an image of the national 'we', and 'us' whose constituent elements are 'ordinary families' (Van Poecke et al, 1993).

Regardless of the intentions of the broadcasting organisation, the broadcasting media always have a role to play that contributes directly or indirectly in the development of national identity. However, in order for SAfm to be able to broadcast programmes that both blacks and whites can listen to, it is important that English as a broadcasting language for SAfm is standardised. Standardisation of the English language in the case of SAfm should reconcile the aspirations of non-English-speakers who want to speak the 'good English' that is crucial to their own advancement with the preservation of the 'prestige' of the English language. Therefore, when considering changes to English as a broadcasting language on SAfm, care should be taken to ensure that the English language is not compromised in a way that would undermine the cultural identity of the white, English-speaking community in South Africa.

The dual role of the broadcasting language is evident from the above. On one hand, the broadcasting language serves a communication function, and on the other its function is to entertain, educate, and inform the citizens of the country. Since English is the broadcasting language used by SAfm, new entrants or would-be new presenters on the station, especially in the case of black presenters, should be offered adequate voice and language training to minimise the effect of accents.

2.4.2 Attributes of the Radio Presenter

To be a successful presenter on a radio station that serves a multicultural and multiracial audience may require more than just being witty, polite, or respectful to the listeners. An SAfm presenter must relate to all types of listeners, regardless of their cultural or racial background. He or she must be open-minded; a person who understands the different cultures, values, lifestyles and experiences of the listeners. These attributes are extremely important for the SAfm presenters. They must be able to anticipate what different listeners would say about, or want from, the programme. They must also be able to understand the listeners' point of view. Their selection of topics and music, and the general programme presentation, must be packaged in a way that will appeal to most South Africans. Above all, South Africans must find it easy to identify with the presenters who have these qualities.

2.4.3 Values in Broadcasting

The success of SAfm in increasing the number of listeners and uniting all the people of South Africa would also depend on how well the station was able to reflect the values that are shared by most South Africans, and SAfm listeners in particular. Schwartz and Sagiv (1995) define human values as desirable goals, varying in importance, that serve as guiding principles in people's lives. It is therefore possible, for example, that those South Africans who are educated and enjoying a high standard of living would prefer or value certain things that ordinary South Africans care less about. At the societal level, values reflect the ideals of society that are deemed socially desirable and must be upheld and protected by all. Thus, regardless of level of education or lifestyle, the majority of people will be expected to uphold the same values as everyone else in that society.

The importance of values in the present study is based on the assumption that the more people across the broad spectrum of the South African society share certain values, the easier it would be to develop and design programmes for radio that reflect these values. If most South Africans perceived something as an insult, it would be pointless to focus on it. For example, on the issue of music, rap is not the music of choice for most South Africans. It may be good for some teenagers yet considered unacceptable by older people,

whereas a love song, a song about children, or gospel music may be generally more appealing to the listeners.

Thus, regardless of the type of programme that is presented, be it music, drama, or anything else, the presenter must perform a balancing act to guard against saying or doing anything that would offend the listeners. A presenter would probably find it much easier to be constructive in his or her programme presentation by making (positive) comments that most people could learn from, or that would reinforce and promote good societal values. It is this kind of comment interspersed with the 'right' kind of music, for example, that helps the presenter to 'connect' with the audience.

However, not all presenters subscribe to the idea of promoting what could be seen as 'good values' to society. Some of the announcers prefer to introduce controversial topics, or make controversial statements, in order to attract attention from the audience.

An easy way to learn what values are shared by most people is to ask them to mention the things they like or dislike about radio programmes, or simply to find out from them what types of programme or programme content they want to listen to. Since most of the SABC public broadcasting services broadcast similar types of programmes with only minor variations, it becomes fairly easy to know what things (e.g. type of music or songs) are valued by most of the listeners in South Africa as far as radio programmes are concerned.

2.4.4 Professionalism

Professionalism is an important aspect of any job. A person's professional expertise demonstrates the level of skill, training and experience that he or she has acquired over time in order to do the job. In the case of a radio presenter, professionalism means more than just sitting behind the microphone. Presenters must have a picture of the audience in mind whenever they are presenting a programme. They must know what the listeners want to get out of the programme; must be able to set the right mood for the programme in order to carry the listeners through with them; must be sensitive when dealing with listeners; must be able to entertain, arouse a sense of imagination, and sustain the level of interest among the listeners throughout the programme. In other words, the presenter must

be well trained in the art of broadcasting.

Since broadcasting is geared to capture the interest of the audience, the programmes should be presented in such a way that they make a difference in the lives of the listeners. The listeners should be well informed and entertained in such a way that they feel someone cares about them out there. However, if the broadcasters themselves do not demonstrate the professional ethic in their job, they will pay a high price at the end of the day by losing listeners to other broadcasters who are seen as broadcasting programmes that are of a higher standard.

The quality of the product, and how it is packaged, has long been regarded as an important element in the marketing strategy for any product. This should have served as a guiding principle to SAfm before the station was relaunched or repositioned. If the programmes were well packaged in terms of the content, and well presented by good presenters in accordance with the image the station wants to project to potential listeners, SAfm would have gone a long way towards building itself successfully in the eyes of many listeners.

Other than the importance of the programme content itself, the person who is presenting the programme should be seen as competent in what he or she is doing. It is this perception of competence that increases the credibility of the broadcaster. Such a broadcaster is seen as a good, reliable source of information and entertainment. Social psychologists also realised long ago that anyone who is an expert (or professional) in what they do becomes effective and credible as a communicator.

We have seen the price that SAfm had to pay for bringing in people with little or no training in broadcasting. The station lost substantial listenership because of this. In an increasingly competitive broadcasting environment, no radio or television station can afford to ignore the importance of professionalism. It is one of the elements that can make or break any radio or television station. An ambitious radio station such as SAfm should therefore lead the way in this regard, if it is to succeed in becoming a powerful radio station in the country.

2.4.5 The Programme Content

The programme content on SAfm must appeal to the larger segment of the South African audience. This means that the station must concentrate on developing programmes that are relevant to all South Africans. There is no shortage of types of programme for the station to choose from. Already SAfm broadcasts news and current affairs programmes that are popular with most South Africans. Will Bernard's program *Talk at Will*, which covers a variety of topical issues that are of general interest to most South Africans, attracts a large number of listeners from various population groups. Most of the issues that are discussed in this programme are in many ways relevant to the majority of South Africans.

The same could be done in the case of music. To appreciate music, a person does not necessarily have to understand the lyrics of the song. Someone was watching SABC1 at home once, and the station was playing a Tsonga music video that evening. He was not Shangaan or Tsonga-speaking, but the rhythm sounded so good that he enjoyed that song. Though this may seem an extreme example, there are many songs across the different music types that have universal appeal and could be played on SAfm as well.

2.4.6 Listener's Involvement

This kind of involvement is crucial for any radio station for two important reasons: firstly, it nurtures and cements the relationship between the broadcaster and the listeners which leads to greater awareness of the station; secondly, it helps to develop the listener's loyalty to the station. Psychologically, this kind of interaction shrinks the distance that can separate the broadcaster from the listener. The importance of the broadcaster's involvement with the listener goes beyond simply creating a bond with the community; the community or the listeners will not only have a sense of ownership of the station, they will also feel that the station cares about them.

2.5 The Significance of the Study

This study is unique, and probably the first in the world that seeks to find a solution to the problem of creating or developing a truly multicultural radio service. In addition to providing practical solutions to the problem of what is supposed to be a multicultural English radio service, this study will further examine or identify factors that need to be taken into consideration to make broadcasting/communication in general successful in a multicultural and multiracial environment. Through this study, it will also be possible to determine the extent to which group membership (i.e. African, White Afrikaans-speaking, Coloured, Indian and White English-speaking) has an influence, or a lack of influence, on certain aspects of radio programming. The study will also examine the emotional and mental readiness of South Africans to have, or to embrace, a multicultural English radio service, including the secondary part that such a station could play in nation building. In addition to this, cross-cultural differences in the level of support for this type of radio service will be determined.

The study will also enable the researcher to examine the standing or status of English and its influence as a language of radio communication. In relation to this, the study will also allow an examination of the issues of cross-cultural identity and their influence on potential listeners' need to identify with the English radio station or English culture. In a similar vein, it would also be possible to ascertain the extent to which potential listeners would be interested in listening to an English radio service. This study, in fact, demonstrates the successful integration of two academic fields, communication and psychology, which provides both the theoretical framework and practical guidelines for a radio broadcaster whose main aim is to increase and attract a multicultural and multiracial audience.

The study advocates a social psychological approach to broadcasting that de-emphasises the importance of group categories, which often result in conflict, by focusing on the psychological mechanism that seeks to minimise group differences. It is the only study that this researcher is aware of that offers a new approach to broadcasting in a multicultural and multiracial society. The most important thing about this approach is that

it could be applied to any broadcasting medium, be it radio or TV, that is tasked to (1) function as a national broadcaster; (2) to attract large and diverse audiences; (3) to promote social integration in ethnically and racially divided societies.

2.6. The Main Objective of the Study

In order to expand and to attract listeners of all races, and to enable the station to be a dominant force around which all South Africans could unite, the main goal of the present study is to identify aspects or elements of radio programming that would have 'universal' appeal to black and white radio listeners. In order to achieve the main objective, the research also seeks to accomplish these other objectives:

- 1 To develop a theoretical model for radio broadcasting in a multicultural society
- 2 To create a mechanism for broadening the listenership base of a multicultural English radio station
- 3 To determine the extent to which group membership has an influence, or a lack of influence, on certain aspects of radio programming
- 4 To examine the extent to which South Africans could identify with, or embrace, a multicultural English radio service
- 5 To ascertain the level of support for a multicultural English radio station
- 6 To determine the standing or status of English and its influence as a language of radio communication
- 7 To examine issues of cross-cultural identity and their influence on potential listeners' need to identify with an English radio station or English culture
- 8 To determine the extent to which potential listeners would be interested in listening to an English radio station
- 9 To ascertain the level of support for the part that a multicultural radio station could play in nation building
- 10 To test certain theoretical assumptions that have been made in this study

CHAPTER 3

SOME CULTURAL CONSIDERATIONS

3.1. Introduction

Owing to the scarcity of studies that have been done in this area, the researcher managed to find only three studies during his literature search that share certain similarities regarding issues or aspects that the present study is trying to address. Consideration was also given to whether these studies would provide new insights and benefits to the present study, either by the way of enabling the reader to see the study in a better light, or by providing the kind of information that would lend further support to the direction taken in the present study. Finally, it was also considered important that these studies should set the scene for what the reader could expect in the rest of the study.

3.2. Programme Content and Language

The first study to be reviewed was done by Ndolo (1988). It used a triangulated research methodology involving the historical-critical approach and the analysis of existing records.

The main goal of the study was to examine the role of broadcasting and the language problems of national integration in Nigeria. Ndolo (1988) saw the lack of a national radio station that broadcast in a common language to all Nigerians as a stumbling block to nation building. There are two important aspects of Ndolo's (1988) study that deserve special attention in the present study. The first revolves round the use of English as the broadcasting language on Nigeria's national radio service, which he found to be unacceptable. According to Ndolo (1988), the main problem with English as the broadcasting language of communication across ethnic boundaries in Nigeria was that it benefited only the educated few, who constituted less than twenty per cent of the Nigerian population. As one of the solutions to this problem, Ndolo (1988) advocated the replacement of English as the broadcasting language on Nigeria's national radio station in favour of Nigerian Pidgin, a widespread language of communication in Nigerian society.

The second important aspect of Ndolo's (1988) study is what he refers to as 'uniformly structured messages', because he believed that they had an important part to play in nation

building. In this regard, Ndolo (1988) shared Eleazu's (1977) view that the potential utility of the mass media is measured by the extent to which they enhance the integration of the social unit. Ndolo (1988) believed that this could be achieved to the extent that the content of the media is packaged and delivered in a standard form. The assumption here is that widespread national uniformity of attitudes and patterns of behaviour would be the result.

Ndolo (1988) identified programmes such as education, music, sport, news and current affairs, and religion as ideal for broadcasting on Nigeria's national radio station. He saw these programmes as extremely important in the case of Nigeria for the part that they would play in increasing national consciousness, battling against ethnicity, and promoting national integration. Ndolo (1988) assumed that these programmes would appeal to the cross-section of Nigerian society.

However, it is not surprising that Ndolo (1988) recommended the broadcasting of such programmes to the entire society, given the popularity that they enjoy the world over. These types of programme are in fact at the core of programming in most radio stations in many parts of the world. The reason for this is that most listeners can relate to the content offered by these programmes. It could also be that the needs satisfied by these programmes are the ones that mean the most in the lives of most listeners.

The high level of interest these programmes enjoy among many listeners makes them ideally suited to the promotion of national consciousness. Nevertheless, it is important to note that however noble the goal of using radio for national development, the first and most important task of any radio station is to attract the greatest possible number of listeners. The challenge is even greater for those stations that want to attract a multiethnic and multicultural audience, as is the case with SAfm in South Africa.

Since it is inconceivable that any radio station could help to promote nation building in a country the size of Nigeria, which has more than 100 million people, if it were to reach or attract only a small number of listeners, a new approach to broadcasting would be necessary to build up a large, ethnically diverse listenership base for the station. It would,

then, be in the process of building this kind of audience and nation building could take place simultaneously through the kinds of programme that the station offered.

Whereas both studies emphasise the importance of programmes that would appeal simultaneously to different cultural or ethnic groups, the main differences between Ndolo's (1988) research and this study is that the present research does not overlook the part that other important factors could play in rendering SAfm ineffective in attracting the desired audience.

While one cannot underestimate the part that both uniformly structured messages or programmes and the broadcasting language of widest communication could play in national development, it is doubtful that these two factors alone would be sufficient to guarantee national integration. Liu (1971, cited by Allen, 1977) has argued for example that mass media are a necessary but not a sufficient cause of macrosystemic integration, but that they are a tool. Liu wrote:

'National integration is dependent upon the existence of an emergent social infrastructure of modern transportation, a national language, and widespread literacy, and that these elements must precede or accompany national integration' (p. 241).

In support of this view, Liu (1971, cited by Allen, 1977) notes that mass media in England and America developed only after all these elements were present. He added that mass media development occurred only after the social infrastructure had laid the foundation of social integration. 'The media, according to Liu, did not create national integration, but rather reinforced it and advanced it further' (Allen, 1977, p. 241). The secondary role that has been given to nation building in the present study appears justified in the light of the convincing argument that has been put forward by Liu (1971, cited by Allen, 1977).

Perhaps one of the most important contributions that Ndolo's (1988) study has made to the present study is that it serves to highlight the crucial part that a common broadcasting language acceptable to all can play in attracting a multicultural audience, as is the case with SAfm. Secondly, Ndolo's (1988) study lends further support to the present study regarding the importance of broadcasting programmes on SAfm that could cut across

ethnic or racial lines.

3.3 Cultural Background

The next study to be discussed is important because of the cultural dimension that it offers, which is critical in the present study.

No doubt, the role of culture in cross-cultural communications has important implications for a radio station such as SAfm as far as the broadcast messages and styles of presentation are concerned. Unlike radio presenters who broadcast for a radio station that serves a monocultural audience of which they are part, radio presenters who broadcast to a multicultural audience need to be acutely aware of the part that culture plays in their work.

Culture is defined as a shared way of life (Williams 1981, cited by Starck and Villanueva, 1993). According to Du Preez (1997), culture embodies the knowledge, values, norms, beliefs, language, perceptions and continual adaptation to the environment in which a group of people find themselves. The matter of continual adaptation can be closely associated with the experience and background acquired from one's cultural environment. All the aspects of culture mentioned here are important because they exert a powerful influence on the way we see and deal with our social environment.

One of the studies that best exemplifies the part that culture can play in cross-cultural communication is the one that Starck et al (1993) conducted in the area of news reporting by foreign correspondents. To set the scene for their study, they began by making a distinction between the terms intracultural and intercultural. The former suggests cultural elements within a given cultural group; the latter suggests crossing from one culture to another, and can also be equated with cross-culture. However, for the purposes of the present study, and particularly the multicultural and multiracial audience that SAfm is supposed to serve, the terms multicultural and multiracial will feature prominently in this study.

Starck et al's (1993) definition of a foreign correspondent is that of a media representative or staff member who reports and interprets the actions and events of different societies for

another audience not native to the country. As important gatekeepers in the flow of information on international news, foreign correspondents shape our ideas of other cultures and societies. In view of the important task that foreign correspondents have to perform, Starck et al (1993) ask the following pertinent questions: What qualifications do they have? How culturally prepared are they? What is their concept of culture? To what extent are they aware of the influence of culture in their work? How do they counteract cultural bias, preconceptions and stereotyping?

Starck et al (1993) used the concept of cultural framing as a theoretical framework for examining the work of a foreign correspondent. Since framing by definition involves persistent patterns of cognition, interpretation, and presentation; of selection, emphasis, and exclusion that can be evoked in any (social) situation (Gitlin, 1980), Starck et al (1993) have been able to demonstrate the influence that their own culture or frame of reference has on the way foreign correspondents do their work. They categorise the kind of information that interferes with balanced and objective reporting of events that take place in a foreign country into four cultural frames: cultural background, cultural sensitivity, cultural awareness and cultural constraints. Starck et al (1993) did not regard these cultural frames as mutually exclusive.

Cultural background refers to the knowledge a person has of another's culture, especially the history and way of life of the person or the group of which he or she is part. It has to do more with understanding the social and cultural background of others. This entails having knowledge of the environment in which they grew up and of cultural factors, including (social) norms, behaviour and values they take as theirs.

Curiosity, and particularly the constant need or desire to learn and know more about other cultures, should drive any media person whose work involves informing, educating, and entertaining people of different cultures. Perhaps one of the best ways to learn more about another culture is to be involved personally in that culture. Du Preez (1997) has made an interesting observation on this point, in which she lays blame at the door of South Africa's history:

'It can be said that the neighbourhoods of cities of

South Africa resemble the scattered islands of an archipelago. In the city of Pretoria we have, for instance, the islands of Mamelodi, Meyerspark, Atteridgeville, Waterkloof, Laudium, Eesterust and Danville. Many people living in Waterkloof have paid more visits to Europe or New York than to Atteridgeville or Mamelodi. Township tours are very popular among foreign visitors. But one hardly finds a white South African on these tours' (p.1).

Given the gloomy scene that has been painted in the above statement, and assuming that this is still the case even today, it is important for different media organisations to make a concerted effort to expose their employees to the various cultures in South Africa. Personal involvement and willingness to learn more about other cultures would undoubtedly help any media organisation that serves a multicultural audience to gain better insight into, and understanding of, the audience they serve.

Prior experience in dealing with people from other cultures is also important, in the sense that it can sensitise a person to the new cultural elements that may be expected in a different cultural environment.

3.4 Cultural Sensitivity

In order for media to succeed and to serve a multicultural audience adequately, be it print or broadcasting media, it is vital that every media representative should strive to see things in the context of the cultural environment in which they occur. This is what constitutes cultural sensitivity.

Cultural sensitivity has to do mainly with a person's willingness to learn about other cultures in a way that goes beyond formal training and education, in order to be better able to deal with people from those cultures.

According to Starck et al (1993), cultural sensitivity refers to familiarity with the historical and cultural context of another society, and implies not only awareness but also respect, if not empathy, for others' ways of life. As far as intercultural communication is concerned, cultural sensitivity that is accompanied by a positive attitude to people from a different

culture is most important. All the knowledge in the world will not ensure successful cultural communication if there are negative feelings towards people from different cultures. On the other hand, if one has an open mind and is positively disposed to create a good relationship and behave sensitively towards others, the lack of knowledge of the other can be overcome and the cultural interaction can succeed (Du Preez, 1997).

Again, Starck et al's (1993) work on foreign correspondents underscores the significance of sensitivity when dealing with people from other cultures. They cite one of the foreign correspondents who reported that her news organisation endeavoured to avoid offensive language:

'Arguments often arose over the use of the phrase "illegal aliens". Latin Americans did not regard such people as "illegal". Thus, if at all possible, she would use the term "undocumented migrants" to avoid a less pejorative label' (Starck et al, 1993, p.20).

Another correspondent, who was primarily concerned with press coverage of the Vietnam war said that he was expelled from the country because he had written about the US's involvement in building new tiger cages for political prisoners.

'The difference, of course, was that the first case (of using tiger cages) showed the Vietnamese mistreating Vietnamese. The second case (in which the US was found to be paying and providing for tiger cages) showed Americans mistreating Vietnamese. The first fits into American conceptions of American racist conceptions' (cited by Starck et al, 1993, p.20).

According to Starck et al (1993), it was more difficult for the public to accept the US's part in building the tiger cages because respected Americans were implicated, and the notion challenged the public's own frame of reference.

Although the above examples may sound far-fetched, especially for a country such as South Africa, negative stereotypes and prejudices that defined much of South African life in the past are among the many things media personnel have to overcome in their own lives in order to be successful in their jobs.

3.5 Cultural Awareness

Cultural awareness has much to do with being conscious of the part that culture plays in multicultural communication, and the practical steps that professional communicators must take in order to minimise the influence of their own culture on their work. This would ensure, if at all possible, that stereotypes are not perpetuated.

Though certain stereotypes could, for the most part, be representative of a certain percentage of the population, the truth is that they should not be generalised for the entire group or population. Negative stereotypes that evoke negative feelings or attitudes towards others who are perceived to be different should be avoided at all costs by those who work in a mass media environment. Another related point is the ease with which a person from one culture can offend someone from another culture is more pronounced in a multicultural environment. Starck et al (1993, p.22) cited the example of a National Geographic photographer taking pictures of Muslims in Mauritania without asking for permission, and explained that this was equivalent to having 'their souls stolen into a camera'.

Starck et al (1993) also contend that in many obvious ways the views held by different societies are similar, but political circumstances and world views surrounding the individuals may be completely different. It is, therefore, imperative for any media organisation that provides a service to a multicultural audience to try to communicate with its audience in a way that helps bridge the gap between people of different cultures caused by a lack of understanding. Flexibility, that is the ease with which professional communicators mix with people of different cultures, would help them gain a better understanding of the people they deal with in their own work. More important, any media professional who has learned to be flexible with people from different cultures is more likely to develop an ability to listen to people without a pre-set agenda, or to be guided by predisposition. It is also essential to allow people to speak on their own terms so as to avoid bias, misrepresentation and stereotypes.

‘You therefore come up with something much more interesting and not so much imprisoned in your own kinds of cultural bias, which we all have, coming from

wherever it is we are coming from' (Starck et al 1993, p. 23).

The media institutions that are most likely to succeed in any multiracial or multicultural society are those that show cultural sensitivity towards the people they serve.

3.6 Cultural Constraints

Cultural constraints refer to obstacles that stand in the way of successful communication in a multicultural environment. Since no one is likely to escape completely the influence of culture in the way they see or deal with the social environment, it is advisable that fairness rather than objectivity should take precedence in their attempts to understand their social environment. One of the respondents who participated in Starck et al's (1993) study said that she preferred fairness to objectivity.

'It's a lot better to accept the kind of cultural and intellectual constraints that you come into a situation from, and try to be as fair as you can. I think that's (the word, fair) a better word than objective because objective makes it sound as though you have a sort of magic neutrality which you know nobody does in any situation' (cited by Starck et al, 1993, p. 24).

Another respondent preferred fairness to objectivity.

'What I would strive for in my writing is not objectivity, but fairness. I would like to present all of the points of view that I encounter in a way that reflects what they think. And I think that's a little different. I think there's a kind of fake objectivity that doesn't really advance understanding' (cited by Starck et al, 1993, p. 24).

Cultural constraints are also caused by a lack of background information on another culture. This is easily overcome by mixing with people of different cultures. However, it must be pointed out that mixing or coming into contact with people of other cultures does not always result in better understanding between people. This kind of mixing could in fact, reinforce existing attitudes and stereotypes regarding another's cultural group. For example, Sears et al (1985) contend that people tend to behave in a stereotypical way when they know the group membership of another. Apparently, the best way to deal with

issues, or anything else from a cross-cultural angle is to be flexible and to meet a variety of people. However, to be on the safe side it is important to work on the assumption that the audience knows nothing about the events or issues in hand. It is important then, that any form of communication message delivered in a multicultural environment should be seen or dealt with in the context in which it occurs.

To know and have an understanding of different cultures not only helps one to deal with people from those cultures, but enables one to hear both the words and the overtones. Perhaps the most important of all, the best way to counteract cultural bias, is to constantly examine assumptions, especially those that people may not realise they hold (Stark et al, 1993).

3.7 Multicultural Television

The last study to be reviewed in this chapter was done by Smolicz et al (1984).

Smolicz et al's (1984) research into *Multicultural Television for all Australians* presents both striking similarities to certain aspects that the present study is trying to address, and a different line of reasoning that accords with their stated objectives that is a radical departure from the present study. The main objective of their study was to determine, in retrospect, whether the multilingual and multicultural TV station had succeeded in achieving the goals that were set for it by the Australian Government. This television station was multicultural in the sense that it was designed to broadcast programmes that appealed to the different cultural or ethnic groups in Australia. In order to contextualize the discussion that will follow, brief background information on Smolicz et al's (1984) study is in order.

The multicultural television station in Australia came into being in order to serve the growing number of people from over 100 different countries who had come to settle in Australia since 1947. There are a number of reasons for the establishment of this kind of television in Australia. Firstly, the Australian government believed that this kind of television station would assist Australian residents from many ethnic groups in maintaining their languages and developing their cultures, in passing them on their

descendants; that it would contribute to a greater sense of self-esteem and confidence.

Secondly, it was intended to promote tolerance and mutual understanding between the members of Australian society, and an appreciation of the diverse, multicultural nature of Australian society, as well as its history and traditions. Thirdly, for non-English-speaking residents of Australia it would offer programmes in community languages, and at the same time encourage and facilitate the learning of English and other languages. Lastly, it was to provide information and advice on the rights and obligations of Australian residents and on other matters that would help non-English-speaking migrants to settle.

There are several points of similarity between the present study and Smolicz et al's (1984) that are worth mentioning. The first has to do with the realisation by those who were in charge of affairs at the new television channel of the significance of changing the name of the new service from 'ethnic' to 'multicultural-multilingual'. This was in no way insignificant, as it demonstrated the desire for the service to appeal to every section of the viewing public, including the majority group. This is similar to what happened in the case of SAfm during the relaunch of the station in 1995.

The second point of similarity between SAfm and the new multicultural television station is that both broadcasting services were established in order to respond to the new broadcasting challenges that were facing the countries concerned. As has been pointed out, the establishment of SAfm was in direct response to the urgent need for an English radio station that would be accessible to all South Africans. In the case of Australia, the multicultural TV station was established in order to serve the ethnic minorities of Australia who were not catered for by the mainstream television channel, the Australian Broadcasting Commission or ABC. In addition to the main responsibilities that each of the two stations was expected to fulfil, each also had an additional part to play in promoting tolerance and mutual understanding between the different cultural groups. However, the same could be said of Ndolo's (1988) study.

The third and last point raises a similar concern that has been expressed elsewhere in the present study. This has to do with the failure of people in organisations to adapt to new

situations or new ways of doing things. In stating the reasons for the failure of the efforts to incorporate the multicultural television channel into the existing framework of the Australian Broadcasting Commission, Smolicz et al (1984, p.38) wrote:

‘There could have been a variety of reasons to fear the merger, or rather the swallowing up of the infant multicultural service by the old established corporation which for so long had failed to take account of the increasingly multicultural nature of Australian society and which continued to purvey the largely undiluted Anglo-Saxon fare. One would also have reservations about the flexibility of the predominantly Anglo-Saxon staff that was steeped in a monolingual and monocultural tradition to respond adequately to the new requirements. Under such conditions the multicultural component would most likely be dissipated as part of the tendency on the part of the dominant Anglo group to allow the activation of only those forms of ethnicity which constituted no challenge to its cultural monopoly in Australian society’.

In closing this section of this chapter, the important thing to note about Smolicz et al’s (1984) study is that it remains a television study, not a radio study. Unlike radio, which relies solely on sound, TV is audio-visual, which makes it more attractive to many people. The idea of targeting a multicultural-multilingual television audience in a single channel did indeed make this kind of television station a ‘service unique in the world’ (Malcolm Fraser, 1981, cited by Smolicz et al, 1984, p. 47) at that time.

However, though the study applauds the success that this kind of television has been able to achieve in terms of the stated objectives, the small number of viewers from the ethnic minorities and from the mainstream society is something that would be a cause for concern to any broadcasting medium that seeks both to attract and to increase a multicultural audience.

3.8. Common Feature

The most significant common feature that is central to all three studies reviewed appears to be the emphasis on those factors that facilitate cross-cultural communication. These are: (1) common broadcasting language; (2) programmes that appeal to most of the listeners,

either because they can relate to them, or because they fulfil the most important needs in their lives; (3) knowledge and understanding of other cultures, and (4) the ability to be receptive and to adapt to new situations or roles as a broadcaster. In line with the objectives of the present study, this researcher is of the opinion that these factors are crucial to the success of communication in a multiethnic and multicultural environment, and of SAfm in particular.

CHAPTER 4

THE PROCESS OF COMMUNICATION

4.1 Introduction

This chapter is devoted to a discussion of communication, the communication process, and various theories and models of communication.

Perhaps the most appropriate way to begin the discussion of communication is to trace the origins of the term and how it has been modified over time to include other connotations needed for the definition of this concept. According to Perry (1996), the term communication has two different meanings. The term is rooted in the Latin word *communis*, which refers to communion or the idea of shared understanding of, or participation in, an idea or event. Later in the 17th century, the notion of imparting, conveying, or exchanging information and materials was incorporated into the concept. Commenting on the social import of communication, Perry cites Dewey (1916), who wrote:

‘Society not only continues to exist by transmission, by communication, but it may fairly be said to exist in transmission, in communication. There is more than a verbal tie between the words common, community, and communication. Men live in a community in virtue of the things they have in common; and communication is the way in which they come to process things in common’ (p.4).

Having defined the term communication, and since the major interest of this study is mass communication and SAfm in particular, it is perhaps more appropriate to describe briefly the term mass communication. According to McQuail and Windahl (1981), the term mass communication applies in a situation where the communicator or the source transmits some message to the mass audience via a ‘mass’ medium such as radio or television. The word ‘mass’ is referred to here as a large body of persons (Bittner, 1986).

Mass communication is impersonal in the sense that in most, if not all, instances the source communicates directly via a mass communication medium such as radio or television. According to Bittner (1986), a few hundred feet may be all the distance the

human voice can project to a crowd without the aid of a public address system. A mass medium can take the same message around the world.

Furthermore, unlike face-to-face or interpersonal communication where the communicator has the advantage of observing the recipient and the opportunity to adapt the message on the spot to achieve the desired objective, mass communication does not give the communicator the privilege of immediate feedback to allow the message to be adapted accordingly.

Another difficulty of communicating with the larger audience through a mass communication medium is that the recipients of messages are not within easy reach of the communicator. Another characteristic of the mass audience is that it consists of fairly general groups of people who are described by Blumer (1946, cited by Perry, 1996) as:

‘a mass consisting of a very loosely organised group of people who come from all walks of life, who remain anonymous with each other, and who interact very little among themselves’ (p.4).

The ever-present challenge facing any communicator who targets messages to attract and to appeal to the largest possible audience is that this often requires more than just the appropriate communication messages that are intended for the audience being sought. According to Agee et al (1988), the successful communicator is one who finds the right method of expression to establish empathy with the largest possible number of individuals in the audience. The difficulty and challenge facing communicators who want to attract a mass audience is well illustrated in the following comment:

‘The politician reaches many more individuals with a single television speech than through handshaking tours, but that person’s use of mass communication may be a failure if the same feeling of sincerity and ability that is conveyed through handshake and smile cannot be projected on a radio broadcast’ (Agee et al, 1988, p.36).

Though the above is not all that could be said about mass communication, the following definition will, it is hoped, capture the essence of the term. According to Janowitz (1968, cited by McQuail & Windahl, 1981), ‘mass communication comprises the institutions and

techniques by which specialised groups employ technological devices (press, radio, films, etc) to disseminate symbolic content to large, heterogeneous and widely dispersed audiences' (p.4).

The phrase 'symbolic content' that has been used in this definition refers to a symbol, usually a word, picture, or sign, that is transmitted by a communicator (Agee et al, 1988). According to O'Sullivan et al (1994), a symbol stands for something other than itself, by virtue of agreement among members of the culture that uses it. Thus, in using symbols to communicate, an individual is calling on the collective store of meaning that he or she shares with interlocutors (McQuail, 1975). Symbols are, in essence, the primary mode of expression or communication.

This definition of mass communication is based partly on the view that the audience is a loosely aggregated mass. According to Windahl et al (1992), this notion is also found in what are generally described as mass society theories. Modern society, according to those theories, is characterised by specialisation and the weakening of traditional bonds, etc leading to psychological and social isolation. This type of theory was dominant during the first half of this century and strongly influenced early mass communication research (Windahl et al, 1992).

4.2 The Communication Process

Any study that is undertaken in any area of communication would be incomplete without a discussion of the process of communication. Since the focus of the present research is on radio, and SAfm in particular, it is important for any discussion of the communication process to be based on what is known about mass communication in general.

There are four main elements of the mass communication process: the communicator or source, the message, the medium or channel, and the audience or recipients. The communicator or source is the initiator of communication messages. The role of the communicator as the sole initiator of the mass communication process is somehow deceptive, because those who are often given the responsibility of sending out communication messages do so in order to advance the interests of others or of the

organisations they work for. In addition to this, many communication messages that are sent to the intended audience are packaged in such a way that they meet the needs and expectations of the organisation for which the individual communicators are working.

However, it is essential for the audience to know who is communicating with them. According to Windahl et al (1992), too often communication is rejected because of an unclear perception of who is sending it. This can cause the audience to question the authenticity of the message. A good example of this is the perceived interference or involvement by the government of the day in the affairs or day-to-day running of the broadcasting media or institution. Not only is the credibility of the broadcasting organisation concerned bound to suffer, but at risk are the individual communicators whose image and credibility will be destroyed as well. Windahl et al (1992) recommend that mass media organisations make it clear to the audience who is actually communicating with them and in whose interest.

According to Fauconnier (1981), the term message signifies what is expressed and transmitted to the recipient, and can denote any of the following: meaning, information, signs, opinions, knowledge, feelings, facts, etc. Fauconnier (1981) has argued, however, that 'meaning' and 'information' cannot be conveyed, because meaning can originate only through interpretation of the message, and a message contains information only once it has been assimilated in the thought system. In line with this view, then, the message contains data that can become informative when it has been received (Fauconnier, 1981).

According to Windahl et al (1992), there is some disparity between the meaning attributed to a message by communicators and receivers. This difference is not always considered by communicators and is the source of many problems in planned communication. In highlighting the significance of this observation, Windahl et al (1992, p.11) wrote:

'It is a common flaw in sender-oriented communication theory and practice to embrace the sender's definition of the message and to disregard the interpretation by the receiving side. The result, of course, is ineffective communication'.

The channel or medium in mass communication indicates a link that bridges the gap

between source and recipient; it can also indicate the (material) means by which signs and signals are transmitted, such as wires, cables, tubes, lines and water. The term can also be applied to radio and television, which enable people to receive programmes or programmed messages via various channels (Fauconnier, 1981).

The term audience or recipients refers to those people who are on the receiving end of communication messages. According to Windahl et al (1992), the recipients of communication messages can vary to include:

- (1) a certain category or group of people who receive communication messages
- (2) people who define themselves as part of an audience based solely on attending to a certain mass medium or certain content, especially if they do it frequently
- (3) people who are categorised in terms of their use of media such as 'readers of youth magazine' and 'science programme listeners'

However, this brief outline of what the communication process constitutes is inadequate for two reasons. First of all, there is no way of knowing at what point it can be said that the communication process has been a success or failure. Secondly, without the knowledge and insight of the various theoretical models, one cannot fully understand the various aspects of the communication process that are involved in different communication situations.

Since the ultimate goal of the present investigation is to develop a new theory that would add value to the present study, a brief review of communication theories and models that are relevant to this study is in order. The combined discussion of theories and models was unavoidable, as it is not always easy to separate the two. However, in order to do justice to the discussion that will follow, it is proper to give a definition of a theory and a model first.

Graziano et al (1989) define a theory as a formalised set of concepts that organises observations and inferences, and predicts and explains. Put simply, a theory is a

supposition or a system of ideas explaining something that is based on general principles or observations and can be subjected to an empirical test. The importance of theories lies in the fact that they enable the scientist to bring together and integrate what has been learned about the phenomena under study (Graziano et al, 1989). According to Graziano et al (1989), to develop an adequate theory that will organise, predict, and explain natural phenomena is a major goal of scientists.

A model may be described as an isomorphic construction of reality or anticipated reality (Bill et al, 1973, cited by Severin et al, 1979). It seeks to show the main elements of any structure or process and the relationships between those elements (McQuail et al, 1981). Graziano et al (1989) regard models as 'mini-theories' because they are often used as steps in the development of a theory. Models are regarded as extremely useful in the sense that they help people to organise information, to illustrate relationships between parts, and to create new ideas and predict new observations (Graziano et al, 1989).

4.3 Communication Models

4.3.1 Wilbur Schramm's Model of Communication

Schramm's communication model involves the source, the message and the destination. According to Ruben (1984), Schramm saw communication as a purposeful effort to establish commonness between a source and a receiver. In an effort to establish this commonness with the intended receiver, the first thing the source does is to encode its message. This means that the source takes the information or feeling to be shared, and puts it in a form that he or she believes will be understood by the intended recipients. Once encoded and sent, it becomes the responsibility of the receiver to make sense of the message. Schramm introduced the concept of field of experience or shared environment that he believed was critical in determining whether the message would be received at the destination in the manner intended by the source. Schramm argued that without a common field of experience such as common language, common background, or common culture, there was little chance that meaningful communication would take place (Ruben, 1984).

Denis McQuail also adopted a similar position on the shared environment, and

particularly the shared experience of the world of referents that communication messages are about. McQuail (1975) contends that messages can have meaning only if they concern matters within, or close to, the experience of both senders and receivers. However, McQuail concedes that there is some latitude in this requirement, since communication frequently extends the boundaries of shared experience by using known referents to convey meaning about others unknown to the receiver.

The concept of feedback in a communication system, that is the procedures for control that enable a system to adapt to changes in the environment, has been given prominence in Schramm's communication model. Schramm wrote:

‘feedback tells us how our messages are being interpreted.... An experienced communicator is attentive to feedback and constantly modifying his messages in light of what he observes or hears from his audience’ (cited by Ruben, 1984, p.48).

According to McQuail (1975), Schramm emphasised the fact that feedback makes the process of communication circular rather than linear or one-directional, and no representation of the human communication process can omit this key element.

4.3.2 Uses and Gratification Approach

The uses and gratification approach is a need-based theory and conceived from audience members playing an active part in the selection of media content that will fulfil their needs. The basic assumption of the uses and gratifications model is that audience members more or less actively seek the content that seems to be the most gratifying (Windahl et al, 1992). In other words, an important part of media use is assumed to be purposeful in the sense that audience members more or less actively seek communication messages that are designed to fulfil their needs. Hence, the more individuals perceive that the actual content is need fulfilling, the greater the chance that they will choose it (Windahl et al, 1992). What is noteworthy, however, in most of the uses and gratifications models is that they exclude the sender element of the mass communication process (Windahl et al, 1992).

In addition to the specific needs that certain mass media messages fulfil in people's lives, there are also motives that encourage people to choose a particular type of media content. One of the most commonly cited typologies of motives is that of McQuail et al (1972, cited by Windahl et al 1992), which includes the following dimensions:

- (1) Information: seeking advice, getting oriented towards events in different parts of the environment, learning
- (2) Personal identity: gaining self-knowledge, finding models of behaviour, reinforcing values
- (3) Integration and social interaction: finding out about the condition of others, making it possible to relate to others, finding out how to play one's roles, establishing bases for social interaction
- (4) Entertainment: relaxing, escaping from everyday problems, filling time, and satisfying sexual needs

One thing that is quite clear from these typologies is that there is a variety of reasons for using media. Still on the same point, gratification studies based on specific media content have demonstrated that one and the same set of media material is capable of serving a multiplicity of other needs and functions (Katz et al, 1974).

However, there is a widespread but often mistaken assumption among communicators that people in the audience attend to messages for the reasons the sender had intended. Consider, for example, a person who decides to read a local health promotion brochure, not because of an interest in the health message, but because of curiosity about the identity of the doctors and nurses whose pictures appear in the pamphlet. This points to the risk of measuring the success of communication in terms of exposure alone, since idiosyncratic motives may prompt the attending individual or person to pick up elements and meanings other than those assigned by the sender (Windahl et al, 1992).

Regarding gratification, receivers of communication messages are guided by their

perception of what the outcome of consuming a certain message might be (Windahl et al, 1992). The value-expectancy theory of media use is an interesting approach to finding out what content will be sought in order to obtain gratification. Fishbein and Ajzen (1975, cited by Windahl et al, 1992) base this theory on a social psychological theory that depicts behavioural intentions and/or attitudes as a function of two factors: expectancy and evaluation.

Expectancy is a belief or perception that an object possesses a certain attribute, or that a behaviour will have a certain consequence. For example, radio listeners who want to know about the state of affairs in their country will listen to the news because they expect the news programme to provide them with this kind of information.

Evaluation is the negative or positive value attached to the expected attribute or consequence. This concerns the value attached to having listened to the news or a music programme, for example, as an outcome of need-fulfilment or gratification.

Thus, when planning a radio broadcast, the presenter must be able to answer two questions about the audience (Windahl et al, 1992):

- (1) Will the audience believe that the programme will lead to a certain outcome?
- (2) Will the audience value the outcome gratification positively?

4.3.3 SMCR Communication Model

The SMCR model of communication is the brainchild of K Berlo. The acronym SMCR in Berlo's communication model stands for Source, Message, Channel and Receiver. This model places emphasis on four factors that can contribute to successful communication between the source and the receiver. These factors are:

- (a) Communication skills
- (b) Attitudes
- (c) Knowledge
- (d) The socio-cultural context

The source should be able to speak and write well, whereas the recipient should be able to listen and read well (or should possess the required communication skills to decode and make sense of the communication message). Berlo subdivides attitudes as follows:

- Attitudes to the self
- Attitudes to the subject
- Attitudes to the recipient

According to Berlo (cited by Fauconnier, 1981), with a negative self-attitude or a negative attitude to the subject, communication cannot be successful, while a negative attitude to the recipient could endanger the communication objective. If recipients do not harbour a positive attitude to the source, they will probably reject the message (Fauconnier, 1981).

According to Fauconnier (1981), the knowledge factor in Berlo's SMCR model is essential to both the source and the recipient, as it is impossible to communicate on a subject with which one is hardly or not at all acquainted. Furthermore, the source could convey the message in technical terms and this could interfere with successful communication, especially if the recipients were not familiar with the jargon that was used by the source.

The fourth factor, the social and cultural systems, is seen by Berlo as closely connected with communication in that they co-determine communication. This is evident especially among individuals who play different social roles, or come from social classes or cultures that tend to communicate in different ways (Fauconnier, 1981).

Regarding the message aspect of the model, Berlo attaches greater importance to its structure. Berlo uses the term 'elements' to signify the content of the structure; these elements co-determine the effect on the recipient. A code is a group of symbols cast into a specific structure. 'Message treatment' concerns the source's decision on how to use the code and content of the message to attain the desired communication objective. The 'channel' must make it possible to encode the message when sending it, and to decode it once it has reached the recipient (Fauconnier, 1981). This model has been presented below in figure 4.1.

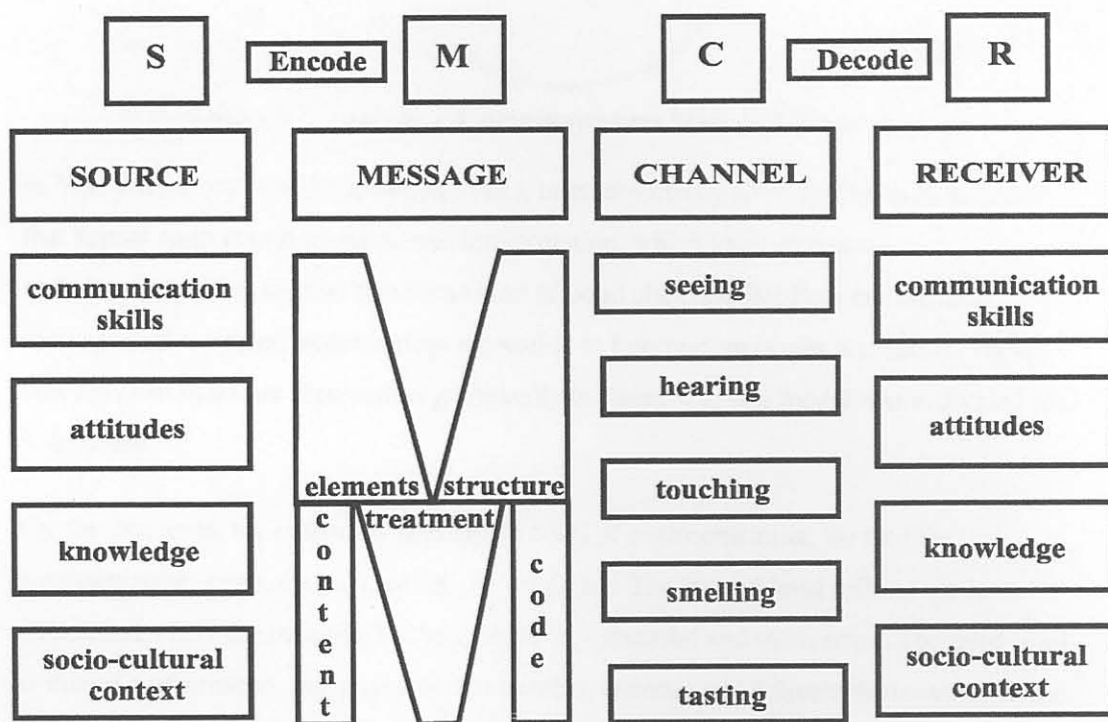


Figure 4.1 Communication Model of D K Berlo

4.3.4 Analytical Model of M van Schoor

This model is known as an analytical model, presumably because it is an analysis of communication as Van Schoor sees it. This model was constructed round the triptych of communicator, medium, and recipient.

According to Van Schoor (cited by Fauconnier, 1981), the communicator wishes to express a message intended for the recipient. In order to do this the person uses a medium, i.e. an institutionalised combination of codes and signs such as language, sounds and images. Recipients are also active participants in the communication process because they are the turning point in the sense that they activate and actualise the potential value of the message. It is particularly the significance and value attached to the message by the recipient that will determine whether the communication takes place.

One of the characteristic features of the model is the aspect of intersubjectivity. According

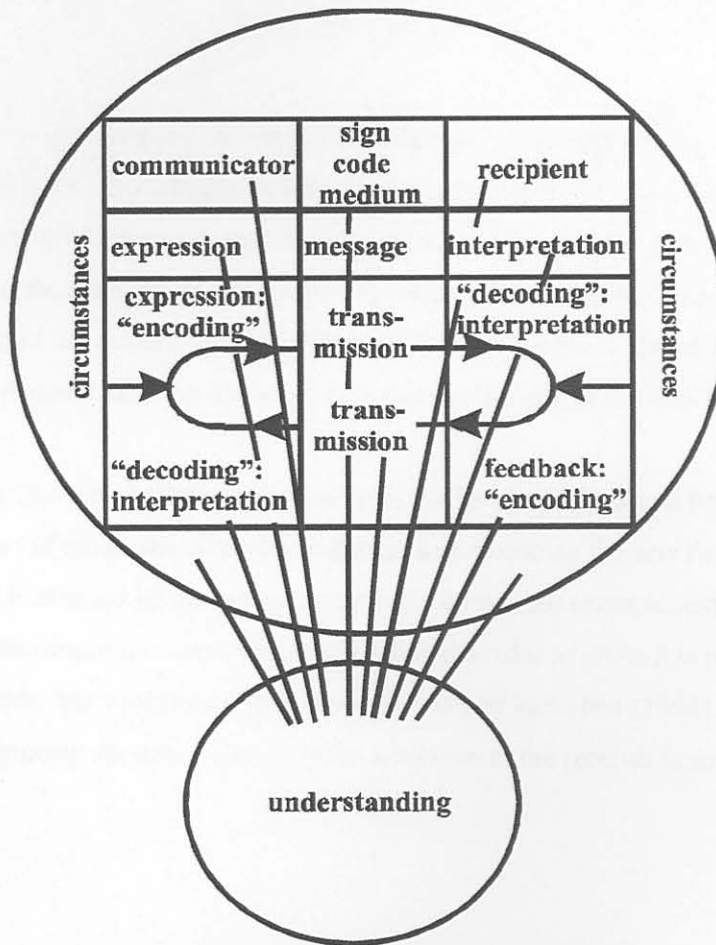


Figure 4.2 Analytical Communication Model of M van Schoor

to Van Schoor (cited by Fauconnier, 1981), intersubjectivity refers to the understanding that results from communication and interpretation, which leads to mutual understanding. This implies that some kind of bond always exists between source, message and recipient, which makes it possible to interpret messages accurately. These concepts and ideas are represented graphically in figure 4.2, in a model that is divided into four levels.

On the first level, the externally perceptible level of communication, we find the communicator, signs, codes, medium and recipient. The second level reflects the inner dimension where the meaning of the message is expressed and interpreted. The third level is that of performance: the source communicates, encodes and delivers the message to the point where it can be decoded and interpreted by the recipient. At that point the message

could go back to the source, but this is not always possible. Lastly, there is the dimension of the social circumstances in which the communication process takes place (Fauconnier, 1981).

Van Schoor views communication as a quest for mutual understanding and even for well-being. Furthermore, he regards the pursuit of mutual understanding as a dramatic synthesis of the communication process, and as the core of all human communication (Fauconnier, 1981).

4.3.5 Maletzke's Model of Mass Communication Process

This model is the work of German scholar and theorist G Maletzke. Maletzke's (1963) model (see figure 4.3 below) shows communication as a very complicated social psychological process and regards the communication process as the product of many factors.

The model consists of four basic elements: communicator, message, medium and receiver (McQuail & Windahl, 1981). Maletzke (1963) has further identified two important components of the model between the medium and receiver, which are 'pressure' or 'constraint' from the medium, and the receiver's image of the medium. The pressure or constraint aspect of the medium has to do with the fact that receivers are well aware that different media demand different kinds of adaptation on the part of the receiver.

According to McQuail et al (1981), every medium has its possibilities and limitations, and the characteristics of the medium must be regarded as influencing the way the receiver experiences and is affected by the media content. We do not, for example, experience a play in exactly the same way when it is performed on the radio as when it is performed on TV. The expression 'the medium is the message' coined by McLuhan (1964) may well illustrate how seriously the role of the medium in relation to the receiver is sometimes taken.

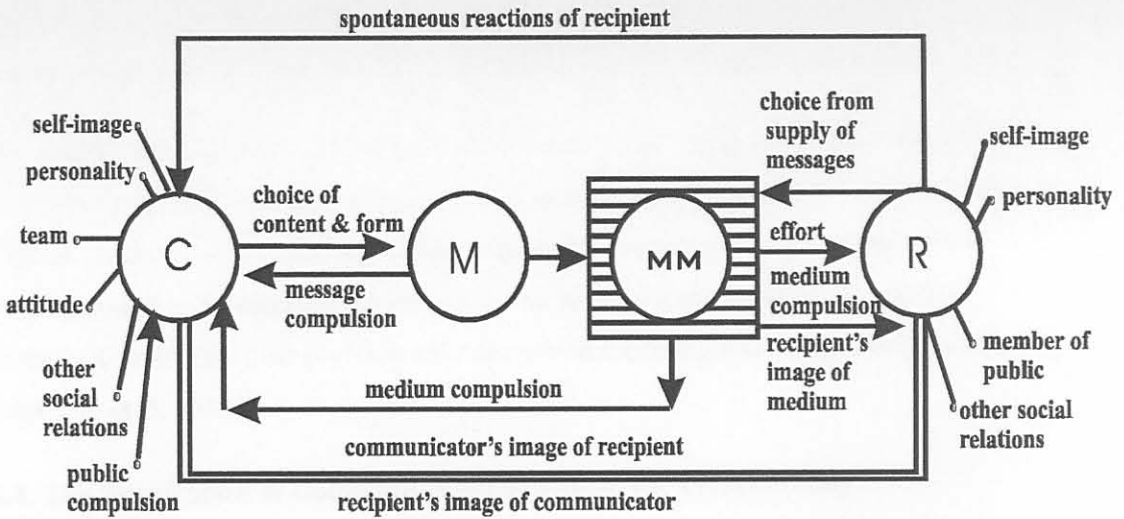


Figure 4.3 Mass Communication Model of G Maletzke

According to McQuail et al (1981), the image of the medium that is held by the receiver causes expectations of media content and may therefore be assumed to have an influence on the receiver's choice of content, and way of experiencing it and responding to it. Hence, the prestige and credibility of the medium are important elements in this image.

In addition to the above aspects of pressure or constraint, and the receiver's image of the medium, there are other factors in the model that may be labelled as causative. There are three such factors that Maletzke (1963) has identified in his model: (1) the receiver's self-image; (2) the personality structure of the receiver; (3) the receiver's social context. The receiver's self-image refers to the person's self-perception, roles, attitudes and values that create a disposition to receive communication. This factor is supported by psychological research, which has shown, for example, that we tend to reject information that is inconsistent with values we ascribe to ourselves (McQuail et al, 1981; Fauconnier, 1981).

The personality structure of the receiver has more to do with individual differences in terms of development, age, experiences, intelligence, interest, views, and so on (Fauconnier, 1981). Each of these factors determines how the receiver responds to communication messages. For instance, social psychologists often assume that some categories of persons are more easily influenced than others (McQuail et al, 1981).

The third and last factor, the receiver's social context, refers to the surrounding society,

the community in which the receiver lives, the groups he or she belongs to, and the individuals with whom he or she interacts. This also has important implications for the success or failure of mass communication messages (McQuail et al, 1981). According to McQuail et al (1981), the more the individual accepts being a member of a group, the smaller are the possibilities of influencing his or her attitudes with messages that run contrary to the values of the group.

All the above factors are also more or less applicable to the communicator: personality, self-perception, social relationship, and the pressure or constraint from the message, where the communicator is bound, for instance, to adapt the shaping of the message to the type of content. However, whereas the recipient is a member of the general public, the communicator usually forms part of a team belonging to an institution (Fauconnier, 1981).

Finally, the communicator's self-image, in Maletzke's view, does not merely comprise the way communicators look upon their own roles as individuals, but also how they see their roles as communicators. That is, whether individuals see themselves as interpreters of events, crusaders for special ideas, or just as mirrors of events; in addition, whether individuals think that their professional roles permit them to put forward their own values (McQuail et al, 1981).

4.4. The Significance of Communication Models in the Present Study

The models discussed above are of significance to the present study for various reasons. Most, if not all, of the models that have been discussed place greater emphasis on the importance of factors such as shared experience, language, background, attitudes and knowledge which are critical in the communication process. Not only do these factors suggest the importance of the socio-cultural environment in determining the success of the communication process, they also make it possible to extend communication beyond the boundaries of what is known and familiar by using known referents to make sense of other forms of communication to the recipient. This is material to any mass medium, but especially radio, because radio programmes such as music, news, and talk shows often present new ways of experiencing the world that are not necessarily confined to the

familiar.

Another point to consider is that if there is no shared or common experience, language, attitudes and knowledge, for example, between the radio presenter and the listeners, it is highly unlikely that the programme being presented will be successful. Though close scrutiny of the communication models discussed in this chapter reveals differences in the views on the mass communication process propounded by the various scholars and theorists, their relevance to radio and mass media in general cannot be questioned.

The value of these models, however, lies in the fact that anyone who knows and understands radio can draw from the knowledge and insights of these models to design and develop a model for any radio station. This is probably one area that has not yet been given enough attention by communication scholars and researchers alike. This researcher is convinced that, if models for specific radio and television stations or any other mass medium could be developed, it would be possible to realise the full potential of these media to the benefit of the entire society or community.

The feedback aspect that seems to be a common feature in some of the models is without a doubt extremely important for radio. Without any understanding of the listeners' values, likes and dislikes, etc, radio presenters would not be able to adapt their communication messages to suit their listeners. This underscores the importance of conducting audience research in this regard.

4.5 Theories of Dissonance, Consonance and Balance

All the theories of dissonance, consonance and balance rest on a common base: the attempts of individuals to arrive at and maintain a certain degree of consistency in their attitudes, beliefs and behaviour (Lindgren, 1969). The concept of inconsistency in all three theories assumes that inconsistency is a noxious state that sets up pressures to eliminate it or reduce it (Zajonc, 1970). The first theory to be reviewed in this category is cognitive dissonance, which was propounded by Leon Festinger (1957, cited by Lindgren, 1969 & Berkowitz, 1975).

According to Berkowitz (1975), Festinger suggested that cognitive dissonance arises when people, at any one time, know things that have opposing behavioural implications. The state of dissonance, being psychologically uncomfortable, would motivate the person to try to reduce dissonance and achieve consonance. In addition to reducing dissonance, the person would actively avoid situations and information that were likely increase this dissonance (Berkowitz, 1975; Lindgren, 1969; Zajonc, 1970).

At the heart of this theory is individuals' desire to seek consistent knowledge of themselves and their environment. Festinger contends that people strive for consistency in the way they interpret the world around them. They want their knowledge of one aspect of the environment to have the same implications for their behaviour as their knowledge of the other features of the world around them (Berkowitz, 1975).

Festinger further points out that dissonance functions like a drive, need or tension. Its presence leads to action to reduce it, just as the presence of hunger leads to action aimed at reducing the hunger. Dissonance can be resolved or at least reduced by changing our opinion, by getting others to change their opinion, or by deciding that there is no basic disagreement (Lindgren, 1969). One of the consequences of Festinger's theory of cognitive dissonance that is of interest to this study is the one that deals with exposure to information.

Zajonc (1970) contends that since dissonance occurs between cognitive elements, the principle of dissonance should have a close bearing on the individual's commerce with information. In particular, the assumption that dissonance is a psychologically uncomfortable state that would lead one to the prediction that individuals will seek out information that reduces dissonance and avoid information that increases it. The next two theories to be reviewed under this category are those that are better known as balance theories.

It was in fact Heider (1946) who provided the first theoretical analysis of cognitive consistency. Though the balance theory that he formulated follows certain mathematical principles, the point he made is simple, especially when one considers the assumption on

which this theory is based. According to Zajonc (1970), the fundamental assumption of balance theory is that an imbalanced state produces tension and generates forces to restore balance. The balanced state is characterised by comfort and harmony among elements, whereas the imbalanced state is characterised by discomfort, disharmony, and the generation of activity intended to restore some kind of balance. Heider maintains that an imbalance creates stresses. The action, or the extent to which individuals will attend to these stresses so as to achieve some balance, depends on the strength of the stresses (Lindgren, 1969). Heider's original formulation did not attach any special significance to agreement of opinion.

It was Theodore Newcomb, however, who improved substantially on Heider's original theory. Notably, Newcomb regarded shared views as being extremely important in social encounters. According to Newcomb, one of the main reasons for people's communicating with each other is to maintain or establish similar attitudes to each other and the issues that concern them (Berkowitz, 1975).

The phrase Newcomb uses that captures the essence of the above point is 'strain toward symmetry'. Newcomb postulates a strain of symmetry that leads to a commonality of attitudes between two people so as to bring their attitudes to a particular object or person into congruence (Zajonc, 1970).

Newcomb cites the work of Festinger and his associates on social communication in support of his hypothesis. Festinger's studies on communication have shown clearly that the tendency to influence other group members towards one's own opinion increases with the degree of attraction. In another study, Burdick and Burnes reported two experiments in which measures of skin resistance were obtained as an index of emotional reaction in the presence of balanced and imbalanced situations. They observed significant differences in skin resistance depending on whether the subjects agreed or disagreed with a 'well-liked experimenter'. In the second experiment, Burdick and Burnes found that subjects who liked the experimenter tended to change their opinions towards greater agreement with his, and those who disliked him, towards greater disagreement (Zajonc, 1975).

According to Berkowitz (1975), Rokeach (1960) went even further than Newcomb in stressing the importance of attitude in social life. Rokeach argued that social relationships are typically influenced more strongly by the degree to which people share the same views than by their race, religion, or nationality. Rokeach contends that if we dislike others because of their race or ethnic group, this is actually owing to our assumption that their beliefs and values differ from our own.

To conclude, Heider's and Newcomb's systems have many common features in that they both describe a kind of cognitive homeostasis, that is a tendency for attitudes to develop or orient themselves in such a way that a state of consistency or balance is developed. Three kinds of state can be identified in this theory: (1) a state of rest or balance (a normal state); (2) the intrusion of certain forces or events that upset this normal state; (3) the operation of certain mechanisms or processes that have the function of bringing the system back to the normal state (Lindgren, 1969).

The concepts of cognitive consistency and balance that have been discussed above suggest that people in general find comfort in knowing that they are living in a harmonious and predictable world. This kind of human tendency for harmony may be extended to include every sphere of human activity, and radio broadcasts in particular.

The balance theories have considerable implications for radio producers and presenters alike. First of all, they emphasise the importance of harmony or congruence between radio broadcasts and those who are listening. Thus, in accordance with Festinger's theory of cognitive dissonance, the general expectation is that listeners will seek out programmes and presenters that are in tune with their beliefs, values, attitudes, lifestyles, needs, etc. Similarly, the theory predicts that listeners will avoid presenters and programmes that are not in tune with their beliefs, values, attitudes, lifestyles, needs, etc.

4.5.1 Lewin's Field Theory

Kurt Lewin's field theory views the life of a person in relation to psychological forces that influence much of his or her behaviour. To make sense of the theory, one need only make sense of the various constructs Lewin used to make his point that were considered for this

project. These constructs are: the life space, behaviour and locomotion, and force and force field. These constructs will first be discussed individually and later together in the form of a summary in the context of a radio broadcast.

4.5.2 The Life Space

Lewin considered a life space as a psychological field, that is the space in which a person moves. The psychological field, according to Lewin, comprises everything that determines the behaviour of an individual at any one time (Lundin, 1979). In essence, Lewin viewed behaviour as a function of life space. One of the fundamentals of the life space is that it includes all the things that have existence, and excludes all that do not have existence for the individual or group at any time (Lundin, 1979; Shaw & Costanzo, 1970).

Lewin further contends that life space is more than a mere subjective event, and that there may also be forces at work of which the person is unaware, but which influence his or her behaviour (Lundin, 1979). Perhaps one point that is relevant and significant that Lewin introduced in his construct of life space is the presence of boundaries. He considered the boundaries as barriers that can hinder the individual's behaviour or movement towards a desired goal (Lundin, 1979).

4.5.3 Behaviour and Locomotion

According to Lewin, behaviour means any change in life space. Behaviour is also regarded as locomotion of the person in the life space, since locomotion refers to movement within the life space (Shaw & Costanzo, 1970). The ease with which an individual moves within the life space at any given time will, however, depend on existing boundaries or barriers that stand between the person and the desired goal.

According to Shaw and Costanzo (1970), locomotion may be produced by a need, which corresponds to a tension system of the interpersonal region. The extent to which a need will produce locomotion depends in part upon the degree to which the interpersonal region is in communication with another region. Two regions are said to be in communication if a change of state in one region produces a change in the other region. Hence, if two

regions are in communication, and a need is aroused in one of them, locomotion from that region to the other occurs until a state of equilibrium is reached (Shaw & Costanzo, 1970).

4.5.4 Force and Force Fields

According to Shaw and Costanzo (1970), a force is defined as that which causes change. Its properties are direction, strength, and point of application. There are two basic concepts that Lewin used to explain a field of forces in the life space: valence and vectors or forces.

Valence refers to the particular attractiveness or repulsiveness of an object in the life space (Lundin, 1979). The valences that Lewin was concerned about are those that correspond to a person's needs.

According to Shaw and Costanzo (1970), the strength of a force towards or away from a goal is a function of the strength of the valence and the psychological distance between the person and the goal. As the distance between a person and the object is increased, the attractiveness of the valence is decreased (Lundin, 1979).

A force or vector constituted the push, which directed a person towards a goal. The force may be directed towards or away from the object and is correlated with the object's valence. The vectors have three properties: (1) direction, towards or away from an object; (2) strength, which is correlated with the degree of attraction or repulsion of the valence; (3) a point of contact (Lundin, 1979).

4.6 Lewin's Field Theory in the Context of a Radio Broadcast

Within life space, radio, like all the forms of human communication, is one of the things that most individuals are subjected to. In the process of socialisation, radio listeners in general learn about radio broadcasts to an extent that they can discriminate, or distinguish between good and bad programmes. Furthermore, since radio becomes an important part of life for many listeners, any radio programme or station that deprives them of the things they want and expect from it will, in one way or another, cause tension between the listeners and the programme or radio station. In most cases where this kind of situation

prevails, listeners may stop listening to the programme or the station.

The notion of boundaries or barriers that Lewin introduced in his field theory may represent, in the case of radio, anything that can have a negative impact on the listening behaviour of most radio listeners. This may include poor programme presentation and uninteresting radio programmes or topics. In accordance with the prediction of Lewin's field theory, such tension or unhappiness among listeners could be eliminated or reduced if there were corresponding improvement in both programme content and presentation to suit the listeners' needs and interests.

Movement to and away from (i.e. the attraction or repulsion) any given radio programme or station could result from a number of competing or opposing forces that exist at any given time. In most instances, the listeners' movement away (i.e. repulsion or avoidance) from a particular radio station or programme may largely be attributed to the lack of appeal of the station or programme.

The more the station or the programme is experienced as unappealing or irrelevant by most of the listeners, the further they will distance themselves from the station or programme. However, when the station provides programmes that are interesting, important and relevant to the listeners, the closer they will move towards the station. That is, the more the listeners experience the station as fulfilling their needs, the more closely they will be attracted to it.

4.7 Summary and Conclusion

What is quite clear in the sections of this chapter that have been covered is that knowledge of the communication process alone is not adequate to explain the many facets of the mass communication process. That is why it was necessary to discuss the various communication theories and models, as well as to get a good understanding of the key factors or elements of the mass communication process that are crucial to this study.

Not only are the various theories and models that have been discussed in this chapter essential to understanding the mass communication process in general, and their relevance

to radio as a mass communication medium, they also provide useful insights and ideas that will be used later in Chapter 9 to develop a new theoretical model for successful radio broadcasting in a multicultural environment.

CHAPTER 5

THEORETICAL BACKGROUND

5.1. Introduction

This chapter will focus on two social psychological theories: the social identity theory and self-categorisation theory. In order to gain a full understanding of these two theories, their discussion will be preceded by a discussion of two other concepts that are central to them, which are social cognition and social comparison.

These two theories are essential to this study for two reasons. First of all, they will be used to examine attitudes to the various aspects of radio programming and attitudes to SAfm among groups and individuals that are presumed to have unequal social status. Secondly, they will help to provide the mechanism for radio programming and radio presentation that transcend group differences at both theoretical and practical levels.

5.2 Social Cognition

Social categorisation is a natural product of the categorisation process that takes place in the human mind. According to Tajfel (1972a, cited by Deschamps et al, (1988), 'categorisation refers to psychological processes which tend to organise the environment into categories or groups of persons, objects, events (or groups of some of their characteristics) according to their similarities, their equivalencies concerning their actions, their intentions or behaviour' (p. 4). A social category is, in essence, a cognitive category in which individuals who are supposed to share one or several features are grouped together.

When an individual is classified into a social category, a featural comparison is made. An exemplar is compared with the most typical member of a category, the prototype, and a decision made about the degree of similarity between the two. For person categories this judgement depends on the breadth of resemblance between an exemplar and the prototype (i.e. the number of traits that are similar), the dominance of category-consistent traits in the information that is used to make judgements, and the frequency of prototype incompatible behaviours (Stephan, 1985).

According to Brewer et al (1996), although categories may be based initially on actual differences between objects, once categories have been formed there is a tendency for perceivers to exaggerate the extent of differences between members of one category and another. This category accentuation is a consequence of assimilation and contrast. Assimilation and contrast effects refer to the amplification of these basic processes involved in categorisation. Assimilation occurs when within-category similarity is perceived to be greater than it actually is, and contrast effects occur when the differences between the categories are perceived to be greater than they actually are (Stephan, 1995). The result is an increase in perceived homogeneity within categories and distinctiveness between categories (Brewer et al, 1996).

A concrete example of category accentuation was the seminal study that was done by Tajfel and Wilkes (1963, cited by Oakes et al, 1994 & Brewer et al, 1996). Three groups of subjects were presented with a series of eight lines varying in length from 16.2cm to 22.9cm. In one 'classified' condition the four shorter lines were labelled 'A' and the four longer 'B', while in an 'unclassified' condition no labels were presented and in a 'random' condition there was no predictable relationship between the length of line and the label attached to it. It was found that when reporting the length of the lines, subjects in the classified group, and these subjects alone, exaggerated the difference in length between lines labelled A and lines labelled B. This effect was particularly marked for the two lines at the boundary of the categories. The difference between the perceived length of the longest line in category A and the shortest line in category B was much greater than the actual difference between the two lines. As a result, the perceived distinctiveness of the two categories was accentuated. Tajfel conceives of this as a distortion of perception; that is, stimuli are being perceived as more similar and different than they really are (Oakes et al, 1994).

According to Stephan (1995), one of the most intriguing consequences of categorisation is that the mere division of people into groups leads to biased evaluation of the groups and their products, and to discrimination in favour of ingroup members. Jaap Rabbie conducted the first studies that tried to determine the minimal conditions under which discrimination between ingroup and outgroup would arise (Rabbie, 1966 cited by Oakes et

al, 1994). In order to study intergroup relations, Rabbie (1966) adopted Lewin's theoretical approach: people form a group when they are aware of the interdependence of their destiny (Oakes et al, 1994).

Rabbie and Horwitz (1969, cited by Oakes et al, 1994) told teenagers of both sexes that they were studying the way people build up first impressions. Upon their arrival at the laboratory, eight subjects were separated for administrative reasons into two groups of four: the 'blues' and the 'greens'. In three experimental conditions, subjects learned that only half of them would be rewarded for their participation. The prize was a radio and, because there were only four radios left, only one group would receive them. In each of these three conditions, there was a different mechanism for selecting the group to be rewarded. The choice was either random, based on an arbitrary decision, or based on the votes of one of the two groups. In a control condition, there was no reward. After the radios had been distributed, subjects were asked to give their impressions of the other persons, and they had to choose those with whom they would like to work further. In the control condition, sociometric choices and judgement scales revealed no bias at all in favour of the ingroup. By contrast, ingroup bias was found in all other three conditions for both groups, the frustrated one and the rewarded one. Apparently, the mere fact that people shared the same fate, no matter how this had come about, was sufficient to create a bias in favour of their own group. According to Oakes et al (1994), this conclusion is in line with Lewin's views on interdependence. Stephan (1995) contends that the mere existence of other groups, even without explicit competition, also causes ingroup-outgroup bias (Ferguson et al, 1964, cited by Stephan, 1995), as does the anticipation of interaction (Doise, 1969; Rabbie & Wilkins, 1971, cited by Stephan, 1995).

The accentuation effect that leads to category salience, and particularly ingroup-outgroup discrimination, is also evident in the study by Rabbie et al (1969) cited above. Several other factors that lead to category salience (i.e. ingroup-outgroup discrimination) have been identified by other writers (Oakes et al, 1994; Stephan, 1995). For example, studies using both real distinctions and laboratory-created distinctions have found greater ingroup-outgroup bias when multiple members of the groups are present than when one-on-one interaction occurs (Dustin & Davis, 1970). In other words, it may be argued that

the salience of group membership is greater when the number of outgroup members increases beyond one (Gerard et al, 1974). According to Stephan (1995), studies of real social groups indicate that minority group members display greater ingroup-outgroup bias than majority group members (Dutton, 1976; Brewer & Campbell, 1976).

Additional evidence that the salience of ingroup-out-group differences is a significant determinant of bias comes from studies of similarity within groups and dissimilarity between groups. If the magnitude of ingroup-out-group differences contributes to the salience of these differences, greater similarity within groups and greater dissimilarity between groups should increase bias (Stephan, 1995). Factors that create the perception of ingroup similarity and between-group dissimilarity, such as assimilation and contrast, should also lead to ingroup-outgroup bias.

Billig and Tajfel (1973) conducted a study that obtained results that are compatible with this suggestion. They found that providing subjects with information on the similarity of ingroup and outgroup members with respect to a single trait enhanced ingroup-outgroup comparison with a completely arbitrary division of subjects into groups. A study by Allen and Wilder (1975) used the categorization manipulation employed by Tajfel (1970) and added manipulations of belief similarity for ingroup and outgroup members. The outcome of the study showed that ingroup and outgroup bias was enhanced as the similarity of ingroup members increased, but outgroup dissimilarity did not increase ingroup-outgroup bias significantly. What this study shows in general is that when similarity information is salient, and when it indicates that ingroup members are highly similar to the ingroup, heightened ingroup-outgroup bias is the result (Stephan, 1995).

One last important point to note is that the social categorisation process cannot be confined to only two groups (i.e. the ingroup and outgroup), especially in a pluralistic society where individuals hold membership of multiple categories. Within the same setting, a particular person might be identified in terms of gender, ethnicity, political party affiliation, religion, or occupation (Brewer & Miller, 1996). According to Allen et al (1983), multiple group memberships provide a substantive answer to the question, 'Who am I?' in terms of social status or social structure; they also give an answer to the

question, 'How well am I doing?' (i.e. the evaluative dimension).

5.3 Social Comparison

According to Brewer and Miller (1996), individuals have a strong need to evaluate their own abilities and characteristics. This enables them to know where they stand on various dimensions of behaviour or performance (Festinger, 1954). Such evaluations are often comparative by nature. Some comparisons are based on changes in the self over time. Children, for instance, often take pride in their growth, marking their height on the back of a door and noting with glee the difference between last year's mark and that achieved this year. The comparison of marks provides a basis for judgement of how much better one is now than before. Similarly, one can mark improvement in skills, or in performance in games such as golf, by comparison with one's own past performance (Brewer & Miller, 1996).

Jellison and Arkin (1977) suggest that people try to look better than others on ability-related attributes in order to be rewarded by the group. A distinctively good ability sets one apart from the pack, and bolsters self-esteem (Brewer & Miller, 1996). Baron et al (1975, cited by Turner, 1991) argue that social comparison on dimensions unrelated to values, or accuracy of evaluation, will produce the averaging effect, but that comparison on dimensions related to values, or rank-order evaluation, leads to polarisation. In rank-order evaluation, one is concerned with being better; that is, more valued than others. With accuracy evaluation one wants to be right, correct in some judgement.

Tajfel and Turner (1979) propose that social categorisation stimulates a self-evaluative social comparison process. They assume that social categorisations tend to be internalised to define the self in the social situation and hence contribute to self-evaluation. They further assume that one's self-esteem as a group member depends on the evaluative outcomes of social comparisons between the ingroup and the outgroup. Since it may be supposed that individuals desire positive self-esteem, they conclude that there is a tendency to seek positive distinctiveness for the ingroup in comparison with the outgroup. Thus their hypothesis is that self-evaluative social comparisons directly produce competitive intergroup processes that motivate attitudinal biases and discriminatory

actions (Turner, 1981).

There is evidence to support the notion that intergroup discrimination tends to contain a competitive element. Brewer and Silver (1978) have found, for example, that both independent and competitive groups adopt a 'winning strategy'. More evidence that seems to indicate that there is a definite motivational bias for positive self-esteem in intergroup behaviour is also available. Oakes and Turner (1980) confirmed the prediction that minimal intergroup discrimination would increase self-esteem, compared with a control condition in which categorised subjects were unable to discriminate. Although alternative explanations for the results are possible, they are consistent with the positive distinctiveness principle *vis-à-vis* other groups (Turner, 1981).

According to Turner (1981), the social comparison processes transform simple perceptual or cognitive discriminations into differential attitudes and actions favouring the ingroup over the outgroup. It motivates the competitive enhancement of criterial differences between the groups and other strategies, apart from direct discrimination to achieve positive distinctiveness.

5.4. The Social Identity Approach

According to Taylor and Moghaddam (1987), social identity theory as described by Tajfel and Turner (1979) attempts to explain intergroup relations from a group perspective. The theory is concerned with every aspect of relations between groups, especially groups having unequal power. It attempts to predict the conditions in which people will feel motivated, individually or collectively, to maintain or change their group membership and their intergroup situation (Taylor & Moghaddam, 1987). Abrams (1992) provides a useful distinction between the social identity approach and social identity theory. According to Abrams (1992), the social identity approach embodies a metatheoretical assumption that social categories influence behaviour and the self-concept when individuals identify with, or define themselves in terms of, these categories. This view corresponds to a psychological Marxist's view of the world that sees society as composed of various groups that stand in power and social relations to one another (Hogg & Abrams, 1988). This reference to power and status relations clearly implies that it is a conflictual society. Its

structure changes constantly because of conflict. Social categories become human groups because the individuals who comprise them come to realise that they share an identical plight (Oakes et al, 1994).

Social identity theory is concerned with the specific implications for intergroup behaviour (Abrams (1992). According to social identity theory, the distinctive characteristics of group behaviour arise from the psychological processes of categorisation and self-enhancement (Abrams, 1992). These psychological processes include depersonalisation, ethnocentrism, and relative uniformity of action and attitude among group members (Abrams, 1992).

The theory assumes that people desire to have a positive social identity. This desire will influence individuals to make social comparisons between their own group and other groups in order to achieve both a favourable and a distinct position for their own group (Taylor & Moghaddam, 1987). According to Taylor and Moghaddam (1987), social identity theory approaches intergroup behaviour from the subjective perspective of group members, and this strictly psychological approach leads to an emphasis on how people interpret their social world.

5.4.1 Social Identity

According to Tajfel (1978), social identity can be defined as ‘... that part of an individual’s self-concept which derives from his knowledge of his membership of a social group or groups together with the value and emotional significance attached to that membership’ (p. 13). The term serves to link the self-concept with group membership and intergroup behaviour (Turner & Giles, 1981).

According to Abrams (1992), when one of the social categories includes oneself, social identity is made salient. For example, following incidents such as air crashes, people may feel more concern for casualties of their own nationality than others. Similarly, international competitions may be far more interesting to watch if one’s own country is represented. Such examples illustrate that a sense of involvement, concern and pride may be derived from one’s knowledge of sharing a social category membership with others,

even without necessarily having close personal relationships with, knowing, or having any material personal interest in their outcomes.

Categorisation is conceived of as a basic cognitive tool that allows individuals to structure the social environment and define their place in it. In social identity theory, the knowledge that one belongs to certain groups and the value attached to group membership, in positive and negative terms, represent the individual's social identity. The two essential features of the concept are that group membership is viewed from the subjective perception of the individual, and that the value-laden nature of group membership is highlighted and given importance (Taylor & Moghaddam, 1987).

According to Oakes et al (1994), social identity theory assumes that people are motivated to evaluate themselves positively, and that insofar as a group membership becomes significant to their self-definition they will be motivated to evaluate that group positively. In other words, people seek a positive social identity. Since the value of any group membership depends on comparison with other relevant groups, positive social identity is achieved through the establishment of positive distinctiveness of the ingroup from relevant outgroups (Oakes et al, 1994).

While the desire for a positive social identity is viewed by social identity theory as the psychological 'motor' behind individuals' actions in the intergroup context, the social comparison is seen as the means by which individuals obtain an assessment of their group's social position and status (Taylor & Moghaddam, 1987). On the basis of Festinger's (1954) social comparison theory, it is assumed that we have an upward directional drive that leads us to compare ourselves with others who are similar or slightly better than ourselves in relevant dimensions. The social comparisons enable self-evaluation of abilities, opinions and experience.

However, one must hasten to point out that although Tajfel and Turner's (1979) idea of social comparisons was influenced by Festinger's (1954) theory of social comparisons, it is noteworthy that social comparison stems from a different origin for Festinger than for Tajfel and Turner. When Festinger proposed his theory of social comparison, he meant

that, in the absence of objective information coming from the physical reality, people satisfy themselves by evaluating their opinions and abilities in comparison with those of relevant others. For Tajfel, information is already social, or socially built, and social comparison should therefore not be considered an ersatz for physical or objective comparison (Oakes et al, 1994).

According to Abrams (1992), social identity theory posits that one's social identity is clarified through social comparisons between ingroups and outgroups. An individual's desire for self-evaluation provides a motivational basis for differentiation between social groups. Differentiation is likely to be greater in dimensions of general social value, or of particular importance to the group. Thus, to the extent that the ingroup is perceived as both different and better than the outgroup (thereby being 'positively distinctive') one's social identity is enhanced. While social categorisation produces the search for distinguishing features, social comparison and the need for positive identity promote selective accentuation of intergroup differences that favour the ingroup. The two processes also act in concert to reduce perceived intragroup variation (Abrams, 1992).

Jacob Rabbie has criticised social identity theory for failing to recognise perceived interdependence among individual members of a collective as the defining characteristic of a social group (Rabbie & Horwitz, 1988). According to Brewer and Miller (1996), perceived interdependence derives from experiencing a common fate, which Rabbie regards as a precondition for the emergence of group norms, group identification, and shared social identity. In this view, social identity derives ultimately from self-interest, under conditions in which each individual's outcome is linked to the outcomes of others. Positive interdependence produces co-operation and ingroup formation. Negative interdependence produces conflict and differentiation (Brewer & Miller, 1996).

According to Taylor and Moghaddam (1987), an inadequate social identity is not by itself enough to motivate a group to change its position. The presence of perceived cognitive alternatives to the existing intergroup situation is required if a strategy for achieving social change is to be embarked upon. The theory sets out the means by which members of subordinate groups may achieve and maintain positive social identity. The different

methods that could be adopted would depend on the individual's or group's subjective belief structures or strategies that are available to them (Abrams, 1992; Taylor & Moghaddam, 1987). A 'social change' strategy would be relevant in a situation where the group makes an attempt to be absorbed into the dominant group. This strategy requires fundamental cultural and psychological change in order to be successful. For example, an immigrant arriving in North America might try to 'lose' completely his or her original cultural identity and become 'an American' (Taylor & Moghaddam, 1987).

According to Abrams (1992), a 'social mobility' belief structure holds that boundaries between groups are permeable, and individuals can pass from one group to another by virtue of choice or effort. This belief structure typifies Western individualism, and is exemplified by the proverbial 'tea boy' who works his way up to become a company director. Since dominant groups often have explicit or implicit requirements that make it difficult for subordinate members to 'pass', rendering the group boundaries impermeable, social-mobility beliefs may pose little threat to the dominant group. However, such beliefs may reduce cohesiveness in the subordinate group, and so indirectly sustain the status quo (Abrams, 1992).

Another strategy that the group can employ is what Turner and Giles (1981) calls a social creativity strategy. One of these strategies is to find new dimensions of intergroup comparison (e.g. those attending lower-status schools may make comparisons with higher status schools using non-academic dimensions) that are relatively more positive for the ingroup, or to redefine the value attached to existing dimensions of comparison (e.g. being responsible is boring). When cognitive alternatives to the status quo are not conceivable, the subordinate group may resort to direct competition with the high-status group. This strategy is most likely to lead to direct conflict and clashes (Taylor & Moghaddam, 1987; Abrams, 1992; Turner & Giles, 1981).

Brown et al (1983, cited by Taylor and Moghaddam, 1987) made a study that has seriously challenged one of the basic propositions of social identity theory. These researchers tested the hypothesis that is central to social identity theory: that there should be a positive association between the degree of group identification and the extent of

positive intergroup differentiation. According to social identity theory, the stronger the identification of individuals with the group, the more they will attempt to achieve intergroup differentiation. Brown et al (1983) tested this prediction in three different settings: a bakery, a department store, and a paper mill. The subjects' strength of identification with the ingroup was measured, and their attitudes towards other groups in the organisation were assessed. On the basis of these attitudinal measurements, indexes of intergroup differentiation were computed and correlated with measures of group identification. Results showed that in different groups within each organisation, very different relationships between identification and identification emerged, ranging from significantly negative (i.e. contradicting the prediction of social identity theory) to significantly positive, as predicted by social identity theory. The overall relationship between strength of identification and intergroup differentiation was weakly positive. What is quite clear in this study is that a very central assumption entailed in social identity theory is challenged.

According to Taylor and Moghaddam (1987), not all researchers have interpreted the propositions of social identity theory to mean that the strength of identity should necessarily correlate with intergroup differentiation. For example, Smith (1985, cited by Taylor and Moghaddam, 1987) has argued that the theory deals mainly with salience and security of social identity in intergroup relations, and he presents a case for viewing salience, security, and strength as distinct constructs. When viewed from this angle, the findings of Brown et al (1983) do not necessarily contradict the proposition of social identity theory. The contradictions that are inherent in the Brown et al (1983) study are not surprising at all, given that social identity theory is broad in scope and allows for different interpretations of the results.

5.4.2 The Importance of Social Identity Theory in this Study

Social identity theory will be of great value to the present study because of its prediction that someone who is experiencing negative social identity will be motivated to adopt certain strategies that could lead him or her to experience positive identity. In the context of SAfm, the theory predicts that the station has the potential to attract 'low status

individuals or groups', if it is seen to be providing superior programmes for the kind of audience they aspire to be part of. This component of the theory is important in this study because it shows where part of the future audience of SAfm will come from.

For instance, owing to the presumed low status that blacks in general occupy in South African society and elsewhere, it is expected that there will always be a need for them to strive for the better things in life that are enjoyed by 'high status' groups. An English language radio station such as SAfm, then has the potential to attract a black audience purely on the basis that it is a radio service that broadcasts to an élite audience.

Though not so much has been said or written about the strategies that are adopted by high status groups to protect and even enhance their own status, the theory does suggest that high status groups have their own strategies that they use to protect their own high status position in society. This has fundamental implications for a radio station such as SAfm, especially if one takes into consideration the target audience that the station is aiming to serve. Since the target audience of SAfm will comprise mainly professionals, opinion-makers and decision-makers, it is essential for the station to produce and broadcast programmes of superior quality that befit this kind of audience.

Any programme material or programme presentation that is regarded as being of lower quality will evoke a harsh response from the listeners, to the point where they will do anything to get what they want from the station. Furthermore, since part of the audience that SAfm will be serving comprises white, English-speaking South Africans, the 'wrong use' or perceived 'lowering of the standard' of the English language could easily sour relations between the station and the native speakers of English. They, too, could take extreme measures to ensure that the station uses 'good' or 'acceptable' English in its broadcasting of various programmes. In social identity theory terms, the English language defines who they are as a group. It may be said that the English language is about them as much as it is about their culture, which they may want to preserve and protect at all costs.

Perhaps the most significant contribution that social identity theory can make to this study is that the knowledge and insights gained from the theory would be of great value to any

broadcaster who has to contend with the challenges of broadcasting to a diverse audience in a multicultural environment.

5.5. Self-Categorisation Theory

Self-categorisation theory provides an analysis of the self and the relations between self, social norms and social context (Turner, 1991). The following comment by Turner and Oakes (1989) puts the idea of self-categorisation theory into proper perspective:

‘The theory should not be understood as an argument for the primacy of the group over the individual. It is called self-categorisation theory (and not social identity theory) because it deals with the interrelation of personal and social, individual and group, and asserts the interdependence of individuality and shared, collective identity. The theory proposes that the group is a distinctive psychological process, but in so doing it reminds us that the group functioning is a part of the psychology of the person, that individual and group must be reintegrated psychologically before there can be an adequate analysis of either’ (p. 94).

According to Turner (1991), self-categorisation theory is similar to impression management theory in its emphasis on the social identity theory and normative implications of actions, and on the variation of identity within the social context. However, the theory differs in its ideas that social identity extends into the private self, and that social norms define and shape the activity of the private self and vice versa.

Self-categorisation theory is also a general theory of group behaviour. The central hypothesis is that group behaviour may be understood as individuals acting more in terms of a shared identity than as separate individuals (i.e. more in terms of their personal identity). The theory seeks to explain variations in how people define and categorise themselves, and the effects of such variations (Turner, 1991).

The development of self-categorisation theory by was influenced by Rosch’s (1978) ideas on the prototype concept or theory. Rosch (1973) singled out the prototype concept in the frame of her analysis of categories as ‘fuzzy’ sets. According to Rosch, class inclusion can hardly be conceived as a rigid all-or-none process. In most cases, in fact, classification

appears as a probabilistic process. More or less typical examples are gathered together in the same category; therefore, categories take a hierarchical structure, being organised around a central (prototypical) element. Categories are organised, in turn, into taxonomies (that is, hierarchical categorical systems), with different levels of abstraction (Rosch, 1978, cited by Serino, 1998).

Turner (1991) outlines the main ideas of self-categorisation theory as follows. One aspect of the self is the cognitive aspect: the system of concepts of self that people use to define themselves. Self-concepts may be thought of as self-categories or self-categorisations: cognitive groupings of the self as identical, similar, equivalent to some class of stimuli in contrast to some other class. Self-categorisations are assumed to vary in their level of inclusiveness or abstraction.

Three levels of abstraction of self-categories are distinguished: the interpersonal (subordinate level of abstraction, personal identity, self as an individual person), intergroup (intermediate level of abstraction, social identity, self as a group member) and interspecies (superordinate level of abstraction, self as a human being). These are defined not by specific attributes but by the level at which people are being compared and categorised. For instance, 'altruism' could function as a cue to an individual identity, to a particular social group, or to being human, depending on the context (Oakes et al, 1991).

The theory emphasises that categorisation is a dynamic, context-dependent process, determined by comparative relations in a given context (Haslam et al, 1996). This approach is formalised in the principle of meta-contrast, which is so called because it involves a contrast between contrasts, a judgement of difference between differences. The meta-contrast principle predicts that a given set of items is more likely to be categorised as a single entity to the degree that the differences within that set of items (in relevant dimensions) are smaller than the differences between that set and others within the comparative context. So, for example, we call a certain group of things 'chairs' because, the principle states, the differences between chairs are smaller than the differences between chairs and tables. Categories form in such a way as to ensure that the differences between categories are bigger than the differences in categories (Turner, 1991).

The meta-contrast ratio, that is the average perceived intercategory difference over the average perceived intracategory difference, provides a simple quantitative measure of the degree to which any collection of stimuli in a given frame of reference will tend to be cognized as a perceptual unit or, in the case of people, of the degree to which a collection of individuals will be perceived as a social group (Turner, 1991; Oakes et al, 1994).

It must be noted, however, that the meta-contrast ratio gives only a partial account of categorisation, since it describes the comparative relations between stimuli that lead them to be represented by a category (Oakes et al, 1994). A full explanation of how we categorise people must also take into account the social meaning of the similarities and differences between them (i.e. category content, which is related to normative fit) and the relationship of social categories to the values, needs and goals of the perceiver (their relative accessibility). For example, if a social categorisation such as men/women is already available to perceivers, it is likely to become cognitively salient to the degree that it is relatively accessible (the perceivers may be feminists or male chauvinists who are highly motivated and ready to think in terms of men and women) and that it fits comparatively (the people being represented may be men and women arguing with each other, so that there are greater differences between them than in the sexes through the attitudes they express) and normatively (the men may be taking an anti-feminist and the women a pro-feminist stand on the relevant issue) (Turner, 1991).

This emphasis on categorisation as highly variable and context-dependent produces a concomitant emphasis on the context-dependence of perceived similarity and difference, which is the major outcome of categorisation. People who are categorised and perceived as different in one context (e.g., biologists and physicists in a science faculty) could be recategorised and perceived as similar in another context (e.g., as scientists rather than social scientists in a university) without any actual change in their own position. This is the essence of categorisation: it is a cognitive grouping process that transforms differences into similarities, and vice versa (Oakes et al, 1994).

The significance of the categorisation process and the meta-contrast principle in human perception and behaviour has been made explicit in the following statement:

'We need some psychologically neutral term such as, perhaps, "distances" to indicate the nature of recognised stimulus relations. There are "distances" between people, but are they similarities or differences? Are physicists and biologists similar or different? Arising from the comparisons specified in the meta-contrast principle, categorisation subjectively transforms "distances" into similarities and differences, and from perceived similarities and differences flow, amongst other things, perception of attraction and dislike, agreement and disagreement, co-operation and conflict. In sum, categorisation provides the fundamental basis of our social orientation towards others. Within the science faculty physicists might reject and deride the biologists, claiming they aren't "real scientists", but in comparison with other social scientists the two groups may present as inseparable allies' (Oakes et al, 1994, p. 98).

According to Turner (1991), the effect of the salience of an ingroup-outgroup membership that has brought about changes in the comparative context is enhanced by the perceived similarities in, and differences between, groups. Hence, the meta-contrast principle can be used to define the relative prototypicality of members in a group (Oakes et al, 1994; Turner, 1991). As social identity becomes salient, individual self-perception becomes depersonalised; that is, people tend to perceive themselves more in terms of the shared stereotypes that define their social category membership (the attributes that define their common social identity) and less in terms of their personal differences and individuality (Turner, 1991).

Clearly, if relative prototypicality depends on intergroup comparisons, then, for example, the prototypical physicist in a comparative context including biologists would be different from the prototypical physicist compared with engineers. Paradoxically, being able to say that two things differ always implies that they share a higher level of identity in terms of which comparisons are meaningful (Oakes et al, 1994).

According to Oakes et al (1998), an important point is that, since relative prototypicality depends on intergroup comparisons among other things, it will vary along with variation

in the intergroup context in which judgements are made. For example, the prototypical communist in a comparative context including fascists would be different from the prototypical communist compared with liberal democrats, or Trotskyists. Self-categorisation theory therefore agrees with Rosch (1978) that fixed prototypes are 'fictions', and emphasises context-dependent judgements of prototypicality rather than fixed prototypical images that represent groups as constants across changing contexts (Brewer, 1988, cited by Oakes et al, 1998).

Though research that tests certain basic assumptions of self-categorisation theory have been done in the past (eg. Ullah, 1987; Hogg & Turner, 1987), there are currently no studies that this investigator is aware of that test certain aspects of self-categorisation theory in the area of broadcasting media, and radio in particular.

5.5.1 The Significance of Self-Categorisation Theory in the Present Study

The relevance of self-categorisation theory to this study lies in the fact that people, regardless of the groups to which they belong, have the capacity to transcend the confines of their own current categories when the situation changes. In as far as SAfm is concerned, the theory suggests that listeners from various cultural and racial backgrounds could easily identify with SAfm and be willing to listen to the station, provided the station broadcasts programmes they can relate to. In essence, the more the programmes and programme presentation on SAfm satisfy the needs and tastes of listeners, the greater the chance of the station's appealing to most of its listeners.

However, in another context where the same listeners are exposed to radio broadcasts that do not meet their needs and expectations, a different response from them may be expected: they will stop listening to the station. Another way of expressing this is that when the radio station does not provide its listeners with the programmes and presenters they can identify with, they will find no reason to listen to the station in the future.

CHAPTER 6

METHOD

6.1. Introduction

This chapter describes the method and procedures that were followed to obtain the data and information that was critical to this project. The chapter begins with a discussion about what took place in the qualitative and quantitative phase and the kind of sample that was used in this study. This is followed by a detailed discussion of the questionnaire design, and the reliability and validity measures of the scales and sub-scales that were calculated. Included in the discussion in this chapter are the factors of the scales that were identified through factor analysis. The chapter closes with a section that is devoted to discussion of two statistical tests that were considered or used to analyse the data.

6.2. Phase 1: The Qualitative Stage

The qualitative stage of the study involved the use of separate focus groups that included students, professionals and senior citizens. The purpose of the focus groups was to obtain information to be used later in the quantitative phase to develop a questionnaire.

The inclusion of students in the study was important for two reasons: (1) they are potential listeners to SAfm and, (2) because of their relatively young age, it was assumed that they were more likely to be receptive to a new multicultural radio station such as SAfm. The respondents identified as professionals may be described as the target audience for SAfm. They also form the bulk of the kind of audience that the station would want to sell to advertisers. These respondents were each trained in a specific field or area in which they are currently involved in their respective jobs. Senior citizens were included only for purposes of comparison.

The focus groups were specifically intended to obtain the following kind of information: (a) the kinds of programme respondents listened to the most or the least on their favourite radio station, and the reasons for this; (b) the aspects or elements of radio programming that respondents regard as important; (c) reasons for listening or not listening to SAfm; (d) aspects of radio programming that are liked or disliked by the respondents; (e) views and

opinions of the respondents on what SAfm can or should do to attract a culturally diverse audience.

The focus groups' activities were outsourced to an external research house. This company was chosen because of the vast experience it had acquired in conducting focus groups for the SABC radio division. The sample consisted of university and technikon students, senior citizens and professionals. The sample composition of the focus groups was as follows: (a) there was an equal number of males and females aged 16 and over; (b) respondents were resident in a metropolitan environment.

In an attempt to stimulate more discussion that was intended to elicit comments or views on SAfm, audio tapes that contained snippets of SAfm programme content were played for the respondents. The programme content on these tapes was chosen to represent two different versions of programme types: (1) the South African version of the BBC type of programme that used to be broadcast by the station before its relaunch in 1994; (2) the new version of SAfm programmes and programme formats that were adopted immediately after the relaunch of the station. The BBC-South African version programmes were stiff in terms of format and structure. Most of the programmes were imported from the BBC to be broadcast in South Africa. The latest version of SAfm programmes was laid-back. They also allowed the use of black presenters, and different accents and pronunciations.

6.3. Phase 2: The Quantitative Stage

A probability sample in the form of a simple random sample was drawn from the population of potential listeners to SAfm. A simple random sample is one in which all population members have the same probability of being selected, and the selection of each member is independent of the selection of all the other members (Hinkle et al, 1998).

In order to obtain as large a representative sample as possible, and to curtail the cost of distributing the questionnaire to certain parts of the country, the involvement of schools and institutions of higher learning was critical. School principals were approached to request the assistance of students in this project. In the case of universities, a letter asking for permission to involve students as participants in the research project was sent to the

dean of students.

As part of the effort by this researcher to involve participants from other parts of the country, beyond the Gauteng province, a letter asking for permission to request the participation of secondary schools' students to help in the research project was sent to the Superintendent General of Education in the Western Cape and KwaZulu-Natal provinces.

The KwaZulu-Natal Department of Education granted the researcher permission to make use of schools, and a predominantly Indian school was approached. The main reason for choosing this school was that it enabled the investigator to gain access to respondents in the Indian community. Permission to use schools in the Western Cape province was refused on the grounds that learners could not be used as conduits to their parents.

The schools that allowed participation by their students were as follows:

Pretoria area – a high school and a lower primary school that were both predominantly white

Johannesburg area – a predominantly black higher primary school in Melville and a mixed higher primary school at Ridgeway

Durban area – a predominantly Indian school at Reservoir Hills.

The guidelines for distribution of the questionnaires and the covering letter to learners in these schools were discussed either face-to-face or telephonically with the principals of the schools concerned. In the case of high schools, the questionnaires were distributed randomly – by the teacher assigned to this project by the school principal – to learners in at least four or five classes on different grade levels. A similar procedure was followed in higher primary schools, except that only those pupils in higher grades were given the questionnaire to take home. The completed questionnaires were returned to the principal's office in the school concerned. This researcher was able to collect the completed questionnaires from all the schools in Johannesburg and Pretoria. Special arrangements had to be made to transport the completed questionnaires from Durban to Johannesburg where the researcher was based.

The Student Representative Council that gave the researcher a verbal go-ahead for the project made the participation of students at Technikon Witwatersrand much easier. Two female research assistants were employed to help with a random distribution of the questionnaires among students who were resident at the technikon.

A simple random distribution of the questionnaires among student residents was done. A list of their names and room numbers was compiled to facilitate a collection of the questionnaires later. The respondents were given a maximum of three days to complete and return questionnaires. A high response rate was expected, given that the students had more than enough time at their disposal and were happy to fill in the questionnaire because it kept them busy.

The involvement of students enrolled at the University of Pretoria was made much easier by two professors in the Faculty of Arts who offered to help distribute the questionnaires. The questionnaires were handed out randomly to students for completion over the weekend. The completed questionnaires were collected from the students the following week when they attended their next lecture sessions. A little more than half the number of the questionnaires were returned. The less than overwhelming response to the request for completion of the questionnaires from these groups of students could be attributed to the fact that many of them were preparing for, or writing, their second-term exams at the time.

The questionnaires that had not been completed were distributed randomly among students at the cafeteria on the main campus of the University of Pretoria. Most of the respondents were in a relaxed mood, sitting round a table with a friend or group of friends, when they were approached by the investigator and asked to complete the questionnaire. Many of them agreed and were happy to do so on the spot.

Out of the total number of 1 000 questionnaires that were distributed to the respondents for completion, 746 were collected. This is equivalent to 74.6% questionnaire realisation. Non-response was limited to 25.4%. The figures of the respondents who participated was as follows: professionals, 391 (52.4%); students, 293 (39.3%); retired, 3 (0.4%); and 'other', 59 (7.9%).

The total number of respondents with a post-matric qualification was 231 (31%) and those with degrees 169 (22.7%).

6.4 The Questionnaire Design

The questionnaire design can be described as 'questionnaires within a questionnaire', because it comprises four different types of scale. The four scales are:

1. Broadcast component
2. Audience component
3. Embracing of other radio stations
4. Influence of English and European culture

6.4.1 Broadcast Component

The broadcast component scale is basically an attitudinal scale which is designed to measure attitudes to the various aspects of radio programming. The scale employs a Likert-type format and has a total of 44 items. Response options for each item range from strongly disagree (1) to strongly agree (5).

The items were specifically constructed to tap (a) attitudes to the general aspects of radio programming that are relevant to SAfm, especially those that appeal simultaneously to both blacks and whites, such as language, accents, music, and topics; (b) those that are critical to the success of any radio broadcast (e.g. an announcer with a good voice or sense of humour); (c) those that deal with the public duty of any radio station to society. The split-half reliability test was done on all 44 items of the scale. Guttman split-half and equal-length Spearman-Brown reliability coefficients were 0.8039 and 0.8050, respectively. Cronbach's alpha and standardized item alpha were at 0.9176 and 0.9242, respectively. Inter-item total score correlation ranged from 0.0015 to 0.7725. The complete results of the reliability coefficients are presented in the table below.

Table 6.1 Split-half reliability and Cronbach alpha reliability coefficients

Split-half reliability coefficient	
Total number of items = 44	
Statistics	Reliability coefficient
Correlation between forms	0.6736
Guttman split-half	0.8039
Equal-length Spearman-Brown	0.8050
Unequal-length Spearman-Brown	0.8050
Alpha for part 1	0.8576
Alpha for part 2	0.8771
Number of items for part 1 = 22	
Number of items for part 2 = 22	
Cronbach alpha reliability coefficient	
Total number of items = 44	
Statistics	Reliability coefficient
Alpha	0.9176
Standardized item alpha	0.9242

The high reliability scores of this scale may be interpreted as some measure of validity, meaning that the scale measures the same construct. This researcher is also of the opinion that it is possible to ascertain the predictive validity of the scale in the light of the research data that is available on various audience studies that the author has conducted for the SABC public broadcasting radio services.

A rotated (varimax) factor analysis that was done on the scale has yielded the following 11 factors:

Table 6.2 Rotated factors and their eigenvalues for section 11 of the questionnaire

Factor	Eigenvalue	% Variance	Cummulative %
1	11.03	23.97	23.97
2	2.89	5.62	29.59
3	2.47	4.71	34.30
4	1.81	3.11	37.41
5	1.60	2.62	40.03
6	1.41	2.22	42.25
7	1.39	2.08	44.33
8	1.23	1.62	45.95
9	1.18	1.49	47.44
10	1.06	1.32	48.76
11	1.03	1.02	49.78

6.4.1.1 Factor I: Quality of Broadcasting Atmosphere

A total number of 14 items comprised this factor that was performed on a sample of 653 respondents. This factor contains items that seem to measure the kind of atmosphere that a radio announcer creates for his or her listeners. The atmosphere that the announcer creates is crucial in setting the mood for the programme in a way that could result in the listener developing positive or negative feelings towards the programme or the announcer concerned. The factor loadings are presented in Table 6.3.

Table 6.3 Factor loadings for factor I

Loading	Subscale
.78	A good announcer captures the imagination of listeners
.74	I like an announcer who can make me laugh
.71	A good sense humour is a mark of a good presenter
.69	I admire a creative radio announcer
.63	I love an announcer who is witty
.55	Giving a good but brief background on music, artists, celebrities and so on makes radio enjoyable
.47	Radio programmes that are interesting are important
.44	A good announcer must be himself or herself
.43	A good announcer comes across naturally on air
.39	A multicultural English radio station requires presenters who speak good English

Table 6.3 (Cont.) Factor loadings for factor I

Loading	Subscale
.39	An announcer with a well-modulated voice is good for radio
.36	An announcer who talks as if reading is annoying
.35	Music with universal appeal should feature prominently on a multicultural English radio station
.31	I don't like to hear too much of the same type of music, discussion or topic on radio

The reliability coefficients, alpha and standardized item alpha for the 14 items, were 0.8713 and 0.8759, respectively. Guttman split-half and equal length Spearman-Brown reliability coefficients were 0.8631 and 0.8632, respectively. Inter-item total score correlation for this factor ranged from 0.1527 to 0.6768. These and other reliability measures are contained in Table 6.4.

Table 6.4 Split-half reliability and Cronbach alpha reliability coefficients

Split-half reliability coefficient Total number of items = 14	
Statistics	Reliability coefficient
Correlation between forms	0.7593
Guttman split-half	0.8631
Equal-length Spearman-Brown	0.8632
Unequal-length Spearman-Brown	0.8632
Alpha for part 1	0.7857
Alpha for part 2	0.7634
Number of items for part 1 = 7	
Number of items for part 2 = 7	
Cronbach alpha reliability coefficient Total number of items = 14	
Statistics	Reliability coefficient
Alpha	0.8713
Standardized item alpha	0.8759

This factor accounted for 24 % of the variance.

6.4.1.2 Factor II: Emotional Reaction to an Announcer

This 6-item factor that was performed on a sample of 708 respondents has to do with the ability of a radio announcer to deal with listeners. The manner in which the announcer treats his or her listeners can evoke either a positive or negative feelings from them towards the programme or the presenter concerned. The factor loadings are presented in Table 6.5.

Table 6.5 Factor loadings for factor II

Loading	Subscale
0.69	I admire an announcer who is sensitive to listeners
0.69	I admire an announcer who is patient with listeners
0.65	I admire an announcer who is polite to listeners
0.41	It is pleasant to listen to an announcer with a good voice
0.40	It is difficult to tolerate a rude announcer
0.35	I always want to feel that a radio announcer is talking to me

The split-half and Cronbach alpha reliability tests yielded the following reliability scores: Guttman split-half, 0.7849; equal-length Spearman-Brown, 0.7875; and alpha and standardized item alpha 0.7642 and 0.7767, respectively. Inter-item total score correlation for this factor ranged from 0.2063 to 0.6113. The complete reliability coefficients for this factor are presented in table below.

Table 6.6 Split-half reliability and Cronbach alpha reliability coefficients

Split-half reliability coefficient Total number of items = 6	
Statistics	Reliability coefficient
Correlation between forms	0.6494
Guttman split-half	0.7849
Equal-length Spearman-Brown	0.7875
Unequal-length Spearman-Brown	0.7875
Alpha for part 1	0.6689
Alpha for part 2	0.5500
Number of items for part 1 = 3	
Number of items for part 2 = 3	

Table 6.6 (Cont.) Split-half reliability and Cronbach alpha reliability coefficients

Cronbach alpha reliability coefficient Total number of items = 6	
Statistics	Reliability coefficient
Alpha	0.7642
Standardized item alpha	0.7767

This factor accounted for 5.6% of the variance.

6.4.1.3 Factor III: Duty of the Public Broadcaster

This 3-item factor that was performed on a sample of 727 respondents refers to the duty or responsibility radio can undertake towards society at large. The factor loadings are presented in Table 6.7

Table 6.7 Factor loadings for factor III

Loading	Subscale
0.82	It is a radio station's duty to mould listeners to be responsible citizens
0.75	It is a radio station's responsibility to promote good societal values
0.72	It is a radio station's duty to teach listeners to behave in a way that is socially acceptable

The reliability coefficients, alpha and standardized item alpha, were 0.8477 and 0.8477, respectively. The reliability measures for Gutman split-half and unequal length Spearman-Brown were 0.7058 and 0.8223, respectively. Inter-item total score correlation for this factor ranged from 0.5897 to 0.7007. The complete results of the reliability coefficients are contained in Table 6.8.

Table 6.8 Split-half reliability and Cronbach alpha reliability coefficients

Split-half reliability coefficient Total number of items = 3	
Statistics	Reliability coefficient
Correlation between forms	0.6768
Guttman split-half	0.7058
Equal-length Spearman-Brown	0.8073
Unequal-length Spearman-Brown	0.8223
Alpha for part 1	0.8239
Number of items for part 1 = 2	
Number of items for part 2 = 1	
Cronbach alpha reliability coefficient Total number of items = 3	
Statistics	Reliability coefficient
Alpha	0.8477
Standardized item alpha	0.8477

This factor accounted for 4.7% of the variance.

6.4.1.4 Factor IV: Over-and/or Underselling by Announcers

This 5-item factor was performed on a sample of 712 respondents. The items that are contained in this factor seem to refer to presenters who overdo or undersell themselves on air. It could also refer to broadcast material or content that borders on the extreme. The factor loadings are presented in the next table.

Table 6.9 Factor loadings for factor IV

Loading	Subscale
0.60	I cannot stand an announcer who sensationalizes issues on radio
0.56	Too much open sex talk puts me off
0.43	I cannot waste time listening to an announcer who does not know what he or she is talking about
0.35	Good announcers do not talk a lot about themselves on air
0.31	Broadcasting violence makes radio listening an unpleasant experience

The reliability measures alpha and standardized item alpha, were 0.6432 and 0.6475, respectively. Guttman split-half and unequal-length Spearman-Brown reliability

coefficients were 0.5217 and 0.5362, respectively. Inter-item total score correlation for this factor ranged from 0.0943 to 0.4327. Additional reliability measures are provided in the table below.

Table 6.10 Split-half reliability and Cronbach alpha reliability coefficients

Split-half reliability coefficient	
Total number of items = 5	
Statistics	Reliability coefficient
Correlation between forms	0.3599
Guttman split-half	0.5217
Equal-length Spearman-Brown	0.5293
Unequal-length Spearman-Brown	0.5362
Alpha for part 1	0.6264
Alpha for part 2	0.4657
Number of items for part 1 = 3	
Number of items for part 2 = 2	
Cronbach alpha reliability coefficient	
Total number of items = 5	
Statistics	Reliability coefficient
Alpha	0.6432
Standardized item alpha	0.6475

This factor accounted for 3% of the variance.

6.4.1.5 Factor V: Programme Relevance to Needs and Tastes of Listeners

A total of two items comprises this factor that was performed on a sample of 727 respondents. The wording of the two statements is the same, except for the phrase 'too white' or 'too black' that distinguishes one item from the other. This factor indicates one-sidedness or exclusivity in radio broadcasts that tend to cater for the needs and tastes of one group of listeners at the expense of the other. This factor accounted for 2.6% of the variance. The factor loadings are contained in Table 6.11.

Table 6.11 Factor loadings for factor V

Loading	Subscale
0.87	An announcer who is perceived to be too white will have difficulty attracting both black and white listeners
0.84	An announcer who is perceived to be too black will have difficulty attracting both black and white listeners

The reliability coefficients, alpha and standardized item alpha for the 2 items, were 0.8624 and 0.8625, respectively. Guttman split-half and equal-length Spearman-Brown reliability coefficients were 0.8624 and 0.8625, respectively. Inter-item total score correlation for this factor was 0.7582. The complete reliability measures for this factor are presented in Table 6.12.

Table 6.12 Split-half reliability and Cronbach alpha reliability coefficients

Split-half reliability coefficient Total number of items = 2	
Statistics	Reliability coefficient
Correlation between forms	0.7582
Guttman split-half	0.8624
Equal-length Spearman-Brown	0.8625
Unequal-length Spearman-Brown	0.8625
Number of items for part 1 = 1	
Number of items for part 2 = 1	
Cronbach alpha reliability coefficient Total number of items = 2	
Statistics	Reliability coefficient
Alpha	0.8624
Standardized item alpha	0.8625

6.4.1.6 Factor VI: Impartiality of Announcers

This 4-item factor was performed on a sample of 714 respondents. The factor appears to measure impartiality by announcers. Most of the items are characterised by a phrase that emphasises radio broadcasts or programmes that cater for the needs and tastes of both white and black listeners in a way that does not show one group of listeners to be favoured over the other. This factor accounted for 2.2% of the variance. The factor loadings are presented in Table 6.13.

Table 6.13 Factor loadings for factor VI

Loading	Subscale
0.59	A multicultural English station should broadcast issues that blacks and whites can relate to
0.56	Issues of national importance will arouse interest in black and white listeners
0.42	A multicultural English station should strive to broadcast programmes that black and white listeners can relate to
0.27	A good announcer should be impartial in his or her radio broadcasts

The reliability coefficients, alpha and standardized item alpha, were 0.6662 and 0.6794, respectively. Guttman split-half and equal-length Spearman-Brown reliability measures were 0.5780 and 0.5781, respectively. Inter-item total score correlation for this factor ranged from 0.1417 to 0.5229. The complete reliability measures are presented in the table below.

Table 6.14 Split-half reliability and Cronbach alpha reliability coefficients

Split-half reliability coefficient Total number of items = 4	
Statistics	Reliability coefficient
Correlation between forms	0.4066
Guttman split-half	0.5780
Equal-length Spearman-Brown	0.5781
Unequal-length Spearman-Brown	0.5781
Alpha for part 1	0.6831
Alpha for part 2	0.4980
Number of items for part 1 = 2	
Number of items for part 2 = 2	
Cronbach alpha reliability coefficient Total number of items = 4	
Statistics	Reliability coefficient
Alpha	0.6662
Standardized item alpha	0.6794

6.4.1.7 Factor VII: Reaction to Known and Foreign Cultural Components

The two items that comprise this factor were performed on a sample of 729 respondents. The items that are contained in this factor appear to measure 'foreign' accents or pronunciation that could undermine the English spoken by White English-speakers. This factor accounted for 2.1% of the variance. The factor loadings are contained in Table 6.15.

Table 6.15 Factor loadings for factor VII

Loading	Subscale
0.77	I wouldn't mind an announcer who speaks with an accent, as long as the pronunciation of words in English is good
0.65	I wouldn't mind an announcer who speaks with an accent, as long as the English is good

The reliability coefficients, alpha and standardized item alpha for the two items, were 0.7339 and 0.7339, respectively. Guttman split-half and equal-length Spearman-Brown reliability measures were 0.7339 and 0.7339, respectively. Inter-item total score correlation for this factor was 0.7339. The following table contains complete reliability measures for this factor.

Table 6.16 Split-half reliability and Cronbach alpha reliability coefficients

Split-half reliability coefficient Total number of items = 2	
Statistics	Reliability coefficient
Correlation between forms	0.5797
Guttman split-half	0.7339
Equal-length Spearman-Brown	0.7339
Unequal-length Spearman-Brown	0.7339
Number of items for part 1 = 1	
Number of items for part 2 = 1	
Cronbach alpha reliability coefficient Total number of items = 2	
Statistics	Reliability coefficient
Alpha	0.7339
Standardized item alpha	0.7339

6.4.1.8 Factor VIII: Getting Facts about Events that are Taking Place

This 2-item factor was performed on the sample of 731 respondents. Both items refer to ‘on the spot or factual’ news reporting, hence the name given to the factor. The factor loadings are contained in Table 6.17.

Table 6.17 Factor loadings for factor VIII

Loading	Subscale
0.68	I like reporting of events that have taken place, or are taking place, on the scene during news bulletins
0.64	It is important to me to get facts about events that have taken place, during news bulletins

The reliability coefficients, alpha and standardized item alpha for the two items, were 0.6945 and 0.6953, respectively. Guttman split-half and equal-length Spearman-Brown reliability measures were 0.6945 and 0.6953, respectively. Inter-item total score correlation for this factor was 0.5329. The complete results of the reliability coefficients are presented in Table 6.18.

Table 6.18 Split-half reliability and Cronbach alpha reliability coefficients

Split-half reliability coefficient Total number of items = 2	
Statistics	Reliability coefficient
Correlation between forms	0.5329
Guttman split-half	0.6945
Equal-length Spearman-Brown	0.6953
Unequal-length Spearman-Brown	0.6953
Number of items for part 1 = 1	
Number of items for part 2 = 1	
Cronbach alpha reliability coefficient Total number of items = 2	
Statistics	Reliability coefficient
Alpha	0.6945
Standardized item alpha	0.6953

This factor accounted for 1.6% of the variance.

6.4.1.9 Factor IX: Knowledge and Professionalism of the Announcer

This 2-item factor was performed on the sample of 721 respondents. This factor appears to measure both the knowledge and professionalism of radio announcers. The factor loadings are contained in Table 6.19.

Table 6.19 Factor loadings for factor IX

Loading	Subscale
0.58	Professionalism as evidenced by good interviewing skills on the part of the radio announcer is important in any radio broadcast
0.49	A good radio announcer must be able to say something constructive to listeners

The reliability coefficients, alpha and standardized item alpha for the two items, were 0.7247 and 0.7253, respectively. Guttman split-half and equal-length Spearman-Brown reliability coefficients were 0.7247 and 0.7253, respectively. Inter-item total score correlation for this factor was at 0.5689. The complete reliability measures of the two scale statistics are presented in the next table.

Table 6.20 Split-half reliability and Cronbach alpha reliability coefficients

Split-half reliability coefficient Total number of items = 2	
Statistics	Reliability coefficient
Correlation between forms	0.5689
Guttman split-half	0.7247
Equal-length Spearman-Brown	0.7253
Unequal-length Spearman-Brown	0.7253
Number of items for part 1 = 1	
Number of items for part 2 = 1	
Cronbach alpha reliability coefficient Total number of items = 2	
Statistics	Reliability coefficient
Alpha	0.7247
Standardized item alpha	0.7253

This factor accounted for 1.5% of the variance.

6.4.1.10 Factor X: Reaction to Known and Foreign Aspects of Music

This 2-item factor was performed on the sample of 723 respondents. The two items appear to measure the reaction that black and white listeners would have to music that is traditionally European or African and broadcast on an English radio station that caters for a multicultural audience. The factor loadings are provided in Table 6.21.

Table 6.21 Factor loadings for factor X

Loading	Subscale
0.70	Music that is traditionally African would alienate any white or black person who listens to an English radio station that caters for black and white listeners
0.62	Music that is traditionally European would alienate any white or black person who listens to an English radio station that caters for black and white listeners

The reliability coefficients, alpha and standardized item alpha for the 2 items, were 0.6650 and 0.6654, respectively. Guttman split-half and equal-length Spearman-Brown reliability coefficients were 0.6650 and 0.6654, respectively. Inter-item total score correlation for this factor was 0.4986. The complete reliability measures for this factor are contained in Table 6.22.

Table 6.22 Split-half reliability and Cronbach alpha reliability coefficients

Split-half reliability coefficient Total number of items = 2	
Statistics	Reliability coefficient
Correlation between forms	0.4986
Guttman split-half	0.6650
Equal-length Spearman-Brown	0.6654
Unequal-length Spearman-Brown	0.6654
Number of items for part 1 = 1	
Number of items for part 2 = 1	
Cronbach alpha reliability coefficient Total number of items = 2	
Statistics	Reliability coefficient
Alpha	0.6650
Standardized item alpha	0.6654

This factor accounted for 1.3% of the variance.

6.4.1.11 Factor XI: Teaching or Educating the Audience

This 2-item factor was performed on the sample of 715 respondents. The items contained in the factor make reference to the formal education aspects of radio broadcasts, hence the name given to the factor. The factor loadings are presented in Table 6.23

Table 6.23 Factor loadings for factor XI

Loading	Subscale
0.52	I find it annoying to intellectualize about issues on radio
0.48	I hate to feel that I am in a lecture or classroom when listening to the radio

The reliability coefficients, alpha and standardized item alpha, were 0.4818 and 0.4821, respectively. Guttman split-half and equal-length Spearman-Brown reliability coefficients were 0.4818 and 0.4821, respectively. Inter-item total score correlation for this factor was 0.3176. The complete results of the reliability coefficients are presented in Table 6.24.

Table 6.24 Split-half reliability and Cronbach alpha reliability coefficients

Split-half reliability coefficient Total number of items = 2	
Statistics	Reliability coefficient
Correlation between forms	0.3176
Guttman split-half	0.4818
Equal-length Spearman-Brown	0.4821
Unequal-length Spearman-Brown	0.4821
Number of items for part 1 = 1	
Number of items for part 2 = 1	
Cronbach alpha reliability coefficient Total number of items = 2	
Statistics	Reliability coefficient
Alpha	0.4818
Standardized item alpha	0.4821

This factor accounted for 1% of the variance.

6.4.2 Audience Component

This scale was adapted from Rupert Brown et al's (1986) Group Identification Scale. This scale, which consists of ten items, measures the reaction of respondents to an English radio station. The applicability of the statements was rated on a 5-point scale, ranging from never (1) to always (5).

The split-half and Cronbach alpha reliability test was done on all ten items of the scale with a sample of 678 respondents. The alpha and standardized item alpha reliability coefficients were 0.9213 and 0.9216, respectively. Guttman split-half and equal-length Spearman-Brown reliability coefficients were 0.8456 and 0.8465, respectively. Inter-item total score correlation ranged from 0.3584 to 0.7580. The high reliability scores of this scale suggest that the scale is valid, meaning that the scale is measuring the same construct. The complete results of the reliability coefficients are reported in Table 6.25.

Table 6.25 Split-half reliability and Cronbach alpha reliability coefficients

Split-half reliability coefficient	
Total number of items = 10	
Statistics	Reliability coefficient
Correlation between forms	0.7338
Guttman split-half	0.8456
Equal-length Spearman-Brown	0.8465
Unequal-length Spearman-Brown	0.8465
Alpha for part 1	0.8506
Alpha for part 2	0.9060
Number of items for part 1 = 5	
Number of items for part 2 = 5	
Cronbach alpha reliability coefficient	
Total number of items = 10	
Statistics	Reliability coefficient
Alpha	0.9213
Standardized item alpha	0.9216

A rotated (varimax) factor analysis that was conducted on the scale has yielded the following two factors:

Table 6.26 Rotated factors and their eigenvalues for section 12 of the questionnaire

Factor	Eigenvalue	% Variance	Cummulative %
1	5.89	55.15	55.15
2	1.00	6.31	61.46

6.4.2.1 Factor I: Emotional and Mental Experience of an English Radio Station that Serves a Multicultural Audience

This 6-item factor was performed on a sample of 708 respondents. The items that comprise this factor appear to assess the positive emotional and mental disposition to a multicultural English radio station. The use of words and phrases such as ‘feel’, ‘strong tie’, ‘happy’, ‘regard’ and ‘feel a sense of great pleasure’ suggests mental or emotional readiness or disposition that is expressed in the statements. The factor loadings are presented in Table 6.27.

Table 6.27 Factor loadings for factor I

Loading	Subscale
0.78	I will always feel that it is important to have an English radio station that serves black and white listeners
0.77	I will always regard a multicultural English radio station as a sign of progress in our country
0.73	I will always have strong ties with an English radio station that serves black and white listeners
0.72	I will always feel a sense of great pleasure to be one of the listeners of an English radio station that serves black and white listeners
0.71	I would be happy to see a multicultural English radio station succeed in this country
0.59	I will always have the highest regard for an English radio station that caters for the needs and tastes of a black and white audience

The reliability coefficients, alpha and standardized item alpha for the six items, were 0.9126 and 0.9127, respectively. Guttman split-half and equal-length Spearman-Brown reliability coefficients were 0.8904 and 0.8922, respectively. Inter-item total score correlation for this factor ranged from 0.5269 to 0.7684. The complete results of the reliability coefficients are contained in Table 6.28.

Table 6.28 Split-half reliability and Cronbach alpha reliability coefficients

Split-half reliability coefficient	
Total number of items = 6	
Statistics	Reliability coefficient
Correlation between forms	0.8054
Guttman split-half	0.8904
Equal-length Spearman-Brown	0.8922
Unequal-length Spearman-Brown	0.8922
Alpha for part 1	0.8345
Alpha for part 2	0.8674
Number of items for part 1 = 3	
Number of items for part 2 = 3	
Cronbach alpha reliability coefficient	
Total number of items = 3	
Statistics	Reliability coefficient
Alpha	0.9126
Standardized item alpha	0.9127

This factor accounted for 55.2% of the variance.

6.4.2.2 Factor II: Identification with an English Radio Station

This factor contains four items that seem to measure the extent to which a person identifies with a multicultural English radio station in South Africa. The phrases ‘to be part of’, ‘readily feel at home’ and ‘do not need to make excuses for being a loyal listener’ indicate a certain level of affinity towards or identification with a multicultural English radio station. The sample on which this factor was performed comprised 698 respondents. The factor loadings are presented in Table 6.29.

Table 6.29 Factor loadings for factor II

Loading	Subscale
0.76	I would feel happy to be part of an English radio station that serves a multicultural audience
0.76	I would readily feel at home when listening to an English radio station that serves a multicultural audience
0.56	I would be glad to be part of the loyal listenership of an English radio station that unifies all South Africans through its programmes
0.53	I do not need to make excuses to anyone for being a loyal listener to an English radio station that caters for black and white listeners

The reliability coefficients, alpha and standardized item alpha, were 0.8212 and 0.8219, respectively. Guttman split-half and equal-length Spearman-Brown reliability coefficients were 0.7892 and 0.7900, respectively. Inter-item total score correlation for this factor ranged from 0.4647 to 0.6681. These and other reliability measures are presented in Table 6.30.

Table 6.30 Split-half reliability and Cronbach alpha reliability coefficients

Split-half reliability coefficient Total number of items = 4	
Statistics	Reliability coefficient
Correlation between forms	0.6528
Guttman split-half	0.7892
Equal-length Spearman-Brown	0.7900
Unequal-length Spearman-Brown	0.7900
Alpha for part 1	0.8010
Alpha for part 2	0.6527
Number of items for part 1 = 2	
Number of items for part 2 = 2	
Cronbach alpha reliability coefficient Total number of items = 3	
Statistics	Reliability coefficient
Alpha	0.8212
Standardized item alpha	0.8219

This factor accounted for 6.3% of the variance.

6.4.3 Possibility of Embracing Other Radio Stations

This scale attempts to measure the extent to which respondents are willing to embrace or listen to other radio stations, especially a radio station that is designed to serve a multicultural audience. The scale consists of 11 items in a five-category Likert-type format. Response options for each item range from strongly disagree (1) to strongly agree (5). The alpha and standardized item alpha reliability coefficients of the 11 items of the scale that were performed on the sample of 662 respondents were 0.5673 and 0.5762, respectively. Guttman split-half and unequal-length Spearman-Brown reliability coefficients were 0.3844 and 0.3868, respectively. Inter-item total score correlations ranged from -0.3434 to 0.7368. The complete results of the reliability coefficients are contained in Table 6.31.

Table 6.31 Split-half reliability and Cronbach alpha reliability coefficients

Split-half reliability coefficient	
Total number of items = 11	
Statistics	Reliability coefficient
Correlation between forms	0.2388
Guttman split-half	0.3844
Equal-length Spearman-Brown	0.3856
Unequal-length Spearman-Brown	0.3868
Alpha for part 1	0.4187
Alpha for part 2	0.5773
Number of items for part 1 = 6	
Number of items for part 2 = 5	
Cronbach alpha reliability coefficient	
Total number of items = 11	
Statistics	Reliability coefficient
Alpha	0.5673
Standardized item alpha	0.5762

Though these reliability scores are not high enough to validate the scale (meaning that the scale does not measure the same construct), the investigator is of the opinion that the results of this investigation will yield results to support the concurrent or predictive validity of the scale.

A rotated (varimax) factor analysis was performed on the scale that resulted in the following two factors:

Table 6.32 Rotated factors and their eigenvalues for section 13 of the questionnaire

Factor	Eigenvalue	% Variance	Cummulative %
1	3.59	28.74	28.74
2	2.10	14.04	42.78

6.4.3.1 Factor I: Unification of Population Groups

This 6-item factor that was performed on a sample of 680 respondents appears to emphasise the role of a multicultural radio station as a unifying force among South Africans. The predominant theme expressed in most of the statements relates to a radio station that could help bring the different population groups closer to each other. The factor loadings are provided in Table 6.33.

Table 6.33 Factor loadings for factor I

Loading	Subscale
0.81	There is a great need for a radio station that could unite all South Africans
0.80	There is a definite need for a multicultural radio station that would help nurture or develop a unique South African culture
0.76	A radio station that serves a multicultural audience would definitely promote understanding between blacks and whites
0.60	A radio station that serves a multicultural audience would definitely help to promote tolerance between the population groups in South Africa
0.32	I can listen to any other radio station as long as I understand the language that is used in the broadcast
0.31	South Africa can best be served by radio stations that serve the individual population groups

The reliability coefficients, alpha and standardized item alpha for the six items, were calculated at 0.7445 and 0.7553, respectively. Guttman split-half and equal-length Spearman-Brown reliability coefficients were 0.7702 and 0.7702, respectively. Inter-item total score correlation ranged from 0.0979 to 0.6733. The complete reliability measures can be found in Table 6.34.

Table 6.34 Split-half reliability and Cronbach alpha reliability coefficients

Split-half reliability coefficient Total number of items = 6	
Statistics	Reliability coefficient
Correlation between forms	0.6263
Guttman split-half	0.7702
Equal-length Spearman-Brown	0.7702
Unequal-length Spearman-Brown	0.7702
Alpha for part 1	0.5456
Alpha for part 2	0.6027
Number of items for part 1 = 3	
Number of items for part 2 = 3	
Cronbach alpha reliability coefficient Total number of items = 6	
Statistics	Reliability coefficient
Alpha	0.7445
Standardized item alpha	0.7553

This factor accounted for 23.7% of the variance.

6.4.3.2 Factor II: Viability and/or Sustainability of a Multicultural Radio Station

This 5-item factor that was performed on a sample of 691 respondents seems to tap the likelihood of whether a multicultural radio station is viable or sustainable in South Africa. The factor loadings are contained in Table 6.35.

Table 6.35 Factor loadings for factor II

Loading	Subscale
0.80	A radio station that is designed to broadcast to a multicultural audience would definitely not succeed in South Africa
0.78	A radio station that is designed to broadcast to a multicultural audience would definitely not be suitable for South Africa
0.57	A radio station that serves a multicultural audience would definitely be a threat to the different cultures in South Africa
0.54	I might have great difficulty listening to a radio announcer who did not come from the same population group as mine
0.29	There is nothing that would change my loyalty to my favourite radio station

The reliability coefficients, alpha and standardized item alpha, were 0.7247 and 0.7264,

respectively. The reliability measures for Guttman split-half and unequal-length Spearman-Brown were 0.5418 and 0.5925, respectively. Inter-item total score correlation ranged from 0.1211 to 0.7364. These and other reliability measures are presented in Table 6.36.

Table 6.36 Split-half reliability and Cronbach alpha reliability coefficients

Split-half reliability coefficient	
Total number of items = 5	
Statistics	Reliability coefficient
Correlation between forms	0.4139
Guttman split-half	0.5418
Equal-length Spearman-Brown	0.5855
Unequal-length Spearman-Brown	0.5925
Alpha for part 1	0.7804
Alpha for part 2	0.3492
Number of items for part 1 = 3	
Number of items for part 2 = 2	
Cronbach alpha reliability coefficient	
Total number of items = 5	
Statistics	Reliability coefficient
Alpha	0.7247
Standardized item alpha	0.7264

This factor accounted for 19% of the variance.

6.4.4 Influence of English and European Culture Scale

This scale was designed to measure the extent to which respondents are influenced by English and European culture. The development of this 19-item scale was largely influenced by Tajfel's (1981) social identity theory. The scale employs a Likert-type format. Response options for each item range from strongly disagree (1) to strongly agree (5). The reliability measures for alpha and standardized item alpha were 0.9125 and 0.9139 respectively. Guttman split-half and unequal-length Spearman-Brown reliability coefficients were 0.8714 and 0.8722, respectively. The high reliability scores of this scale may be interpreted as some measure of validity, meaning that the scale is measuring the same construct. Inter-item total score correlation ranged from -0.0371 to 0.7000 . The

complete reliability measures of the scale are contained in Table 6.37.

Table 6.37 Split-half reliability and Cronbach alpha reliability coefficients

Split-half reliability coefficient	
Total number of items = 19	
Statistics	Reliability coefficient
Correlation between forms	0.7729
Guttman split-half	0.8714
Equal-length Spearman-Brown	0.8719
Unequal-length Spearman-Brown	0.8722
Alpha for part 1	0.8331
Alpha for part 2	0.8672
Number of items for part 1 = 10	
Number of items for part 2 = 9	
Cronbach alpha reliability coefficient	
Total number of items = 19	
Statistics	Reliability coefficient
Alpha	0.9125
Standardized item alpha	0.9139

The rotated factor analysis (varimax) that was performed on the scale resulted in the following four factors:

Table 6.38 Rotated factors and their eigenvalues for section 14 of the questionnaire

Factor	Eigenvalue	% Variance	Cummulative %
1	7.57	37.39	37.39
2	2.29	9.87	47.26
3	1.12	3.71	50.97
4	1.00	3.10	54.07

6.4.4.1 Factor I: Quality of English Language Usage

This 7-item factor was performed on a sample of 678 respondents. Most of the items comprising this factor seem to suggest a strong need or concern for good quality use of English, hence the need to listen to an English radio station. The factor loadings are provided in the table below.

Table 6.39 Factor loadings for factor I

Loading	Subscale
0.69	The high status I enjoy in South Africa strengthens my need to listen to an English radio station continually
0.67	I always find listening to an English radio station a 'cool' thing to do
0.63	Listening to an English radio station will help me speak English like an English citizen
0.62	The high status of English internationally makes me feel good about listening to a good English radio station
0.60	The pride I take in speaking good English makes me to listen to an English radio station to maintain the high standard of English
0.51	I listen to an English radio station like most educated people in South Africa
0.47	I find it appropriate to listen to an English radio station because my home language is English

The reliability coefficients, alpha and standardized item alpha, were 0.8697 and 0.8705, respectively. The reliability measures for Guttman split-half and unequal-length Spearman-Brown reliability were 0.8627 and 0.8828, respectively. Inter-item total score correlation ranged from 0.3380 to 0.6187. This factor accounted for 37.4% of the variance. The complete information on reliability measures can be found in Table 6.40.

Table 6.40 Split-half reliability and Cronbach alpha reliability coefficients

Split-half reliability coefficient Total number of items = 7	
Statistics	Reliability coefficient
Correlation between forms	0.7872
Guttman split-half	0.8627
Equal-length Spearman-Brown	0.8809
Unequal-length Spearman-Brown	0.8828
Alpha for part 1	0.7883
Alpha for part 2	0.7279
Number of items for part 1 = 4	
Number of items for part 2 = 3	
Cronbach alpha reliability coefficient Total number of items = 7	
Statistics	Reliability coefficient
Alpha	0.8697
Standardized item alpha	0.8705

6.4.4.2 Factor II: Identification with English Culture

This 8-item factor was performed on a sample of 685 respondents. Most of the statements making up this factor suggest that listening to an English radio station is associated with being English. People readily identify with, or feel a sense of belonging to, an English radio station, especially on a cultural level. The factor loadings are presented in the table below.

Table 6.41 Factor loadings for factor II

Loading	Subscale
0.73	I listen to an English radio station because I identify with it
0.66	I readily feel a sense of belonging when I listen to an English radio station
0.57	English enjoys a high status internationally, so it makes sense for me to listen to a good English radio station
0.55	I will continue to listen to an English radio station as long as it caters for the needs and tastes of English-speaking South Africans
0.55	As an English-speaking person, I find that listening to an English radio station fits my lifestyle
0.53	I listen to an English radio station regardless of where I am in South Africa
0.52	I listen to an English radio station because I consider myself English
0.49	I feel comfortable listening to an English radio station because I will always be in the company of people who speak English

The reliability coefficients, alpha and standardized item alpha, were 0.8514 and 0.8533, respectively. The reliability measures for Guttman split-half and equal-length Spearman-Brown were 0.8372 and 0.8375, respectively. Inter-item total score correlation ranged from 0.3002 to 0.6049. This factor accounted for 9.9% of the variance. Additional information on other reliability measures is contained in the table below.

Table 6.42 Split-half reliability and Cronbach alpha reliability coefficients

Split-half reliability coefficient Total number of items = 8	
Statistics	Reliability coefficient
Correlation between forms	0.7205
Guttman split-half	0.8372
Equal-length Spearman-Brown	0.8375
Unequal-length Spearman-Brown	0.8375
Alpha for part 1	0.7774
Alpha for part 2	0.7217
Number of items for part 1 = 4	
Number of items for part 2 = 4	
Cronbach alpha reliability coefficient Total number of items = 8	
Statistics	Reliability coefficient
Alpha	0.8514
Standardized item alpha	0.8533

6.4.4.3 Factor III: Improving One's Use of English

This 2-item factor was performed on a sample of 719 respondents. The items that comprise this factor appear to suggest that listening to an English radio station is important for improving one's use of English. This factor accounted for 3.7% of the variance. The factor loadings are presented in the next table.

Table 6.43 Factor loadings for factor III

Loading	Subscale
0.76	I listen to an English station to improve my English language
0.76	I listen to an English radio station because it helps refine my English language

The reliability measures, alpha and standardized item alpha, were 0.8178 and 0.8188, respectively. Guttman split-half and equal-length Spearman-Brown reliability coefficients were 0.8178 and 0.8188, respectively. Inter-item total score correlation was 0.6932. Further information on other reliability measures can be found in Table 6.44.

Table 6.44 Split-half reliability and Cronbach alpha reliability coefficients

Split-half reliability coefficient Total number of items = 2	
Statistics	Reliability coefficient
Correlation between forms	0.6932
Guttman split-half	0.8178
Equal-length Spearman-Brown	0.8188
Unequal-length Spearman-Brown	0.8188
Number of items for part 1 = 1	
Number of items for part 2 = 1	
Cronbach alpha reliability coefficient Total number of items = 2	
Statistics	Reliability coefficient
Alpha	0.8178
Standardized item alpha	0.8188

6.4.4.4 Factor IV: Use of European Presenters

This 2-item factor was performed on a sample of 717 respondents. The statements that are contained in this factor suggest that the use of white presenters is the main reason for listening to an English radio station. The factor loadings are presented in the following table below.

Table 6.45 Factor loadings for factor IV

Loading	Subscale
0.75	I listen to an English radio station because the programmes are typically European
0.62	I listen to an English radio station because I identify with the white radio presenters

The reliability coefficients, alpha and standardized item alpha for the two items, were 0.7464 and 0.7465, respectively. The reliability measures for Guttman split-half and equal-length Spearman-Brown were 0.7464 and 0.7465, respectively. Inter-item total score correlation was 0.5955. The complete results of the reliability coefficients are reported in Table 6.46.

Table 6.46 Split-half reliability and Cronbach alpha reliability coefficients

Split-half reliability coefficient	
Total number of items = 2	
Statistics	Reliability coefficient
Correlation between forms	0.5955
Guttman split-half	0.7464
Equal-length Spearman-Brown	0.7465
Unequal-length Spearman-Brown	0.7465
Number of items for part 1 = 1	
Number of items for part 2 = 1	
Cronbach alpha reliability coefficient	
Total number of items = 2	
Statistics	Reliability coefficient
Alpha	0.7464
Standardized item alpha	0.7465

This factor accounted for 3.1% of the variance.

6.5 Conclusion

The high reliability measures that were obtained in at least three of the four scales are important because one can say with confidence that they are valid measures of what they were supposed to assess. In other words, the questionnaire was designed in such a way that the items of each of the three scales matched the constructs they were supposed to measure, as defined by the researcher.

The moderate to low reliability coefficients of section 13 of the questionnaire – the scale for embracing other radio stations – do not necessarily mean the scale is not valid, as there are a number of items of the scale that are highly correlated with each other. This is perhaps one of the instances where validity does not guarantee reliability, and vice versa. According to Hair, Jr. et al (1992), a measure may be accurate (valid) but not consistent (reliable). It may also be consistent but not accurate. This is why validity and reliability are two separate but interrelated conditions.

Nevertheless, it is possible to increase the reliability measures of all four scales by removing those items that have low correlation scores.

6.6 Statistical Considerations for Data Analysis

6.6.1 Introduction

This section of the chapter is dedicated to a discussion of the statistical procedures that were considered or used in the presentation of the research results. This section is particularly important because the research question required the selection of an advanced method of analysis of J x K frequency tables.

6.6.2 Search for Statistical Method

Two alternatives were considered: (i) the log-likelihood approach, and (ii) the hierarchical loglinear analysis. The log-likelihood approach is a general method for detecting critical subsections of the cross-tabulation and is based on the familiar Pearson chi-square statistics (χ^2). The loglinear likelihood statistic $-2\ell n\lambda$ is used to approximate the χ^2 value for any contingency table. This approach has the desirable property that $-2\ell n\lambda$ is additive, in the same sense that sums-of-squares in simple ANOVA are additive: the sum of the $-2\ell n\lambda$ values for the individual effects in the various submodels equals the χ^2 for the total model. In the case of the hierarchical loglinear analysis, a person is trying to predict the number of cases in a cell of a cross-tabulation that is based on the values of individual variables and on their combinations. This approach is analogous to factorial ANOVA in the sense that it allows a person to partition variance in the cell frequencies into subsets attributable to main effects and interaction effects of the variable of interest. The base and particular application, however, are very similar to standardised z scores. The natural logarithm of cell frequencies is used to simplify both computation and interpretation of parameter estimates.

6.6.3 Cross-Tabulation Analysis in General

Since the basis of both the log-likelihood ratio and the hierarchical loglinear analysis depends on the availability of contingency tables, a useful starting point is to discuss in abstract terms the contingency table and what it entails. According to Steyn et al (1994), a contingency table is a summary of a univariate or multivariate data set in the form of either a one-dimensional (one-way) or multidimensional (multi-way) frequency

distribution. In a frequency distribution that is regarded as a one-way contingency table, each observation is categorised, according to realisation or contingency, into one of a number of mutually exclusive ‘classes of events’.

It also happens every so often that information is obtained on two or more characteristics of individuals or entities. The measurement of such characteristics produces multivariate data sets, which can be represented simply and meaningfully in a multi-way contingency table (Steyn et al, 1994). A well-known example of a two-way contingency table that is commonly used in statistics, and which is the basis for both the hierarchical loglinear analysis and the log-likelihood ratio, is a multidimensional cross-classification table. A cross-classification table, or simply a cross-tabulation, is known as such because the two main effects – main effect A and main effect B – are ‘crossed’ with each other. The cells in the cross-tabulation describe the interaction between main effects A and B and are designated as AB.

Table 6.47 Representation of J x K contingency table for both the loglinear likelihood and hierarchical loglinear approaches

		Main effect B						Row Totals
		B (column factor)						
Main Effect A	A (row factor)	B ₁	B ₂	B ₃	B ₄	.	B _K	
	A ₁	O ₁₁ E ₁₁	O ₁₂ E ₁₂	O ₁₃ E ₁₃	O _{1k} E _{1k}	.	O _{1k}	r ₁
	A _j	O ₂₁	O ₂₂	O ₂₃	O ₂₄	.	O _{2k}	r ₂
	A _J	O _{J1}	O _{J2}	O _{J3}	O _{J4}	.	O _{JK}	r _J
	Column Totals	c ₁	c ₂	c ₃	C ₄	.	c _K	N

O_{jk} = Observed frequency of row j and column k

E_{jk} = Expected frequency of row j and column k = $r_j \times c_k / n$

A cross-classification table shows a cell for every combination of categories of the two variables. The cells are the little boxes that make up a cross-classification table, and they

are arranged in rows and columns. Inside the cell is a number showing how many people gave that combination of responses. The labels at the left and top of the table describe what is in each of the rows and columns. To the right and the bottom end of the tables are totals – often called marginal totals – because they are in the margins of the table (Norušis, 1990). A row, column, or total percentages and expected values, can also be calculated for each bivariate table or subtable. The following key words are fundamental to understanding some of these items (Norušis, 1990):

Row percentages are the number of cases in each cell in a row expressed as a percentage of all the cases in that row.

Column percentages are the number of cases in each cell in a column expressed as a percentage of all the cases in that column.

Two-way table total percentages is a number of cases in each cell of a sub-table expressed as a percentage of all the cases in that subtable.

Expected frequencies are the number of cases expected in each cell, if the two variables in the subtable were statistically independent.

There are two key concepts that are critical in any discussion that involves both the hierarchical loglinear analysis and the loglinear likelihood approach, i.e. main effects and interaction effects. Main effects refer to the effect that each main factor (predictor) has on the dependent variable. Main effects can occur irrespective of whether one is testing the effects of individual variables or their combinations. However, the two main methods differ in their approach to the handling of main and interaction effects.

6.6.4 Options Considered

6.6.4.1 Log-Likelihood Ratio

In normal circumstances the calculation of a significant χ^2 value is applicable to the cross-tabulation in its entirety. The researcher often knows very well that significance is limited to only a few cells in the cross-tabulation and not to the complete table. The log-likelihood

ratio being an approximation of χ^2 , enables one to pinpoint cells to which significant differences may be linked, and to determine $-2\ell n\lambda$ values of those cells that mainly contribute to the overall χ^2 value of the table. In so doing, one is able to ascertain which cells, or subgroup of cells, play a significant part. Likewise, cells making irrelevant or insignificant contributions are also determined. Tracing of significant and insignificant cell contribution requires decomposition of the $-2\ell n\lambda$ approximation of χ^2 value. The calculation procedures will be described by using the abstract example presented in Table 6.48.

Table 6.48 The Teenager Values Amulets

Independent Variable	Dependent Variable					Marginal Row Totals
	Strongly Agree	Agree	Doubt	Disagree	Strongly Disagree	
Girls	f_{11} e_{11}	f_{12} e_{12}	f_{13} e_{13}	f_{14} e_{14}	f_{jk} e_{1k}	f_{r1}
Boys	f_{21} e_1	f_{22} e_{22}	f_{23} e_{23}	f_{24} e_{24}	f_{jk} e_{jk}	f_{r2}
Marginal Column Totals	fc_1	fc_2	fc_3	fc_4	fc_{jk}	N

The procedure is as follows:

- (i) Calculate the χ^2 for the complete table according to the normal calculation procedure. The calculation of the usual χ^2 statistic uses the product of row and column marginal totals, which is then divided by N to estimate the expected frequencies.
- (ii) The following formula is used to calculate χ^2 :

$$\chi^2 = \sum_{j=1}^J \sum_{k=1}^K \frac{(O_{jk} - E_{jk})^2}{E_{jk}}$$

with $(J - 1)(K - 1)$ degrees of freedom, where O_{jk} = Observed frequency and E_{jk} = Expected frequency, wherein the expected frequency is subtracted from the observed frequency, then squared and divided by the expected frequency. The resulting values are summed across all categories and groups to provide the χ^2

value.

- (iii) Simulate χ^2 by means of the loglinear likelihood ratio $-2\ell n\lambda$.
- (iv) The ratio of χ^2 and $-2\ell n\lambda$ approximates 1, but always falls short of it. The χ^2 value is accurately simulated by $-2\ell n\lambda$.
- (v) The loglinear likelihood ratio approach $-2\ell n\lambda$ is used to convert the frequencies using the formula below:

Cell

Row
Marginal
Totals

Column
Marginal
Totals

N

$$-2\ell n\lambda = \sum_{j=1}^J \sum_{k=1}^K 2n_{jk} \ell n n_{jk} - \sum_{j=1}^J 2n_{j.} \ell n n_{j.} - \sum_{k=1}^K 2n_{.k} \ell n n_{.k} + 2n_{..} \ell n n_{..}$$

The four terms to the right of the equals sign refers to the sum of $2n \ell n n$ values for the individual cells in the table, row and column marginal totals, and for N, respectively. The obtained values are added and subtracted as shown in the formulae to provide $-2\ell n\lambda$. This value is also calculated for the complete table. The end result is a $-2\ell n\lambda$ value that will approximate the χ^2 value of the complete table.

How does the researcher go about decomposing the table? There are two approaches. The researcher makes a selection of a 2 x 2 or bigger cross-tabulation from the original table. This is demonstrated in Table 6.49

Table 6.49 First decomposition: $-2^l n \lambda$
 Categories 'Strongly Agree' compared with 'Agree'

Independent Variable	Strongly Agree	Agree	Marginal Row Totals
Girls	f_{11}	f_{12}	f_{r1}
Boys	f_{21}	f_{22}	f_{r2}
Marginal Column Totals	f_{c1}	f_{c2}	N

If the first decomposition proves statistically insignificant, the researcher may collapse the first decomposition table by joining the frequencies of the categories Strongly Agree and Agree, and by adding the frequencies for the category Doubt from the original complete cross-tabulation to form a new 2 x 2 cross-tabulation for the second attempt at decomposition. The process of testing for significance, collapsing the decomposition table to form a new table for a following decomposition may be repeated until the original cross-tabulation is exhausted. Adding up the particular $-2^l n \lambda$ values for all the attempts at decomposing, the researcher obtains the same $-2^l n \lambda$ value that was calculated for the original full cross-tabulation. If all the subsections of the base table are decomposed, the $-2^l n \lambda$ values will add-up to the χ^2 value. This procedure is known as the summation or additive principle. The researcher then scans the calculation for all the significant $-2^l n \lambda$ values.

There is a shorter route. The researcher looks for the four or more 2 x 2 or 2 x 3 or 2 x j or 2 x k cells where the differences between O_{jk} and E_{jk} are at their maximum. Next, $-2^l n \lambda$ is calculated for this subsection of the original full cross-tabulation. For any given significant subsection of the frequency table under consideration, all the remaining subsections can add up only to the difference between the original $-2^l n \lambda$ value (approximate χ^2 value) and $-2^l n \lambda$ for the significant subsections. In practice, further decomposition after the first attempt becomes unnecessary. Testing for significance is done against the normal χ^2 distribution with $(J - 1)(K - 1)$ degrees of freedom. The formulae for calculating $-2^l n \lambda$ is

partially derived as follows:

$$\begin{aligned}
 \ell_n \lambda &= \ell_n n^n \times \left(\prod_{j=1}^J \prod_{k=1}^K \left(\frac{O_{jk}}{r_j \times c_k} \right) O_{jk} \right) \\
 &= \ell_n n^n + \sum_{j=1}^J \sum_{k=1}^K +O_{jk} \ell_n \left(\frac{O_{jk}}{r_j \times c_k} \right) \\
 &= n \ell_n (n) + \sum_{j=1}^J \sum_{k=1}^K O_{jk} \ell_n(O_{jk}) - \sum_{j=1}^J \sum_{k=1}^K O_{jk} (\ell_n r_j \times c_k) \\
 \ell_n \lambda &= n \ell_n (n) + \sum_{j=1}^J \sum_{k=1}^K O_{jk} \ell_n O_{jk} - \sum_{j=1}^J r_j \ell_n r_j - \sum_{k=1}^K c_k \ell_n c_k
 \end{aligned}$$

And by multiplying both sides of the equation by -2

$$-2 \ell_n \lambda = -2 \left(n \ell_n (n) + \sum_{j=1}^J \sum_{k=1}^K O_{jk} \ell_n O_{jk} - \sum_{j=1}^J r_j \ell_n r_j - \sum_{k=1}^K c_k \ell_n c_k \right)$$

This formula, that is $-2\ell_n\lambda$, indicates which combination of cells and row and column totals contribute to the total calculated value. By adding and subtracting, $-2\ell_n\lambda$ is calculated. This important step can best be described as the simulation of the χ^2 value.

6.6.4.2 Hierarchical Loglinear Analysis

The basic starting point for hierarchical loglinear analysis is once again the basic cross-tabulation, with its two main effects A and B and interaction effects AB. The combinations of variables sometimes have a different effect from what one would expect of each of the variables alone. In statistical terms, we say there was an interaction effect between variables. Interaction effects refer to the extent to which variance in one independent variable relates to variance on the levels of the other independent variable.

Other terms that are associated with the hierarchical loglinear model, namely the

independence and saturated model, are also worth mentioning. A model in which the variables A and B are statistically independent is called the independence model. This model is formulated as:

$$F_{jk} = \mu + \lambda A_j + \lambda B_k$$

Note that the formula does not provide for assessment of interaction, hence the independence of the two main effects A and B. F_{jk} is the expected frequency in the (j,k) cell.

If the variables are dependent, as in the case of a saturated model, the appropriate log-linear model has interaction terms that can represent them. A saturated model contains all the possible effects. For example, a saturated model for a two-way table contains terms for the row main effects, the column main effects, and their interaction. The term saturated model derives its name from the interaction effects that occur in instances where variables A and B are statistically depended. This model may be written as:

$$\hat{F}_{jk} = \mu + \lambda A_j + \lambda B_k + \lambda AB_{jk}$$

Note that \hat{F}_{jk} is no longer the expected frequency in the (j,k) cell, but is now the observed frequency based on the model.

The log-linear model converts the multiplicative model into linear model by taking the natural logarithms of the expected frequencies. The cell frequencies as well as the row and column marginal totals as well as N are converted to natural logarithmns. An abstract example is used to demonstrate the second method.

Table 6.50 Natural logarithms of expected frequencies of an (J x K) contingency table

	1985-1986	1987-1988	1989-1990	1991-1992	1993-1994	Marginal Row Values
Asians A ₁	M ₁₁	M ₁₂	M ₁₃	M ₁₄	M ₁₅	M _{r1}
Coloureds A ₂	M ₂₁	M ₂₂	M ₂₃	M ₂₄	M ₂₅	M _{r2}
Whites A ₃	M ₃₁	M ₃₂	M ₃₃	M ₃₄	M ₃₅	M _{r3}
Blacks A ₄	M ₄₁	M ₄₂	M ₄₃	M ₄₄	M ₄₅	M _{r4}
Marginal Column Values	M _{c1}	M _{c2}	M _{c3}	M _{c4}	M _{c5}	M

Within the converted table M_{11} to M_{45} are the natural logarithms of the original cell frequencies in the starting cross-tabulation. M_r is obtained by adding M_{11} to M_{15} and dividing by 5 (five categories of variable B). The procedure is repeated for all the remaining marginal row totals. Adding up M_{11} to M_{41} and dividing by 4 (for the four categories of variable A), will provide M_{c1} . This again is repeated for M_{c2} to M_{c5} . M is the average of M_{r1} to M_{r4} added and divided by 4 or M_{c1} to M_{c5} added and divided by 5. The calculation procedure reverts from table 6.50 to the contents of table 6.51.

Next, a test for the presence of dependence or independence is done. In other words, accept or reject the hypothesis:

$$H_0 : \lambda^{AB} = 0 \text{ (independence model)}$$

$$H_1 : \lambda^{AB} \neq 0 \text{ (saturated model)}$$

The formula that is used for testing this model is

$$\chi^2_L = 2 \sum_{j=1}^J \sum_{k=1}^K O_{jk} \ell_n \left(\frac{O_{jk}}{E_{jk}} \right) = \ell^*$$

The statistic ℓ^* follows the χ^2 distribution with $(J - 1)(K - 1)$ degrees of freedom. If the saturated model or model for interdependency holds, further calculations are

made for the contents of Table 6.51.

Table 6.51 Loglinear analysis for the saturated model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λ_{A_1} λ_{A_2} λ_{A_3} λ_{A_4}				
λ_{B_1} λ_{B_2} λ_{B_3} λ_{B_4} λ_{B_5}				
$\lambda_{A_1B_1}$ $\lambda_{A_1B_2}$ $\lambda_{A_1B_3}$ $\lambda_{A_1B_4}$ $\lambda_{A_1B_5}$				
$\lambda_{A_2B_1}$ $\lambda_{A_2B_2}$ $\lambda_{A_2B_3}$ $\lambda_{A_2B_4}$ $\lambda_{A_2B_5}$				

If the saturated model does not apply, significant interactions are lacking and further calculations proceed according to Table 6.52.

Table 6.52 Loglinear analysis for the independent model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λ_{A_1} λ_{A_2} λ_{A_3} λ_{A_4}				
λ_{B_1} λ_{B_2} λ_{B_3} λ_{B_4} λ_{B_5}				

Irrespective of which of the two models holds, four further calculations are made: ℓ , an estimate s_{ℓ} , ℓ/s and the final conclusion. Calculations of these four steps are as follows:

(i) Calculation of ℓ

Estimates for lambda parameters (ℓ values) can be estimated as follows:

$$\begin{aligned}
 \lambda A_j &= \mu_j - \mu_{jk} && \text{main effect A} \\
 \lambda B_k &= \mu_k - \mu_{jk} && \text{main effect B} \\
 \lambda AB_{jk} &= \ell_n \hat{F}_{jk} - (\mu_{jk} + \lambda A_j + \lambda B_k)
 \end{aligned}$$

for calculation of any interaction effect,

where \hat{F}_{jk} is the observed frequency in the cell.

Calculation of λA_j and λB_k holds for both tables 6.51 and 6.52, whereas λAB_{jk} holds only for table 6.51, as table 6.52 contains no reference to interactions. λA_j and λB_k are calculated by subtracting M_{jk} (grand mean) from the mean of (M_{rj} or M_{ck}) of the particular marginal row total or marginal column total as the case may be. λAB_{jk} is the natural logarithm of the cell frequency F_{jk} minus the sum of the grand mean M_{jk} plus λA_j plus λB_k .

(ii) Calculation of s_ℓ

The next objective is to calculate estimates of the standard deviation of the main and interaction effects (where applicable) by using existing information. The following two formulae are used to estimate the variance:

$$\begin{aligned}
 s_\ell^2 &= \frac{1}{j^2 k^2} \sum_{j=1}^J \sum_{k=1}^K \left(\frac{a_{jk}^2}{O_{jk}} \right) \text{ for the saturated model} \\
 s_\ell^2 &= \frac{1}{j^2 k^2} \sum_{j=1}^J \sum_{k=1}^K \left(\frac{a_{jk}^2}{E_{jk}} \right) \text{ for the independent model}
 \end{aligned}$$

where a is the values in the unit matrix.

The two calculations differ only in terms of division by O_{jk} in the first instance, and division by E_{jk} in the second. Suitable lists of sets of weights (a_{jk}) in the above two

formulae for cross-tabulations of different sizes, for the estimation of s_ℓ were calculated and published for further reference and usage (Steyn et al, 1994). An example is provided in Table 6.53 pertaining to 2 x 3 cross-tabulation.

Table 6.53 Weights for 2 x 3 table

	a_{11}	A_{12}	a_{13}	a_{21}	a_{22}	a_{23}
λ_{A1}	1	1	1	-1	-1	-1
λ_{A2}	-1	-1	-1	1	1	1
λ_{B1}	2	-1	-1	2	-1	-1
λ_{B2}	-1	2	-1	-1	2	-1
λ_{B3}	-1	-1	2	-1	-1	2
λ_{AB11}	2	-1	-1	-2	1	1
λ_{AB12}	-1	2	-1	1	-2	1
λ_{AB13}	-1	-1	2	1	1	-2
λ_{AB21}	-2	1	1	2	-1	-1
λ_{AB22}	1	-2	1	-1	2	-1
λ_{AB23}	1	1	-2	-1	-1	2

In the case of the saturated model, each of the relevant sets of weights pertaining to the main effects λ_{A_1} to λ_{A_j} , λ_{B_1} to λ_{B_k} and the interaction effects $\lambda_{AB_{11}}$ to $\lambda_{AB_{jk}}$ are taken in turn. Each weight from the appropriate table suited to the data, is squared and divided by the observed frequency in the original cross-tabulation. All the a^2_{jk}/O_{jk} values are summed across all the categories (B_1 to B_k) for all the groups (A_1 to A_j) and multiplied by the inverse of $J^2 \times k^2$ (number of columns squared, multiplied by number of rows squared).

The standard deviation is obtained by calculating the square root of s_ℓ^2 of the two formulas that are used to estimate the variance, i.e. $s_\ell = \sqrt{s^2}$. To make accurate estimates, s^2 is usually calculated to eight decimal places.

The value s_ℓ is merely an estimate of the standard deviation of the estimator of λ so that

$\frac{\ell - \lambda}{s}$ is actually the standardised value of the estimate ℓ , which is equivalent to a z value.

To determine whether an effect is significant, the following rule is used:

$$\ell \text{ is not significant } (\lambda = 0) \text{ if } \left| \frac{\ell}{s_{\ell}} \right| < 2.58$$

$$\ell \text{ is significant } (\lambda \neq 0) \text{ if } \left| \frac{\ell}{s_{\ell}} \right| \geq 2.58$$

This procedure implies that for each main effect and interaction effect (for the saturated model) the null hypothesis

$$H_0: \lambda = 0 \text{ is tested against}$$

$$H_1: \lambda \neq 0 \text{ (saturated model)}$$

Testing at the 1% level of significance is preferred to testing at the 5% level, owing to the many assumptions on which the model is based. All ℓ/s_{ℓ} values that exceed 2.58 are significant. The resultant conclusions are drawn in terms of significant or insignificant main and interaction effects. Since all ℓ/s_{ℓ} values are standardised, the plus or minus sign they carry will be indicated as exceeding the group norm (plus sign), or falling short of the group norm (minus sign).

The interpretation of the statistics could be written as follows, depending on whether the independent or saturated model applied:

‘In instances where the independence model is proven to hold, the search of interaction effects in the cross-tabulation is not required. However, borderline interactions that occur may also be mentioned, if necessary. Only the findings of the main effect of the loglinear analysis can be reported in the table. In the case where the saturated model applies, further analysis of the cross-tabulation is necessary in order to trace for the presence of interaction effects in the cross-classification table.’

6.7 Option Decided Upon

Clearly, there are certain similarities and differences between the two approaches that have just been presented. As has been pointed out, the log-likelihood ratio allows one to pinpoint which groups of cells play a part, whereas the hierarchical loglinear analysis enables one to uncover the potentially complex relationships between variables. The models of the hierarchical loglinear analysis could result in any one of the following representations, that:

1. There is no difference between the B categories in the population
2. There is no difference in the incidence of the A categories in the population
3. There is an equal probability that an entity could be placed in any one of the (J x K) cells of the contingency table

The above considerations have convinced the researcher that the hierarchical loglinear analysis would be the preferred statistical procedure to be used to analyse the data in this research.

CHAPTER 7

PRESENTATION OF RESULTS

7.1 Introduction

This chapter contains the results of the data analysis that was done on the items that comprise the questionnaire.

7.2 Contents of the Chapter

The chapter consists of cross-classification tables as well as loglinear analysis tables that were compiled in cases where the saturated or the independent model applied. These tables are presented along with a detailed description of what was done in the analysis of the item concerned.

7.3 Approach to Presentation of Data

The approach taken here to presenting the results was based on the factor analysis done on the items that comprise the different sections of the questionnaire (i.e. sections 11, 12, 13 and 14. In the case of section 11, a total of 11 factors were extracted; sections 12 and 13 that comprised the second and third scale resulted in two factors each; section 14 produced a total of 4 factors).

The next step was to ensure that the presentation of the results of each analysis that was done on the various items that comprise a given factor was in accordance with the sequence in which these factors occurred in the questionnaire and the scale concerned.

The presentation of data analysis of each of the items contained in each factor began with those items that had high factor loadings and progressed to those with low factor loadings.

Loglinear analyses were done for all the questions. In addition, the lambda value, ℓ^* , was calculated for each item to determine the presence or absence of saturation. Where the saturated model applied, further loglinear analysis calculations were made to identify interaction effects. Where the independent model held, i.e. those items with lambda estimates that were not significant, further analysis of interaction was not required.

7.4 Results of Data Analysis

Now that the contents of the chapter and the approach to the presentation of data have been outlined, the next step is the actual presentation of the results of data analysis that was done on all four sections of the questionnaire. The first results to be presented are those of section 11 of the questionnaire.

7.4.1 Broadcasting Component

The first factor analysis revealed eleven factors that in total accounted for 24% of the variance in the overall response pattern in section 11 of the questionnaire.

7.4.1.1 Creation of Broadcasting Atmosphere

The factor extraction technique isolated 14 questions for inclusion in the first factor. Factor I was designated as Creation of Broadcasting Atmosphere. The individual items of this factor were duly analysed. The results of these analyses were as follows:

Table 7.1 Cross-tabulation of five attitudinal categories and population groups for **question 11.35**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	4	0	0	0	0	0	4
Row %	100%	0%	0%	0%	0%	0%	100%
Column %	1.7%	0%	0%	0%	0%	0%	.6%
Disagree	8	3	1	3	1	0	16
Row %	50%	18.8%	6.3%	18.8%	6.3%	0%	100%
Column %	3.3%	1.9%	.6%	11.1%	.9%	0%	2.2%
Neutral	28	9	20	4	9	7	77
Row %	36.4%	11.7%	26%	5.2%	11.7%	9.1%	100%
Column %	11.6%	5.7%	13%	14.8%	8%	33.3%	10.8%
Agree	105	70	71	11	56	11	324
Row %	32.4%	21.6%	21.9%	3.4%	17.3%	3.4%	100%
Column %	43.4%	44.3%	46.1%	40.7%	50%	52.4%	45.4%
Strongly agree	97	76	62	9	46	3	293
Row %	33.1%	25.9%	21.2%	3.1%	15.7%	1%	100%
Column %	40.1%	48.1%	40.3%	33.3%	41.1%	14.3%	41%
Total	242	158	154	27	112	21	714
Row %	33.9%	22.1%	21.6%	3.8%	15.7%	2.9%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 11.35 in Table 7.1 referred to a good radio announcer who is able to capture the imagination of listeners.

In this case, 86.4% of the respondents agreed or strongly agreed with the content of the statement. Compared with the general norm, the subsamples responded as follows: African, 83.5%; White Afrikaans-speaking, 92.4%; White English-speaking, 86.4%; Coloured, 74%; Indian, 91.1%; 'Other', 66.7%.

The data were further analysed with regard to the second main effect: a reflection of the respondents' population group. To measure whether 'Population Group' played a part in the cross-tabulation, a pretest of dependence or independence was done. In this regard ℓ^* was calculated at 34.63, which was insignificant ($\ell^* = 34.63 < X^2 = 37.566$ with 20 degrees of freedom). The independent model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the interaction in the cross-tabulation was not required. The main effects results are contained in Table 7.2.

Table 7.2 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the independent model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λ_{A_1}	-1.951764	0.383678	-5.086984	Significant at 0.1% level
λ_{A_2}	-1.338863	0.300917	-4.449277	Significant at 0.1% level
λ_{A_3}	0.174093	0.177900	0.978600	Insignificant
λ_{A_4}	1.608686	0.138918	11.580112	Significant at 0.1% level
λ_{A_5}	1.507849	0.140389	10.740507	Significant at 0.1% level
λ_{B_1}	1.014693	0.174738	5.806940	Significant at 0.1% level
λ_{B_2}	0.600375	0.195256	3.074809	Significant at 0.1% level
λ_{B_3}	0.569921	0.197672	2.883165	Significant at 0.1% level
λ_{B_4}	-1.101477	0.365414	-3.014326	Significant at 0.1% level
λ_{B_5}	0.256219	0.218294	1.173734	Insignificant
λ_{B_6}	-1.339731	0.416786	-3.214434	Significant at 0.1% level

Main effect A_i produced significant differences. In four of the five attitudinal categories – Strongly Disagree, Disagree, Agree and Strongly Agree – the observed frequencies differed significantly from the respective group norms. The exception was the category Neutral. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and those classified as 'Other'.

Table 7.3 Cross-tabulation of five attitudinal categories and population groups for **question 11.38**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	6	1	0	1	0	1	9
Row %	66.7%	11.1%	0%	11.1%	0%	11.1%	100%
Column %	2.5%	.6%	0%	3.6%	0%	4.5%	1.3%
Disagree	10	4	2	4	1	0	21
Row %	47.6%	19%	9.5%	19%	4.8%	0%	100%
Column %	4.1%	2.5%	1.3%	14.3%	.9%	0%	2.9%
Neutral	33	14	13	1	10	6	77
Row %	42.9%	18.2%	16.9%	1.3%	13%	7.8%	100%
Column %	13.5%	8.9%	8.4%	3.6%	9%	27.3%	10.8%
Agree	86	65	81	14	61	9	316
Row %	27.2%	20.6%	25.6%	4.4%	19.3%	2.8%	100%
Column %	35.2%	41.4%	52.6%	50%	55%	40.9%	44.1%
Strongly agree	109	73	58	8	39	6	293
Row %	37.2%	24.9%	19.8%	2.7%	13.3%	2%	100%
Column %	44.7%	46.5%	37.7%	28.6%	35.1%	27.3%	40.9%
Total	244	157	154	28	111	22	716
Row %	34.1%	21.9%	21.5%	3.9%	15.5%	3.1%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 11.38 that pertained to Table 7.3 referred to the radio listener who likes a radio announcer who can make people laugh.

In this case 85% of the respondents agreed or strongly agreed with the content of the statement. Compared with the general trend, the subsamples produced the following results: African, 79.9%; White Afrikaans-speaking, 87.9%; White English-speaking, 90.3%; Coloured, 78.6%; Indian, 90.1%; 'Other', 68.2%.

To determine the interactive role of the subcategories 'Population Group', a test was done for the presence or absence of saturation. In this regard ℓ^* was calculated at 43.29, which was significant ($\ell^* = 43.29 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model applied in this instance. Further loglinear analysis of the cross-tabulation was therefore necessary and duly reported in Table 7.4.

Table 7.4 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λA_1	-1.960121	0.312353	-6.275339	Significant at 0.1% level
λA_2	-1.297361	0.251236	-5.163914	Significant at 0.1% level
λA_3	-0.126272	0.188525	-0.669789	Insignificant
λA_4	1.402975	0.124196	11.296459	Significant at 0.1% level
λA_5	1.170754	0.131947	8.872911	Significant at 0.1% level
λB_1	1.250566	0.141163	8.859021	Significant at 0.1% level
λB_2	0.401297	0.217868	1.841927	Insignificant
λB_3	0.245855	0.233009	1.055131	Insignificant
λB_4	-0.875784	0.276932	-3.162451	Significant at 0.1% level
λB_5	-0.081339	0.261866	-0.310613	Insignificant
λB_6	-0.940594	0.276836	-3.397658	Significant at 0.1% level
λA_1B_1	0.242567	0.415578	0.583686	Insignificant
λA_1B_2	-0.699924	0.730464	-0.958191	Insignificant
λA_1B_3	-0.544482	0.735122	-0.740669	Insignificant
λA_1B_4	0.577157	0.750201	0.769336	Insignificant
λA_1B_5	-0.217288	0.744772	-0.291751	Insignificant
λA_1B_6	0.641967	0.750166	0.855767	Insignificant
λA_2B_1	0.090632	0.334056	0.271308	Insignificant
λA_2B_2	0.023611	0.446244	0.052911	Insignificant
λA_2B_3	-0.514095	0.553136	-0.929419	Insignificant
λA_2B_4	1.300692	0.477868	2.721865	Significant at 0.1% level
λA_2B_5	-0.880048	0.721277	-1.220125	Insignificant
λA_2B_6	-0.020793	0.726846	-0.028607	Insignificant
λA_3B_1	0.113465	0.236932	0.478893	Insignificant
λA_3B_2	0.105284	0.316428	0.332727	Insignificant
λA_3B_3	0.186618	0.330380	0.564859	Insignificant
λA_3B_4	-1.256692	0.707658	-1.775847	Insignificant
λA_3B_5	0.251448	0.364229	0.690357	Insignificant
λA_3B_6	0.599877	0.409138	1.466197	Insignificant
λA_4B_1	-0.457942	0.168966	-2.710261	Significant at 0.1% level
λA_4B_2	0.111367	0.239983	0.464062	Insignificant
λA_4B_3	0.486871	0.251402	1.936623	Insignificant
λA_4B_4	-0.146882	0.330506	-0.444416	Insignificant
λA_4B_5	0.530490	0.281252	1.886173	Insignificant
λA_4B_6	-0.523905	0.353630	-1.481506	Insignificant
λA_5B_1	0.011280	0.171912	0.065615	Insignificant
λA_5B_2	0.459660	0.242700	1.893943	Insignificant
λA_5B_3	0.385086	0.259127	1.486090	Insignificant
λA_5B_4	-0.474277	0.364209	-1.302211	Insignificant
λA_5B_5	0.315398	0.291183	1.083161	Insignificant
λA_5B_6	-0.697149	0.386344	-1.804477	Insignificant

Main effect A_i produced significant differences. In four of the five attitudinal categories – Strongly Disagree, Disagree, Agree and Strongly Agree – response patterns differed significantly from the respective group norms. The exception was the category Neutral. In the case of the main effect B_j relating to population group, three significant deviations from the general trend were observed: among Africans, Coloureds and those classified as ‘Other’.

Two significant interaction effects A_iB_j were observed, in A_2B_4 and A_4B_1 respectively. The

frequency of Coloured respondents in A₂B₄ (4 or 14.3% of this subgroup) who disagreed with the content of question 11.38 (ℓ/s equal to +2.72) was significantly higher than the group norm. In the case of A₄B₁, the frequency of African respondents (86 or 35.2% of this subgroup) who agreed with the content of question 11.38 (ℓ/s equal to -2.71) was significantly lower than the group norm.

Table 7.5 Cross-tabulation of five attitudinal categories and population groups for **question 11.34**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	5	0	0	0	0	0	5
Row %	100%	0%	0%	0%	0%	0%	100%
Column %	2%	0%	0%	0%	0%	0%	.7%
Disagree	11	3	2	3	2	2	23
Row %	47.8%	13%	8.7%	13%	8.7%	8.7%	100%
Column %	4.5%	1.9%	1.3%	11.1%	1.8%	10%	3.2%
Neutral	34	12	20	1	5	4	76
Row %	44.7%	15.8%	26.3%	1.3%	6.6%	5.3%	100%
Column %	13.9%	7.6%	13.1%	3.7%	4.5%	20%	10.7%
Agree	96	64	66	14	58	9	307
Row %	31.3%	20.8%	21.5%	4.6%	18.9%	2.9%	100%
Column %	39.3%	40.8%	43.1%	51.9%	51.8%	45%	43.1%
Strongly agree	98	78	65	9	47	5	302
Row %	32.5%	25.8%	21.5%	3%	15.6%	1.7%	100%
Column %	40.2%	49.7%	42.5%	33.3%	42%	25%	42.4%
Total	244	157	153	27	112	20	713
Row %	34.2%	22%	21.5%	3.8%	15.7%	2.8%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 11.34 in Table 7.5 referred to a good sense of humour as a mark of a good radio announcer.

In this case 85.5% of the respondents agreed or strongly agreed with the content of the statement. The subsample figures were: African, 79.5%; White Afrikaans-speaking, 90.5%; White English-speaking, 85.6%; Coloured, 85.2%; Indian, 93.8%; 'Other', 70%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played an interactive part, a test for saturation was done first. In this regard ℓ^* was calculated at 38.73, which was significant ($\ell^* = 38.73 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model applied in this instance. Further loglinear analysis of the cross-tabulation was therefore required. The resultant

Question 11.36 referenced in Table 7.7 referred to the extent to which listeners adore a radio announcer who is creative with regard to programme presentation.

In the case under consideration, 83.1% of the respondents agreed or strongly agreed with the statement in the questionnaire. Subgroup comparisons were as follows: African, 82.5%; White Afrikaans-speaking, 91.1%; White English-speaking, 75.2%; Coloured, 74%; Indian, 88.4%; 'Other', 71.4%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this dimension, the presence of the saturated model of the hierarchical loglinear analysis was traced in this instance. In this regard ℓ^* was calculated at 70.18, which was significant ($\ell^* = 70.18 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). Further loglinear analysis of the cross-tabulation was therefore necessary and duly reported in Table 7.8.

Table 7.8 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λA_1	-1.660740	0.297502	-5.582282	Significant at 0.1% level
λA_2	-1.545210	0.283150	-5.457213	Significant at 0.1% level
λA_3	0.389327	0.147140	2.645963	Significant at 0.1% level
λA_4	1.439826	0.125958	11.431001	Significant at 0.1% level
λA_5	1.376814	0.127799	10.773277	Significant at 0.1% level
λB_1	1.173936	0.142336	8.247639	Significant at 0.1% level
λB_2	0.222657	0.233039	0.955450	Insignificant
λB_3	0.236779	0.257166	0.920724	Insignificant
λB_4	-0.821200	0.272466	-3.013954	Significant at 0.1% level
λB_5	0.161451	0.204744	0.788551	Insignificant
λB_6	-0.973630	0.277373	-3.510183	Significant at 0.1% level
λA_1B_1	0.332128	0.393425	0.844196	Insignificant
λA_1B_2	-0.662500	0.729170	-0.908567	Insignificant
λA_1B_3	-0.676630	0.737235	-0.917794	Insignificant
λA_1B_4	0.381351	0.74271	0.513459	Insignificant
λA_1B_5	0.091849	0.565067	0.162545	Insignificant
λA_1B_6	0.533779	0.744525	0.716939	Insignificant
λA_2B_1	0.216604	0.382688	0.566007	Insignificant
λA_2B_2	-0.084880	0.568643	-0.149268	Insignificant
λA_2B_3	-0.792150	0.731561	-1.082822	Insignificant
λA_2B_4	0.265827	0.737079	0.360649	Insignificant
λA_2B_5	-0.023680	0.557645	-0.042464	Insignificant
λA_2B_6	0.418255	0.738907	0.566046	Insignificant

Table 7.8 (Cont.) Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
$\lambda_{A_3B_1}$	-0.331640	0.212295	-1.562166	Insignificant
$\lambda_{A_3B_2}$	-0.314670	0.318111	-0.989183	Insignificant
$\lambda_{A_3B_3}$	0.884229	0.295751	2.989775	Significant at 0.1% level
$\lambda_{A_3B_4}$	0.123047	0.389138	0.316273	Insignificant
$\lambda_{A_3B_5}$	-0.454140	0.311269	-1.458995	Insignificant
$\lambda_{A_3B_6}$	0.093153	0.409291	0.227596	Insignificant
$\lambda_{A_4B_1}$	-0.344900	0.173383	-1.989238	Insignificant
$\lambda_{A_4B_2}$	0.380068	0.255725	1.486237	Insignificant
$\lambda_{A_4B_3}$	0.427504	0.277206	1.542189	Insignificant
$\lambda_{A_4B_4}$	-0.416630	0.344930	-1.207868	Insignificant
$\lambda_{A_4B_5}$	0.441274	0.230235	1.916624	Insignificant
$\lambda_{A_4B_6}$	-0.487340	0.362870	-1.343015	Insignificant
$\lambda_{A_5B_1}$	0.127790	0.169785	0.752658	Insignificant
$\lambda_{A_5B_2}$	0.681971	0.253995	2.685057	Significant at 0.1% level
$\lambda_{A_5B_3}$	0.157024	0.282265	0.556301	Insignificant
$\lambda_{A_5B_4}$	-0.353620	0.345606	-1.023188	Insignificant
$\lambda_{A_5B_5}$	-0.055330	0.241324	-0.229277	Insignificant
$\lambda_{A_5B_6}$	-0.557860	0.373209	-1.494766	Insignificant

Main effect A_1 produced significant differences. The observed frequencies in all five attitudinal categories – Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree – differed significantly from the respective group norms. In the case of the main effect B_j relating to population group, three significant deviations from the general trend were observed: among Africans, Coloureds and ‘Other’.

Two significant interaction effects A_1B_j were observed, in A_3B_3 and A_5B_2 . The frequency of English-speaking White respondents in A_3B_3 (37 or 24.2% of this subgroup) who were neutral with regard to the content of question 11.36 (ℓ/s equal to +2.99) was significantly higher than the group norm. With regard to A_5B_2 , the frequency of Afrikaans-speaking White respondents (80 or 51% in this subgroup) who strongly agreed with the content of question 11.36 (ℓ/s equal to +2.69) was significantly higher than the group norm.

Table 7.9 Cross-tabulation of five attitudinal categories and population groups for **question 11.37**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	5	2	1	0	0	1	9
Row %	55.6%	22.2%	11.1%	0%	0%	11.1%	100%
Column %	2.2%	1.3%	.7%	0%	0%	5%	1.3%
Disagree	22	5	1	5	3	2	38
Row %	57.9%	13.2%	2.6%	13.2%	7.9%	5.3%	100%
Column %	9.6%	3.2%	.7**%	18.5%	2.7%	10%	5.5%
Neutral	72	20	32	4	12	8	148
Row %	48.6%	13.5%	21.6%	2.7%	8.1%	5.4%	100%
Column %	31.6%	12.7%	21.1%	14.8%	10.7%	40%	21.3%
Agree	75	68	67	13	59	5	287
Row %	26.1%	23.7%	23.3%	4.5%	20.6%	1.7%	100%
Column %	32.9%	43.3%	44.1%	48.1%	52.7%	25%	41.2%
Strongly agree	54	62	51	5	38	4	214
Row %	25.2%	29%	23.8%	2.3%	17.8%	1.9%	100%
Column %	23.7%	39.5%	33.6%	18.5%	33.9%	20%	30.7%
Total	228	157	152	27	112	20	696
Row %	32.8%	22.6%	21.8%	3.9%	16.1%	2.9%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 11.37 referred to in Table 7.9 was aimed at the adoration of listeners for a radio announcer who is witty in his or her programme presentation.

In the case of this variable, 71.9% of the respondents agreed or strongly agreed with the content of the statement. The subgroups were calculated as follows: African, 56.6%; White Afrikaans-speaking, 82.8%; White English-speaking, 77.7%; Coloured, 66.6%; Indian, 86.6%; 'Other', 45%.

The data were further analysed with regard to the second main effect: a reflection of the respondents' population group. To measure whether 'Population Group' played a part in the cross-tabulation, a test for the presence of saturation was done. In this regard ℓ^* was calculated at 119.55, which was significant ($\ell^* = 119.55 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model applied in this instance. Further loglinear analysis of the cross-tabulation did not produce any significant difference, contrary to general expectations. Nevertheless, four borderline insignificant interactions were present. The findings of the main effect are duly reported in Table 7.10.

Table 7.10 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the independent model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λ_{A_1}	-1.841833	0.296085	-6.220622	Significant at 0.1% level
λ_{A_2}	-0.875317	0.217515	-4.024168	Significant at 0.1% level
λ_{A_3}	0.555866	0.136226	4.080469	Significant at 0.1% level
λ_{A_4}	1.273339	0.122258	10.415179	Significant at 0.1% level
λ_{A_5}	0.887947	0.134818	6.586264	Significant at 0.1% level
λ_{B_1}	1.231127	0.130760	9.415165	Significant at 0.1% level
λ_{B_2}	0.503395	0.173653	2.898856	Significant at 0.1% level
λ_{B_3}	0.094854	0.253812	0.373718	Insignificant
λ_{B_4}	-0.791573	0.235339	-3.363544	Significant at 0.1% level
λ_{B_5}	0.034131	0.219692	0.155358	Insignificant
λ_{B_6}	-1.071933	0.254296	-4.215296	Significant at 0.1% level

Main effect A_i produced significant differences. The observed frequencies in all five attitudinal categories – Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree – differed significantly from the respective group norms. In the case of the main effect B_j relating to population group, four significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, Coloureds and ‘Other’.

Table 7.11 Cross-tabulation of five attitudinal categories and population group for **question 11.39**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	7	2	0	1	1	1	12
Row %	58.3%	16.7%	0%	8.3%	8.3%	8.3%	100%
Column %	2.9%	1.3%	0%	3.7%	.9%	4.5%	1.7%
Disagree	18	4	4	3	3	2	34
Row %	52.9%	11.8%	11.8%	8.8%	8.8%	5.9%	100%
Column %	7.4%	2.5%	2.6%	11.1%	2.7%	9.1%	4.7%
Neutral	45	14	25	3	13	7	107
Row %	42.1%	13.1%	23.4%	2.8%	12.1%	6.5%	100%
Column %	18.4%	8.9%	16.4%	11.1%	11.5%	31.8%	14.9%
Agree	94	82	84	11	69	7	347
Row %	27.1%	23.6%	24.2%	3.2%	19.9%	2%	100%
Column %	38.5%	51.9%	55.3%	40.7%	61.1%	31.8%	48.5%
Strongly agree	80	56	39	9	27	5	216
Row %	37%	25.9%	18.1%	4.2%	12.5%	2.3%	100%
Column %	32.8%	35.4%	25.7%	33.3%	23.9%	22.7%	30.2%
Total	244	158	152	27	113	22	716
Row %	34.1%	22.1%	21.2%	3.8%	15.8%	3.1%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

In Table 7.11 question 11.39 was addressed. It referred to a listener who regards a radio announcer who gives good but brief background information on music, artists, celebrities,

etc, as a person who makes radio listening a pleasant experience.

In this case, 78.7% of the respondents agreed or strongly agreed with the statement.

Statistics for the subsamples were as follows: African, 71.3%; White Afrikaans-speaking, 87.3%; White English-speaking, 81%; Coloured, 74.0%; Indian, 85.0%; ‘Other’, 54.5%.

The second main effect was a reflection of the respondents’ population group. To measure whether ‘Population Group’ played a part, the presence of saturation was once again looked for. In this regard ℓ^* was calculated at 49.57, which was significant ($\ell^* = 49.57 >$ critical $X^2 = 37.566$ with 20 degrees of freedom). The saturated model applied in this instance. However, further loglinear analysis of the cross-tabulation produced no significant interaction, contrary to expectations. The analysis produced a single borderline interaction. The ensuing results of the main effect are duly presented in Table 7.12.

Table 7.12 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the independent model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λA_1	-1.813445	0.293223	-6.184525	Significant at 0.1% level
λA_2	-0.827733	0.193139	-4.285685	Significant at 0.1% level
λA_3	0.292390	0.141580	2.065193	Insignificant
λA_4	1.406502	0.115393	12.188798	Significant at 0.1% level
λA_5	0.942285	0.123833	7.609321	Significant at 0.1% level
λB_1	1.260365	0.122880	10.256877	Significant at 0.1% level
λB_2	0.376826	0.176932	2.129779	Insignificant
λB_3	0.286622	0.209762	1.366415	Insignificant
λB_4	-0.894819	0.241724	-3.701821	Significant at 0.1% level
λB_5	-0.014587	0.218128	-0.066874	Insignificant
λB_6	-1.014407	0.248095	-4.088785	Significant at 0.1% level

Main effect A_i produced significant differences. In four of the five attitudinal categories – Strongly Disagree, Disagree, Agree and Strongly Agree – subgroup responses differed significantly from the respective group norms. The exception was the category Neutral. In the case of the main effect B_j relating to population group, three significant deviations from the general trend were observed: among Africans, Coloureds and those classified as ‘Other’.

Table 7.13 Cross-tabulation of five attitudinal categories and population groups for **question 11.42**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	6	1	0	1	0	0	8
Row %	75%	12.5%	0%	12.5%	0%	0%	100%
Column %	2.5%	.6%	0%	4%	0%	0%	1.1%
Disagree	12	4	3	1	2	0	22
Row %	54.5%	18.2%	13.6%	4.5%	9.1%	0%	100%
Column %	4.9%	2.5%	2%	4%	1.8%	0%	3.1%
Neutral	35	15	16	4	6	4	80
Row %	43.8%	18.8%	20%	5%	7.5%	5%	100%
Column %	14.3%	9.5%	10.7%	16%	5.4%	19%	11.3%
Agree	113	82	87	14	64	8	368
Row %	30.7%	22.3%	23.6%	3.8%	17.4%	2.2%	100%
Column %	46.3%	51.9%	58%	56%	57.1%	38.1%	51.8%
Strongly agree	78	56	44	5	40	9	232
Row %	33.6%	24.1%	19%	2.2%	17.2%	3.9%	100%
Column %	32%	35.4%	29.3%	20%	35.7%	42.9%	32.7%
Total	244	158	150	25	112	21	710
Row %	34.4%	22.3%	21.1%	3.5%	15.8%	3%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

The response to question 11.42 presented in Table 7.13 referred to a radio listener who regards programmes that listeners are interested in as important in any radio broadcast.

In the case of this variable, 84.5% of the respondents agreed or strongly agreed with the content of the statement. The responses among subgroups were as follows: African, 78.3%; White Afrikaans-speaking, 87.3%; White English-speaking, 87.3%; Coloured, 76%; Indian, 92.8%; 'Other', 81%.

The data were further analysed with regard to the second main effect: a reflection of the respondents' population group. To measure whether 'Population Group' played a part in the cross-tabulation, a pretest of dependence or independence was done. In this regard ℓ^* was calculated at 36.27, which was not significant ($\ell^* = 36.27 < \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The independent model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was not required. The findings of the main effects are reported in Table 7.14.

Table 7.14 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the independent model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λ_{A_1}	-1.836285	0.353363	-5.196597	Significant at 0.1% level
λ_{A_2}	-1.133196	0.266923	-4.245404	Significant at 0.1% level
λ_{A_3}	0.129195	0.171092	0.755120	Insignificant
λ_{A_4}	1.651059	0.128809	12.817885	Significant at 0.1% level
λ_{A_5}	1.189226	0.136684	8.700550	Significant at 0.1% level
λ_{B_1}	1.048377	0.158733	6.604657	Significant at 0.1% level
λ_{B_2}	0.612851	0.178456	3.434185	Significant at 0.1% level
λ_{B_3}	0.568919	0.180729	3.147912	Significant at 0.1% level
λ_{B_4}	-1.215779	0.357676	-3.399107	Significant at 0.1% level
λ_{B_5}	0.277285	0.198588	1.396283	Insignificant
λ_{B_6}	-1.291653	0.495113	-2.608804	Significant at 0.1% level

Main effect A_i produced significant differences. In four of the five attitudinal categories of response patterns – Strongly Disagree, Disagree, Agree and Strongly Agree – significant differences from the respective group norms were observed. The exception was the category Neutral. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and those classified as ‘Other’.

Table 7.15 Cross-tabulation of five attitudinal categories and population groups for **question 11.41**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	4	0	1	0	1	0	6
Row %	66.7%	0%	16.7%	0%	16.7%	0%	100%
Column %	1.6%	0%	.6%	0%	.9%	0%	.8%
Disagree	12	6	6	3	2	1	30
Row %	40%	20%	20%	10%	6.7%	3.3%	100%
Column %	4.9%	3.8%	3.9%	11.5%	1.8%	4.5%	4.2%
Neutral	45	23	39	1	14	10	132
Row %	34.1%	17.4%	29.5%	.8%	10.6%	7.6%	100%
Column %	18.5%	14.6%	25.3%	3.8%	12.5%	45.5%	18.5%
Agree	103	87	74	15	66	8	353
Row %	29.2%	24.6%	21%	4.2%	18.7%	2.3%	100%
Column %	42.4%	55.1%	48.1%	57.7%	58.9%	36.4%	49.4%
Strongly agree	79	42	34	7	29	3	194
Row %	40.7%	21.6%	17.5%	3.6%	14.9%	1.5%	100%
Column %	32.5%	26.6%	22.1%	26.9%	25.9%	13.6%	27.1%
Total	243	158	154	26	112	22	715
Row %	34%	22.1%	21.5%	3.6%	15.7%	3.1%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

In Table 7.15 question 11.41 was addressed. It referred to the notion that it is important for every radio announcer always to be himself or herself during a radio broadcast.

In the case under consideration, 76.5% of the respondents agreed or strongly agreed with the content of the statement. The observations for the subgroups were as follows: African, 74.9%; White Afrikaans-speaking, 81.7%; White English-speaking, 70.2%; Coloured, 84.6%; Indian, 84.8%; 'Other', 50%.

The data were further analysed with regard to the second main effect: a reflection of the respondents' population group. To determine whether 'Population Group' played an interactive part in the cross-tabulation, a pretest of dependence or independence was done. In this regard ℓ^* was calculated at 42.66, which was significant ($\ell^* = 42.66 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model applied in this instance. However, further loglinear analysis of the cross-tabulation produced no significant interaction, contrary to expectations. The analysis produced a single borderline interaction. The findings of the main effect are duly reported, as set out in Table 7.16.

Table 7.16 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the independent model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λA_1	-1.956499	0.312986	-6.251075	Significant at 0.1% level
λA_2	-0.809940	0.212562	-3.810371	Significant at 0.1% level
λA_3	0.403679	0.177500	2.274248	Insignificant
λA_4	1.542760	0.120357	12.818199	Significant at 0.1% level
λA_5	0.820001	0.141667	5.788229	Significant at 0.1% level
λB_1	1.148860	0.143311	8.016551	Significant at 0.1% level
λB_2	0.438618	0.208979	2.098862	Insignificant
λB_3	0.469601	0.208326	2.254164	Insignificant
λB_4	-1.037034	0.279767	-3.706777	Significant at 0.1% level
λB_5	0.071376	0.221910	0.321644	Insignificant
λB_6	-1.091421	0.280504	-3.890928	Significant at 0.1% level

Main effect A_i produced significant differences. In four of the five attitudinal categories – Strongly Disagree, Disagree, Agree and Strongly Agree – observed patterns differed significantly from the respective group norms. The exception was the category Neutral. In the case of the main effect B_j relating to population group, three significant deviations from the general trend were observed: among Africans, Coloureds and those classified as 'Other'.

Table 7.17 Cross-tabulation of five attitudinal categories and population groups for **question 11.7**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	8	1	1	1	2	3	16
Row %	50%	6.3%	6.3%	6.3%	12.5%	18.8%	100%
Column %	3.2%	.6%	.6%	3.6%	1.8%	13%	2.2%
Disagree	19	4	3	3	3	2	34
Row %	55.9%	11.8%	8.8%	8.8%	8.8%	5.9%	100%
Column %	7.6%	2.5%	1.9%	10.7%	2.7%	8.7%	4.7%
Neutral	56	13	16	3	7	4	99
Row %	56.6%	13.1%	16.2%	3%	7.1%	4%	100%
Column %	22.5%	8.2%	10.3%	10.7%	6.3%	17.4%	13.7%
Agree	102	81	85	14	59	8	349
Row %	29.2%	23.2%	24.4%	4%	16.9%	2.3%	100%
Column %	41%	51.3%	54.8%	50%	52.7%	34.8%	48.1%
Strongly agree	64	59	50	7	41	6	227
Row %	28.2%	26%	22%	3.1%	18.1%	2.6%	100%
Column %	25.7%	37.3%	32.3%	25%	36.6%	26.1%	31.3%
Total	249	158	155	28	112	23	725
Row %	34.3%	21.8%	21.4%	3.9%	15.4%	3.2%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 11.7 referred to a good radio announcer as someone who comes across naturally when he or she is on air. The results of this variable are contained in Table 7.17.

In this case, 79.4% of the respondents agreed or strongly agreed with the statement. Subgroup percentages were as follows: African, 66.7%; White Afrikaans-speaking, 88.6%; White English-speaking, 87.1%; Coloured, 75%; Indian, 89.3%; 'Other', 60.9%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played an interactive part in the cross-tabulation, testing was done for the presence of saturation. In this regard ℓ^* was calculated at 49.33, which was significant ($\ell^* = 49.33 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was therefore necessary. The ensuing results are presented in Table 7.18.

Table 7.18 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λ_{A_1}	-1.616210	0.272138	-5.938935	Significant at 0.1% level
λ_{A_2}	-0.874790	0.195271	-4.479877	Significant at 0.1% level
λ_{A_3}	0.037537	0.151034	0.248533	Insignificant
λ_{A_4}	1.448271	0.110492	4.057045	Significant at 0.1% level
λ_{A_5}	1.005200	0.120534	8.339556	Significant at 0.1% level
λ_{B_1}	1.305204	0.118229	11.039626	Significant at 0.1% level
λ_{B_2}	0.223232	0.210363	1.061175	Insignificant
λ_{B_3}	0.183761	0.214840	0.855339	Insignificant
λ_{B_4}	-0.904980	0.241341	-3.749798	Significant at 0.1% level
λ_{B_5}	0.044342	0.187673	0.236273	Insignificant
λ_{B_6}	-0.851560	0.211550	-4.025337	Significant at 0.1% level
$\lambda_{A_1B_1}$	0.129037	0.360486	0.357953	Insignificant
$\lambda_{A_1B_2}$	-0.868430	0.714300	-1.215778	Insignificant
$\lambda_{A_1B_3}$	-0.828960	0.715631	-1.158362	Insignificant
$\lambda_{A_1B_4}$	0.259776	0.724029	0.358792	Insignificant
$\lambda_{A_1B_5}$	0.003605	0.548811	0.006569	Insignificant
$\lambda_{A_1B_6}$	1.304975	0.494023	2.641527	Significant at 0.1% level
$\lambda_{A_2B_1}$	0.252615	0.255097	0.990270	Insignificant
$\lambda_{A_2B_2}$	-0.223560	0.417488	-0.535488	Insignificant
$\lambda_{A_2B_3}$	-0.471770	0.457748	-1.030633	Insignificant
$\lambda_{A_2B_4}$	0.616969	0.470768	1.310558	Insignificant
$\lambda_{A_2B_5}$	-0.332350	0.445644	-0.745775	Insignificant
$\lambda_{A_2B_6}$	0.158091	0.524211	0.301579	Insignificant
$\lambda_{A_3B_1}$	0.421197	0.189329	2.224683	Insignificant
$\lambda_{A_3B_2}$	0.042766	0.299577	0.142755	Insignificant
$\lambda_{A_3B_3}$	0.289877	0.293054	0.989159	Insignificant
$\lambda_{A_3B_4}$	-0.295360	0.454206	-0.650279	Insignificant
$\lambda_{A_3B_5}$	-0.397380	0.327244	-1.214323	Insignificant
$\lambda_{A_3B_6}$	-0.061090	0.399347	-0.152975	Insignificant
$\lambda_{A_4B_1}$	-0.389920	0.148395	-2.627582	Significant at 0.1% level
$\lambda_{A_4B_2}$	0.461532	0.230895	1.998883	Insignificant
$\lambda_{A_4B_3}$	0.549205	0.234486	2.342165	Insignificant
$\lambda_{A_4B_4}$	-0.165650	0.301560	-0.549310	Insignificant
$\lambda_{A_4B_5}$	0.323511	0.214761	1.506377	Insignificant
$\lambda_{A_4B_6}$	-0.778680	0.314444	-2.476371	Insignificant
$\lambda_{A_5B_1}$	-0.412940	0.163308	-2.528596	Insignificant
$\lambda_{A_5B_2}$	0.587691	0.239737	2.451399	Insignificant
$\lambda_{A_5B_3}$	0.461648	0.246166	1.875352	Insignificant
$\lambda_{A_5B_4}$	-0.415730	0.349041	-1.191064	Insignificant
$\lambda_{A_5B_5}$	0.402616	0.226757	1.775539	Insignificant
$\lambda_{A_5B_6}$	-0.623290	0.343310	-1.815531	Insignificant

Main effect A_i produced significant differences. In four of the five attitudinal categories – Strongly Disagree, Disagree and Agree – the observed frequencies differed significantly from the respective group norms. The exception was the category Neutral. In the case of main effect B_j relating to population group, three significant deviations from the general trend occurred: among Africans, Coloureds and those classified as ‘Other’.

Two significant interaction effects A_iB_j occurred, in A_1B_6 and in A_4B_1 . The frequency of

'Other' respondents in A₁B₆ (3 or 13% of this subgroup) who strongly disagreed with the content of question 11.7 (ℓ/s equal to +2.64) was significantly higher than the group norm. In the case of A₄B₁, the frequency of African respondents (102 or 41% in this subgroup) who agreed with the content of question 11.7 (ℓ/s equal to -2.63) was significantly lower than the group norm.

Table 7.19 Cross-tabulation of five attitudinal categories and population groups for **question 11.26**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	9	0	1	2	3	1	16
Row %	56.3%	0%	6.3%	12.5%	18.8%	6.3%	100%
Column %	3.6%	0%	.7%	7.1%	2.7%	4.3%	2.2%
Disagree	23	4	3	5	7	2	44
Row %	52.3%	9.1%	6.8%	11.4%	15.9%	4.5%	100%
Column %	9.3%	2.5%	2%	17.9%	6.3%	8.7%	6.1%
Neutral	52	11	9	4	12	4	92
Row %	56.5%	12%	9.8%	4.3%	13%	4.3%	100%
Column %	21%	6.9%	5.9%	14.3%	10.7%	17.4%	12.7%
Agree	105	83	69	10	58	8	333
Row %	31.5%	24.9%	20.7%	3%	17.4%	2.4%	100%
Column %	42.3%	52.2%	45.1%	35.7%	51.8%	34.8%	46.1%
Strongly agree	59	61	71	7	32	8	238
Row %	24.8%	25.6%	29.8%	2.9%	13.4%	2.4%	100%
Column %	23.8%	38.4%	46.4%	25%	28.6%	34.8%	32.9%
Total	248	159	153	28	112	23	723
Row %	34.3%	22%	21.2%	3.9%	15.5%	3.2%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 11.26 referred to in Table 7.19 was aimed at a multicultural English radio station that requires radio presenters who can speak good English.

In this case, 79% of the respondents agreed or strongly agreed with the statement. The different subgroups responded as follows: African, 66.1%; White Afrikaans-speaking, 90.6%; White English-speaking, 91.5%; Coloured, 60.7%; Indian, 80.4%; 'Other', 69.6%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this factor, the presence of the saturated model of the hierarchical loglinear analysis was traced in this instance. In this regard ℓ^* was calculated at 64.36, which was significant ($\ell^* = 64.36 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). Further loglinear analysis of the crosstabulation was required and

duly reported in Table 7.20.

Table 7.20 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λ_{A_1}	-1.646950	0.27082	-6.097963	Significant at 0.1% level
λ_{A_2}	-0.666960	0.179160	-3.722706	Significant at 0.1% level
λ_{A_3}	-0.011140	0.144961	-0.076848	Insignificant
λ_{A_4}	1.313116	0.110645	11.867829	Significant at 0.1% level
λ_{A_5}	1.011916	0.115670	8.748301	Significant at 0.1% level
λ_{B_1}	1.291316	0.113776	11.349634	Significant at 0.1% level
λ_{B_2}	0.151004	0.210047	0.718906	Insignificant
λ_{B_3}	0.046748	0.216528	0.215898	Insignificant
λ_{B_4}	-0.724300	0.198528	-3.648352	Significant at 0.1% level
λ_{B_5}	0.299345	0.154330	1.939642	Insignificant
λ_{B_6}	-1.064110	0.246855	-4.310668	Significant at 0.1% level
$\lambda_{A_1B_1}$	0.241082	0.350899	0.687041	Insignificant
$\lambda_{A_1B_2}$	-0.815830	0.714045	-1.142547	Insignificant
$\lambda_{A_1B_3}$	-0.711580	0.715979	-0.993856	Insignificant
$\lambda_{A_1B_4}$	0.752622	0.552408	1.362439	Insignificant
$\lambda_{A_1B_5}$	0.134440	0.472114	0.284762	Insignificant
$\lambda_{A_1B_6}$	0.399284	0.725726	0.550186	Insignificant
$\lambda_{A_2B_1}$	0.199366	0.234160	0.851409	Insignificant
$\lambda_{A_2B_2}$	-0.409520	0.410627	-0.997304	Insignificant
$\lambda_{A_2B_3}$	-0.592950	0.452451	-1.310528	Insignificant
$\lambda_{A_2B_4}$	0.688927	0.379352	1.816062	Insignificant
$\lambda_{A_2B_5}$	0.001752	0.324738	0.005395	Insignificant
$\lambda_{A_2B_6}$	0.112446	0.534258	0.210471	Insignificant
$\lambda_{A_3B_1}$	0.359289	0.184519	1.947165	Insignificant
$\lambda_{A_3B_2}$	-0.053750	0.306420	-0.175412	Insignificant
$\lambda_{A_3B_3}$	-0.150160	0.323634	-0.463980	Insignificant
$\lambda_{A_3B_4}$	-0.190040	0.390926	-0.486127	Insignificant
$\lambda_{A_3B_5}$	-0.115080	0.265633	-0.433229	Insignificant
$\lambda_{A_3B_6}$	0.149766	0.417549	0.358678	Insignificant
$\lambda_{A_4B_1}$	-0.262250	0.146264	-1.792990	Insignificant
$\lambda_{A_4B_2}$	0.6429440	0.231468	2.777679	Significant at 0.1% level
$\lambda_{A_4B_3}$	0.562465	0.239416	2.349321	Insignificant
$\lambda_{A_4B_4}$	-0.598010	0.289917	-2.062693	Insignificant
$\lambda_{A_4B_5}$	0.136205	0.188023	0.724406	Insignificant
$\lambda_{A_4B_6}$	-0.481340	0.339964	-1.415856	Insignificant
$\lambda_{A_5B_1}$	-0.537470	0.159688	-3.365751	Significant at 0.1% level
$\lambda_{A_5B_2}$	0.636177	0.237598	2.677535	Significant at 0.1% level
$\lambda_{A_5B_3}$	0.892238	0.241441	3.695470	Significant at 0.1% level
$\lambda_{A_5B_4}$	-0.653480	0.319894	-2.042802	Insignificant
$\lambda_{A_5B_5}$	-0.157300	0.205166	-0.766696	Insignificant
$\lambda_{A_5B_6}$	-0.180140	0.341633	-0.527290	Insignificant

Main effect A_i produced significant differences. In four of the five attitudinal categories – Strongly Disagree, Disagree, Agree and Strongly Agree – the observed frequencies differed significantly from the respective group norms. The exception was the category Neutral. In the case of the main effect B_j relating to population group, three significant deviations from the general trend were observed: among Africans, Coloureds and ‘Other’.

Four significant interaction effects A_iB_j occurred, in A_4B_2 , A_5B_1 , A_5B_2 and A_5B_3 , respectively. The frequency of Afrikaans-speaking White respondents in A_4B_2 (83 or 52.2% of this subgroup) who agreed with the content of question 11.26 (ℓ/s equal to +2.78) was significantly higher than the group norm. Regarding Africans, the frequency of those who strongly agreed with the content of question 11.26 (59 or 23.8% of this subgroup) was significantly lower than the group norm (ℓ/s equal to -3.67).

In the case of A_5B_2 , the frequency of Afrikaans-speaking White respondents (61 or 38.4% of this subgroup) who strongly agreed with the content of question 11.26 (ℓ/s equal to +2.68) was significantly higher than the group norm. Lastly, regarding A_5B_3 , the frequency of English-speaking White respondents (71 or 46.4% in this subgroup) who strongly agreed with the content of question 11.26 (ℓ/s equal to +3.70) significantly exceeded the general norm of the complete sample.

Table 7.21 Cross-tabulation of five attitudinal categories and population groups for **question 11.19**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	11	1	2	0	2	1	17
Row %	64.7%	5.9%	11.8%	0%	11.8%	5.9%	100%
Column %	4.4%	.6%	1.3%	0%	1.8%	4.5%	2.3%
Disagree	15	2	4	6	3	1	31
Row %	48.4%	6.5%	12.9%	19.4%	9.7%	3.2%	100%
Column %	6%	1.3%	2.6%	21.4%	2.7%	4.5%	4.3%
Neutral	60	16	21	1	10	5	113
Row %	53.1%	14.2%	18.6%	.9%	8.8%	4.4%	100%
Column %	23.8%	10.2%	13.7%	3.6%	8.9%	22.7%	15.6%
Agree	106	91	92	18	65	10	382
Row %	27.7%	23.8%	24.1%	4.7%	17%	2.6%	100%
Column %	42.1%	58%	60.1%	64.3%	58%	45.5%	52.8%
Strongly agree	60	47	34	3	32	5	181
Row %	33.1%	26%	18.8%	1.7%	17.7%	2.8%	100%
Column %	23.8%	29.9%	22.2%	10.7%	28.6%	22.7%	25%
Total	252	157	153	28	112	22	724
Row %	34.8%	21.7%	21.1%	3.9%	15.5%	3%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 11.19 referenced in Table 7.21 referred to a radio announcer who has a well-modulated voice that makes listening to the radio a pleasant experience.

In the case under consideration, 77.8% of the respondents agreed or strongly agreed with

the statement in the questionnaire. The responses among the subgroups were as follows: African, 65.9%; White Afrikaans-speaking, 87.9%; White English-speaking, 82.3%; Coloured, 75%; Indian, 86.6%; 'Other', 68.2%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this dimension, the presence of saturation was determined. In this regard ℓ^* was calculated at 51.83, which was significant ($\ell^* = 51.83 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model applied in this instance. Further loglinear analysis of the cross-tabulation was therefore required, as set out in Table 7.22.

Table 7.22 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λ_{A_1}	-1.628050	0.278951	-5.836330	Significant at 0.1% level
λ_{A_2}	-0.979104	0.219642	-4.457727	Significant at 0.1% level
λ_{A_3}	0.045165	0.182788	0.247090	Insignificant
λ_{A_4}	1.585157	0.114027	13.901593	Significant at 0.1% level
λ_{A_5}	0.682025	0.142000	4.802993	Significant at 0.1% level
λ_{B_1}	1.391828	0.122369	11.374025	Significant at 0.1% level
λ_{B_2}	0.165562	0.228383	0.724931	Insignificant
λ_{B_3}	0.434636	0.178818	2.430605	Insignificant
λ_{B_4}	-1.043638	0.278890	-3.742113	Significant at 0.1% level
λ_{B_5}	0.147107	0.189114	0.777875	Insignificant
λ_{B_6}	-1.095495	0.276222	-3.965995	Significant at 0.1% level
$\lambda_{A_1B_1}$	0.375369	0.345716	1.085773	Insignificant
$\lambda_{A_1B_2}$	-0.796260	0.721346	-1.103853	Insignificant
$\lambda_{A_1B_3}$	-0.372187	0.547866	-0.679339	Insignificant
$\lambda_{A_1B_4}$	0.412940	0.738892	0.558864	Insignificant
$\lambda_{A_1B_5}$	-0.084658	0.551313	-0.153557	Insignificant
$\lambda_{A_1B_6}$	0.464797	0.737889	0.629901	Insignificant
$\lambda_{A_2B_1}$	0.036578	0.283288	0.129119	Insignificant
$\lambda_{A_2B_2}$	-0.752059	0.539231	-1.394688	Insignificant
$\lambda_{A_2B_3}$	-0.327986	0.413022	-0.794113	Insignificant
$\lambda_{A_2B_4}$	1.555754	0.427852	3.636197	Significant at 0.1% level
$\lambda_{A_2B_5}$	-0.328139	0.455751	-0.719996	Insignificant
$\lambda_{A_2B_6}$	-0.184149	0.717572	-0.256628	Insignificant
$\lambda_{A_3B_1}$	0.398603	0.213121	1.870313	Insignificant
$\lambda_{A_3B_2}$	0.303114	0.317708	0.954065	Insignificant
$\lambda_{A_3B_3}$	0.305973	0.273502	1.118723	Insignificant
$\lambda_{A_3B_4}$	-1.260275	0.708209	-1.779524	Insignificant
$\lambda_{A_3B_5}$	-0.148435	0.315506	-0.470466	Insignificant
$\lambda_{A_3B_6}$	0.401020	0.424356	0.945008	Insignificant
$\lambda_{A_4B_1}$	-0.572292	0.148722	-3.848066	Significant at 0.1% level
$\lambda_{A_4B_2}$	0.501392	0.244796	2.048203	Insignificant
$\lambda_{A_4B_3}$	0.243247	0.199234	1.220911	Insignificant
$\lambda_{A_4B_4}$	0.090105	0.321516	0.280250	Insignificant
$\lambda_{A_4B_5}$	0.183375	0.212811	0.861680	Insignificant
$\lambda_{A_4B_6}$	-0.445825	0.345932	-1.288765	Insignificant

Table 7.22 (Cont.) Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λA_5B_1	-0.238257	0.179369	-1.328306	Insignificant
λA_5B_2	0.743812	0.266837	2.787514	Significant at 0.1% level
λA_5B_3	0.150951	0.232965	0.647956	Insignificant
λA_5B_4	-0.798523	0.470792	-1.696127	Insignificant
λA_5B_5	0.377856	0.242480	1.558298	Insignificant
λA_5B_6	-0.235840	0.408449	-0.577404	Insignificant

Main effect A_i produced significant differences. In four of the five attitudinal categories – Strongly Disagree, Disagree, Agree and Strongly Agree – response patterns differed significantly from the respective group norms. The exception was the category Neutral. In the case of the main effect B_j relating to population group, three significant deviations from the general trend were observed: among Africans, Coloureds and those classified as ‘Other’.

Three significant interaction effects A_iB_j occurred, in A_2B_4 , A_4B_1 and A_5B_2 respectively. The frequency of Coloured respondents in A_2B_4 (6 or 21.4% of this subgroup) who disagreed with the content of question 11.19 (ℓ/s equal to +3.64) significantly exceeded the general norm of the complete sample. With regard to A_4B_1 , the frequency of African respondents (106 or 42.1% in this subgroup) who agreed with the content of question 11.19 (ℓ/s equal to -3.85) was significantly lower than the group norm. In the case of A_5B_2 , the frequency of Afrikaans-speaking White respondents (47 or 29.9% of this subgroup) who strongly agreed with the content of question 11.19 (ℓ/s equal to +2.79) was significantly higher than the group norm.

Table 7.23 Cross-tabulation of five attitudinal categories and population groups for **question 11.9**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	17	5	0	3	2	2	29
Row %	58.6%	17.2%	0%	10.3%	6.9%	6.9%	100%
Column %	6.8%	3.2%	0%	10.7%	1.8%	9.1%	4%
Disagree	15	4	7	1	6	2	35
Row %	42.9%	11.4%	20%	2.9%	17.1%	5.7%	100%
Column %	6%	2.5%	4.5%	3.6%	5.4%	9.1%	4.8%
Neutral	41	12	17	6	16	6	98
Row %	41.8%	12.2%	17.3%	6.1%	16.3%	6.1%	100%
Column %	16.5%	7.6%	11%	21.4%	14.3%	27.3%	13.5%
Agree	96	79	84	15	59	7	340
Row %	28.2%	23.2%	24.7%	4.4%	17.4%	2.1%	100%
Column %	38.6%	50%	54.2%	53.6%	52.7%	31.8%	47%
Strongly agree	80	58	47	3	29	5	222
Row %	36%	26.1%	21.2%	1.4%	13.1%	2.3%	100%
Column %	32.1%	36.7%	30.3%	10.7%	25.9%	22.7%	30.7%
Total	249	158	155	28	112	22	724
Row %	34.4%	21.8%	21.4%	3.9%	15.5%	3%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 11.9 in Table 7.23 referred to a radio announcer who annoys most of the listeners by talking to them as if he or she were reading what to say to them.

In this case, 77.7% of the respondents agreed or strongly agreed with the statement in the questionnaire. Percentages among the subgroups were: African, 70.7%; White Afrikaans-speaking, 86.7%; White English-speaking, 84.5%; Coloured, 64.3%; Indian, 78.6%; 'Other', 54.5%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part, testing for the presence of saturation was done. In this regard ℓ^* was calculated at 36.65, which was insignificant ($\ell^* = 36.65 < X^2 = 37.566$ with 20 degrees of freedom). The independent model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the interaction in the cross-tabulation was not required. The main effects are presented in Table 7.24.

Table 7.24 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the independent model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λA_1	-1.151506	0.222243	-5.181293	Significant at 0.1% level
λA_2	-0.992247	0.206456	-4.806094	Significant at 0.1% level
λA_3	0.027690	0.140846	0.196598	Insignificant
λA_4	1.272603	0.102558	12.408618	Significant at 0.1% level
λA_5	0.843459	0.112076	7.525777	Significant at 0.1% level
λB_1	1.054344	0.113469	9.291912	Significant at 0.1% level
λB_2	0.599793	0.128045	4.684236	Significant at 0.1% level
λB_3	0.586408	0.128577	4.560753	Significant at 0.1% level
λB_4	-1.121885	0.245265	-4.574175	Significant at 0.1% level
λB_5	0.253884	0.142794	1.777974	Insignificant
λB_6	-1.372545	0.275775	-4.977047	Significant at 0.1% level

Main effect A_i produced significant differences. In four of the five attitudinal categories – Strongly Disagree, Disagree, Agree and Strongly Agree – the observed frequencies differed significantly from the respective group norms. The exception was the category Neutral. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and ‘Other’.

Table 7.25 Cross-tabulation of five attitudinal categories and population groups for **question 11.31**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	14	4	2	3	1	0	24
Row %	58.3%	16.7%	8.3%	12.5%	4.2%	0%	100%
Column %	5.6%	2.5%	1.3%	11.5%	.9	0%	3.3%
Disagree	32	2	5	1	3	2	45
Row %	71.1%	4.4%	11.1%	2.2%	6.7%	4.4%	100%
Column %	12.7%	1.3%	3.3%	3.8%	2.7%	8.7%	6.3%
Neutral	69	24	31	7	19	8	158
Row %	43.7%	15.2%	19.6%	4.4%	12%	5.1%	100%
Column %	27.4%	15.3%	20.5%	26.9%	17.1%	34.8%	21.9%
Agree	89	86	75	13	57	7	327
Row %	27.2%	26.3%	22.9%	4%	17.4%	2.1%	100%
Column %	35.3%	54.8%	49.7%	50%	51.4%	30.4%	45.4%
Strongly agree	48	41	38	2	31	6	166
Row %	28.9%	24.7%	22.9%	1.2%	18.7%	3.6%	100%
Column %	19%	26.1%	25.2%	7.7%	27.9%	26.1%	23.1%
Total	252	157	151	26	111	23	720
Row %	35%	21.8%	21%	3.6%	15.4%	3.2%	100%
Column %	100%	100%	100%	100%	100%	23%	100%

In Table 7.25 question 11.31 was addressed. The question referred to international or local music that has universal appeal and should feature prominently on a radio station that serves a multicultural audience.

In the case under consideration, 68.5% of the respondents agreed or strongly agreed with the statement. Statistics for the subsamples were as follows: African, 54.3%; White Afrikaans-speaking, 80.9%; White English-speaking, 74.9%; Coloured, 57.7%; Indian, 79.3%; 'Other', 56.5%.

The second main effect was a reflection of the respondents' population group. To determine the interactive part of the subcategories 'Population Group', a test for the presence of saturation was done. In this regard ℓ^* was calculated at 66.87, which was significant ($\ell^* = 66.87 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was necessary, as set out in Table 7.26.

Table 7.26 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	S_ℓ	ℓ/s	Conclusion
λ_{A_1}	-1.368773	0.246066	-5.562625	Significant at 0.1% level
λ_{A_2}	-1.078279	0.225194	-4.788223	Significant at 0.1% level
λ_{A_3}	0.631031	0.121591	5.189784	Significant at 0.1% level
λ_{A_4}	1.297438	0.111928	11.591720	Significant at 0.1% level
λ_{A_5}	0.518584	0.144257	3.594862	Significant at 0.1% level
λ_{B_1}	1.401455	0.109311	12.820805	Significant at 0.1% level
λ_{B_2}	0.346791	0.173323	2.000837	Insignificant
λ_{B_3}	0.400037	0.168977	2.367405	Insignificant
λ_{B_4}	-1.077768	0.250437	-4.303549	Significant at 0.1% level
λ_{B_5}	-0.034274	0.215073	-0.159360	Insignificant
λ_{B_6}	-1.036241	0.244042	-4.246158	Significant at 0.1% level
$\lambda_{A_1B_1}$	0.268084	0.305122	0.878612	Insignificant
$\lambda_{A_1B_2}$	0.069985	0.427341	0.163769	Insignificant
$\lambda_{A_1B_3}$	-0.676408	0.530219	-1.275714	Insignificant
$\lambda_{A_1B_4}$	1.206862	0.498630	2.420356	Insignificant
$\lambda_{A_1B_5}$	-0.935245	0.706283	-1.324179	Insignificant
$\lambda_{A_1B_6}$	0.066721	0.715637	0.093233	Insignificant
$\lambda_{A_2B_1}$	0.804267	0.259214	3.102714	Significant at 0.1% level
$\lambda_{A_2B_2}$	-0.913657	0.522287	-1.749339	Insignificant
$\lambda_{A_2B_3}$	-0.050612	0.388968	-0.130119	Insignificant
$\lambda_{A_2B_4}$	-0.182245	0.710958	-0.256337	Insignificant
$\lambda_{A_2B_5}$	-0.127127	0.471522	-0.269610	Insignificant
$\lambda_{A_2B_6}$	0.469374	0.549818	0.853690	Insignificant

Table 7.26 (Cont.) Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
$\lambda_{A_3B_1}$	-0.136672	0.156720	-0.872078	Insignificant
$\lambda_{A_3B_2}$	-0.138060	0.231349	-0.596761	Insignificant
$\lambda_{A_3B_3}$	0.064627	0.219708	0.294150	Insignificant
$\lambda_{A_3B_4}$	0.054355	0.355917	0.152718	Insignificant
$\lambda_{A_3B_5}$	0.009390	0.272257	0.034489	Insignificant
$\lambda_{A_3B_6}$	0.146359	0.341133	0.429038	Insignificant
$\lambda_{A_4B_1}$	-0.548549	0.144921	-3.785159	Significant at 0.1% level
$\lambda_{A_4B_2}$	0.471826	0.198118	2.381540	Insignificant
$\lambda_{A_4B_3}$	0.281721	0.196075	1.436802	Insignificant
$\lambda_{A_4B_4}$	0.006987	0.313124	0.022314	Insignificant
$\lambda_{A_4B_5}$	0.441595	0.240484	1.836276	Insignificant
$\lambda_{A_4B_6}$	-0.653580	0.348221	-1.876912	Insignificant
$\lambda_{A_5B_1}$	-0.387130	0.181998	-2.127111	Insignificant
$\lambda_{A_5B_2}$	0.509906	0.229430	2.222491	Insignificant
$\lambda_{A_5B_3}$	0.380674	0.227861	1.670641	Insignificant
$\lambda_{A_5B_4}$	-1.085960	0.524938	-2.068740	Insignificant
$\lambda_{A_5B_5}$	0.611386	0.268329	2.278494	Insignificant
$\lambda_{A_5B_6}$	-0.028876	0.372913	-0.077434	Insignificant

Main effect A_i produced significant differences. The observed frequencies in all five attitudinal categories – Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree – differed significantly from the respective group norms. In the case of the main effect B_j relating to population group, three significant deviations from the general trend were observed: among Africans, Coloureds and ‘Other’.

Two significant interaction effects A_iB_j occurred, in A_2B_1 , and A_4B_1 respectively. The frequency of African respondents in A_2B_1 (32 or 12.7% of this subgroup) who disagreed with the content of question 11.31 (ℓ/s equal to +3.10) significantly exceeded the general norm of the complete sample. With regard to A_4B_1 , the frequency of African respondents (89 or 35.3% in this subgroup) who agreed with the content of question 11.31 (ℓ/s equal to -3.79) was significantly lower than the group norm.

Table 7.27 Cross-tabulation of five attitudinal categories and population groups for **question 11.40**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	12	3	2	1	6	0	24
Row %	50%	12.5%	8.3%	4.2%	25%	0%	100%
Column %	4.9%	1.9%	1.3%	3.7%	5.4%	0%	3.4%
Disagree	31	9	5	2	6	2	55
Row %	56.4%	16.4%	9.1%	3.6%	10.9%	3.6%	100%
Column %	12.8%	5.7%	3.2%	7.4%	5.4%	9.1%	7.7%
Neutral	52	26	28	7	17	7	137
Row %	38%	19%	20.4%	5.1%	12.4%	5.1%	100%
Column %	21.4%	16.5%	18.2%	25.9%	15.2%	31.8%	19.1%
Agree	84	81	94	10	67	6	342
Row %	24.6%	23.7%	27.5%	2.9%	19.6%	1.8%	100%
Column %	34.6%	51.3%	61%	37%	59.8%	27.3%	47.8%
Strongly agree	64	39	25	7	16	7	158
Row %	40.5%	24.7%	15.8%	4.4%	10.1%	4.4%	100%
Column %	26.3%	24.7%	16.2%	25.9%	14.3%	31.8%	22.1%
Total	243	158	154	27	112	22	716
Row %	33.9%	22.1%	21.5%	3.8%	15.6%	3.1%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 11.40 in Table 7.27 referred to a radio listener who does not like to hear too much of the same music or discussion or topic when listening to the radio.

In this case, 69.9% of the respondents agreed or strongly agreed with the statement.

Subgroup comparisons were as follows: African, 60.9%; White Afrikaans-speaking, 76%; White English-speaking, 77.2%; Coloured, 62.9%; Indian, 74.1%; 'Other', 59.1%.

The second main effect was a reflection of the respondents' population group. To determine the interactive part of the subcategories 'Population Group', testing for saturation was done. In this regard ℓ^* was calculated at 61.61, which was significant ($\ell^* = 61.61 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was necessary. The ensuing results are presented in Table 7.28.

Table 7.28 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λ_{A_1}	-1.426164	0.240433	-5.931648	Significant at 0.1% level
λ_{A_2}	-0.701117	0.177726	-3.944932	Significant at 0.1% level
λ_{A_3}	0.440195	0.117125	3.758335	Significant at 0.1% level
λ_{A_4}	1.173698	0.108138	10.853705	Significant at 0.1% level
λ_{A_5}	0.513387	0.116521	4.405961	Significant at 0.1% level
λ_{B_1}	1.254400	0.103675	12.099349	Significant at 0.1% level
λ_{B_2}	0.484821	0.142512	3.401966	Significant at 0.1% level
λ_{B_3}	0.241824	0.165495	1.461216	Insignificant
λ_{B_4}	-1.060057	0.238128	-4.451627	Significant at 0.1% level
λ_{B_5}	0.241235	0.137628	1.752805	Insignificant
λ_{B_6}	-1.162222	0.241832	-4.805907	Significant at 0.1% level
$\lambda_{A_1B_1}$	0.219103	0.308983	0.709110	Insignificant
$\lambda_{A_1B_2}$	-0.397613	0.452804	-0.878113	Insignificant
$\lambda_{A_1B_3}$	-0.560081	0.527994	-1.060772	Insignificant
$\lambda_{A_1B_4}$	0.048653	0.712807	0.068256	Insignificant
$\lambda_{A_1B_5}$	0.539120	0.370131	1.456565	Insignificant
$\lambda_{A_1B_6}$	0.150819	0.714053	0.211215	Insignificant
$\lambda_{A_2B_1}$	0.443138	0.220950	2.005603	Insignificant
$\lambda_{A_2B_2}$	-0.024047	0.299869	-0.080192	Insignificant
$\lambda_{A_2B_3}$	-0.368837	0.364082	-1.013060	Insignificant
$\lambda_{A_2B_4}$	0.016754	0.530916	0.031557	Insignificant
$\lambda_{A_2B_5}$	-0.185926	0.332829	-0.558623	Insignificant
$\lambda_{A_2B_6}$	0.118920	0.532588	0.223287	Insignificant
$\lambda_{A_3B_1}$	-0.180918	0.160437	-1.127658	Insignificant
$\lambda_{A_3B_2}$	-0.104488	0.207348	-0.503926	Insignificant
$\lambda_{A_3B_3}$	0.212617	0.221299	0.960768	Insignificant
$\lambda_{A_3B_4}$	0.128204	0.348062	0.368337	Insignificant
$\lambda_{A_3B_5}$	-0.285785	0.223092	-1.281019	Insignificant
$\lambda_{A_3B_6}$	0.230370	0.350606	0.657062	Insignificant
$\lambda_{A_4B_1}$	-0.434849	0.144171	-3.016202	Significant at 0.1% level
$\lambda_{A_4B_2}$	0.298362	0.174707	1.707785	Insignificant
$\lambda_{A_4B_3}$	0.690204	0.192142	3.592156	Significant at 0.1% level
$\lambda_{A_4B_4}$	-0.248624	0.319342	-0.778551	Insignificant
$\lambda_{A_4B_5}$	0.352191	0.173742	2.027092	Insignificant
$\lambda_{A_4B_6}$	-0.657284	0.361143	-1.820010	Insignificant
$\lambda_{A_5B_1}$	-0.046471	0.155424	-0.298995	Insignificant
$\lambda_{A_5B_2}$	0.227786	0.194227	1.172782	Insignificant
$\lambda_{A_5B_3}$	0.026097	0.224826	0.116076	Insignificant
$\lambda_{A_5B_4}$	0.055012	0.347859	0.158145	Insignificant
$\lambda_{A_5B_5}$	-0.419601	0.226052	-1.856214	Insignificant
$\lambda_{A_5B_6}$	0.157178	0.350405	0.448561	Insignificant

Main effect A_i produced significant differences. The observed frequencies in all five attitudinal categories – Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree – differed significantly from the respective group norms. In the case of the main effect B_j relating to population group, four significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, Coloureds and ‘Other’.

Two significant interaction effects A_iB_j occurred, in A_4B_1 , and A_4B_3 respectively. The frequency of African respondents in A_4B_1 (84 or 34.6% of this subgroup) who agreed with

the content of question 11.40 (ℓ/s equal to -3.02) was significantly lower than the group norm. With regard to A_4B_3 , the frequency of English-speaking White respondents (94 or 61% in this subgroup) who agreed with the content of question 11.40 (ℓ/s equal to $+3.59$) significantly exceeded the general norm of the complete sample.

7.4.1.2 Emotional Reaction to an Announcer

The second factor consisted of responses to six questions from the questionnaire, with question 11.3 as the first contributor.

Table 7.29 Cross-tabulation of five attitudinal categories and population groups for **question 11.3**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	7	2	2	1	2	1	15
Row %	46.7%	13.3%	13.3%	6.7%	13.3%	6.7%	100%
Column %	2.9%	1.3%	1.3%	3.6%	1.8%	4.8%	2.1%
Disagree	12	6	5	1	4	1	29
Row %	41.4%	20.7%	17.2%	3.4%	13.8%	3.4%	100%
Column %	4.9%	3.8%	3.2%	3.6%	3.6%	4.8%	4%
Neutral	39	32	35	5	19	6	136
Row %	28.7%	23.5%	25.7%	3.7%	14%	4.4%	100%
Column %	15.9%	20.4%	22.7%	17.9%	17%	28.6%	19%
Agree	100	71	77	12	59	8	327
Row %	30.6%	21.7%	23.5%	3.7%	18%	2.4%	100%
Column %	40.8%	45.2%	50%	42.9%	52.7%	38.1%	45.6%
Strongly agree	87	46	35	9	28	5	210
Row %	41.1%	21.9%	16.7%	4.3%	13.3%	2.4%	100%
Column %	35.5%	29.3%	22.7%	32.1%	25%	23.8%	29.3%
Total	245	157	154	28	112	21	717
Row %	34.2%	21.9%	21.5%	3.9%	15.6%	2.9%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

The response to question 11.3 presented in Table 7.29 referred to a radio listener who admires a radio announcer who is sensitive to the listeners.

In the case of this variable, 74.9% agreed or strongly agreed with the content of the statement. Compared with the general norm, the subsamples responded as follows: African, 76.3%; White Afrikaans-speaking, 74.5%; White English-speaking, 72.7%; Coloured, 75%; Indian, 77.7%; 'Other', 61.9%.

The second main effect was a reflection of the respondents' population group. To

determine the interactive part of the subcategories 'Population Group', the presence of saturation was again looked for. In this regard ℓ^* was calculated at 22.94, which was not significant ($\ell^* = 22.94 < \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The independent model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the interaction in the cross-tabulation was not required. The main effects are presented in Table 7.30.

Table 7.30 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the independent model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λA_1	-1.728781	0.317270	-5.448927	Significant at 0.1% level
λA_2	-1.069194	0.238970	-4.474177	Significant at 0.1% level
λA_3	0.491890	0.141522	3.475714	Insignificant
λA_4	1.378464	0.120078	11.479738	Significant at 0.1% level
λA_5	0.927621	0.128978	7.192087	Significant at 0.1% level
λB_1	1.066518	0.139772	7.630412	Significant at 0.1% level
λB_2	0.614761	0.156643	3.924599	Significant at 0.1% level
λB_3	0.590288	0.157991	3.736213	Significant at 0.1% level
λB_4	-1.112978	0.299159	-3.720356	Significant at 0.1% level
λB_5	0.268908	0.174801	1.538366	Insignificant
λB_6	-1.427497	0.352403	-4.050752	Significant at 0.1% level

Main effect A_i produced significant differences. In four of the five attitudinal categories – Strongly Disagree, Disagree, Agree and Strongly Agree – response patterns differed significantly from the respective group norms. The exception was the category Neutral. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and those classified as 'Other'.

Table 7.31 Cross-tabulation of five attitudinal categories and population groups for **question 11.4**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	5	3	0	1	0	0	9
Row %	55.6%	33.3%	0%	11.1%	0%	0%	100%
Column %	2%	1.9%	0%	3.6%	0%	0%	1.3%
Disagree	14	10	6	1	6	0	37
Row %	37.8%	27%	16.2%	2.7%	16.2%	0%	100%
Column %	5.7%	6.4%	3.9%	3.6%	5.4%	0%	5.2%
Neutral	25	25	51	6	17	4	128
Row %	19.5%	19.5%	39.8%	4.7%	13.3%	3.1%	100%
Column %	10.2%	16%	33.1%	21.4%	15.3%	18.2%	17.9%
Agree	93	78	70	14	58	11	324
Row %	28.7%	24.1%	21.6%	4.3%	17.9%	3.4%	100%
Column %	37.8%	50%	45.5%	50%	52.3%	50%	45.2%
Strongly agree	109	40	27	6	30	7	219
Row %	49.8%	18.3%	12.3%	2.7%	13.7%	3.2%	100%
Column %	44.3%	25.6%	17.5%	21.4%	27%	31.8%	30.5%
Total	246	156	154	28	111	7	219
Row %	34.3%	21.8%	21.5%	3.9%	15.5%	3.2%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 11.4 in Table 7.31 referred to the extent to which radio listeners admire a radio announcer who is patient with listeners.

In this case, 75.7% of the respondents agreed or strongly agreed with the content of the statement. The responses among the subgroups were as follows: African, 82.1%; White Afrikaans-speaking, 75.6%; White English-speaking, 63%; Coloured, 71.4%; Indian, 79.3%; 'Other', 81.8%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this second factor, the presence of saturation was tested for. In this regard ℓ^* was calculated at 60.26, which was significant ($\ell^* = 60.26 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was therefore necessary and duly reported in Table 7.32.

Table 7.32 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λ_{A_1}	-1.837470	0.291061	-6.313007	Significant at 0.1% level
λ_{A_2}	-0.867950	0.225625	-3.846870	Significant at 0.1% level
λ_{A_3}	0.441331	0.136915	3.223394	Significant at 0.1% level
λ_{A_4}	1.417057	0.113070	12.532564	Significant at 0.1% level
λ_{A_5}	0.847012	0.126736	6.683279	Significant at 0.1% level
λ_{B_1}	1.049457	0.134153	7.822837	Significant at 0.1% level
λ_{B_2}	0.644326	0.150969	4.267936	Significant at 0.1% level
λ_{B_3}	0.364777	0.205337	1.776480	Insignificant
λ_{B_4}	-1.044290	0.270717	-3.857497	Significant at 0.1% level
λ_{B_5}	0.128516	0.207820	0.618401	Insignificant
λ_{B_6}	-1.142790	0.274581	-4.161941	Significant at 0.1% level
$\lambda_{A_1B_1}$	0.108642	0.416596	0.260785	Insignificant
$\lambda_{A_1B_2}$	0.002949	0.481332	0.006127	Insignificant
$\lambda_{A_1B_3}$	-0.816120	0.719527	-1.134245	Insignificant
$\lambda_{A_1B_4}$	0.592953	0.740840	0.800379	Insignificant
$\lambda_{A_1B_5}$	-0.579850	0.720239	-0.805080	Insignificant
$\lambda_{A_1B_6}$	0.691448	0.742260	0.931544	Insignificant
$\lambda_{A_2B_1}$	0.168743	0.297177	0.567820	Insignificant
$\lambda_{A_2B_2}$	0.237403	0.323323	0.734260	Insignificant
$\lambda_{A_2B_3}$	0.006126	0.388041	0.015787	Insignificant
$\lambda_{A_2B_4}$	-0.376570	0.717659	-0.524720	Insignificant
$\lambda_{A_2B_5}$	0.242387	0.389361	0.622525	Insignificant
$\lambda_{A_2B_6}$	-0.278070	0.719125	-0.386678	Insignificant
$\lambda_{A_3B_1}$	-0.560720	0.208763	-2.685917	Significant at 0.1% level
$\lambda_{A_3B_2}$	-0.155590	0.219947	-0.707398	Insignificant
$\lambda_{A_3B_3}$	0.836911	0.244114	3.428361	Significant at 0.1% level
$\lambda_{A_3B_4}$	0.105914	0.386703	0.273890	Insignificant
$\lambda_{A_3B_5}$	-0.025440	0.276231	-0.092097	Insignificant
$\lambda_{A_3B_6}$	-0.201060	0.430092	-0.467481	Insignificant
$\lambda_{A_4B_1}$	-0.222720	0.161003	-1.383328	Insignificant
$\lambda_{A_4B_2}$	0.006520	0.177606	0.036710	Insignificant
$\lambda_{A_4B_3}$	0.177855	0.226940	0.783709	Insignificant
$\lambda_{A_4B_4}$	-0.022510	0.324782	-0.069308	Insignificant
$\lambda_{A_4B_5}$	0.226064	0.231754	0.975448	Insignificant
$\lambda_{A_4B_6}$	-0.165180	0.339679	-0.486283	Insignificant
$\lambda_{A_5B_1}$	0.506072	0.169020	2.994155	Significant at 0.1% level
$\lambda_{A_5B_2}$	-0.091260	0.199230	-0.458064	Insignificant
$\lambda_{A_5B_3}$	-0.204760	0.252744	-0.810148	Insignificant
$\lambda_{A_5B_4}$	-0.299770	0.383217	-0.782246	Insignificant
$\lambda_{A_5B_5}$	0.136863	0.251841	0.543450	Insignificant
$\lambda_{A_5B_6}$	-0.047120	0.373415	-0.126187	Insignificant

Main effect A_i produced significant differences. The observed frequencies in all five attitudinal categories – Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree – differed significantly from the respective group norms. In the case of the main effect B_j relating to population group, four significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, Coloureds and ‘Other’.

Three significant interaction effects A_iB_j occurred, in A_3B_1 , A_3B_3 and A_5B_1 respectively.

The frequency of African respondents in A₃B₁ (25 or 10.2% of this subgroup) who were neutral regarding the content of question 11.4 (ℓ/s equal to -2.69) was significantly lower than the group norm. With regard to A₃B₃, the frequency of English-speaking White respondents (51 or 33.1% in this subgroup) who were neutral towards the content of question 11.4 (ℓ/s equal to +3.43) significantly exceeded the general norm of the complete sample. In the case of A₅B₁, the frequency of African respondents (109 or 44.3% of this subgroup) who strongly agreed with the content of question 11.4 (ℓ/s equal to +2.99) was significantly higher than the group norm.

Table 7.33 Cross-tabulation of five attitudinal categories and population groups for **question 11.6**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	5	2	1	2	2	1	13
Row %	38.5%	15.4%	7.7%	15.4%	15.4%	7.7%	100%
Column %	2%	1.3%	.6%	7.1%	1.8%	4.5%	1.8%
Disagree	8	3	6	2	4	1	24
Row %	33.3%	12.5%	25%	8.3%	16.7%	4.2%	100%
Column %	3.1%	1.9%	3.9%	7.1%	3.5%	4.5%	3.3%
Neutral	31	17	28	2	8	6	92
Row %	33.7%	18.5%	30.4%	2.2%	8.7%	6.5%	100%
Column %	12.2%	10.7%	18.1%	7.1%	7.1%	27.3%	12.6%
Agree	95	80	84	9	67	9	344
Row %	27.6%	23.3%	24.4%	2.6%	19.5%	2.6%	100%
Column %	37.4%	50.3%	54.2%	32.1%	59.3%	40.9%	47.1%
Strongly agree	115	57	36	13	32	5	258
Row %	44.6%	22.1%	14%	5%	12.4%	1.9%	100%
Column %	45.3%	35.8%	23.2%	46.4%	28.3%	22.7%	35.3%
Total	254	159	155	28	113	22	731
Row %	34.7%	21.8%	21.2%	3.8%	15.5%	3%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 11.6 referenced in Table 7.33 referred to the extent to which a person admires a radio announcer who is polite when talking to the listeners.

In the case under consideration, 82.4% of the respondents agreed or strongly agreed with the content of the statement. Subgroup comparisons were as follows: African, 82.7%; White Afrikaans-speaking, 86.1%; White English-speaking, 77.4%; Coloured, 78.5%; Indian, 87.6%; 'Other', 63.6%.

The data were further analysed with regard to the second main effect: a reflection of the respondents' population group. To measure whether 'Population Group' played a part in the cross-tabulation, a pretest of dependence or independence was done. In this regard ℓ^* was calculated at 25.73, which was not significant ($\ell^* = 25.73 < \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The independent model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of interaction in the cross-tabulation was not required. The main effects are reported in Table 7.34.

Table 7.34 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the independent model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λA_1	-1.762018	0.332794	-5.294621	Significant at 0.1% level
λA_2	-1.163114	0.259082	-4.489366	Significant at 0.1% level
λA_3	0.191395	0.160956	1.189114	Insignificant
λA_4	1.510695	0.124817	12.103279	Significant at 0.1% level
λA_5	1.223043	0.129752	9.426005	Significant at 0.1% level
λB_1	1.069759	0.149341	7.163197	Significant at 0.1% level
λB_2	0.600004	0.169195	3.546228	Significant at 0.1% level
λB_3	0.580856	0.169656	3.423728	Significant at 0.1% level
λB_4	-1.137788	0.327270	-3.476603	Significant at 0.1% level
λB_5	0.259842	0.188143	1.381088	Insignificant
λB_6	-1.372673	0.363426	-3.777036	Significant at 0.1% level

Main effect A_i produced significant differences. In four of the five attitudinal categories – Strongly Disagree, Disagree, Agree and Strongly Agree – the observed response patterns differed significantly from those of the respective group norms. The exception was the category Neutral. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and those classified as 'Other'.

Table 7.35 Cross-tabulation of five attitudinal categories and population groups for **question 11.1**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	4	2	4	0	0	1	11
Row %	36.4%	18.2%	36.4%	0%	0%	9.1%	100%
Column %	1.6%	1.3%	2.6%	0%	0%	4.3%	1.5%
Disagree	9	3	1	1	3	1	18
Row %	50%	16.7%	5.6%	5.6%	16.7%	5.6%	100%
Column %	3.6%	1.9%	.6%	3.6%	2.7%	4.3%	2.5%
Neutral	36	14	9	5	3	2	69
Row %	52.2%	20.3%	13%	7.2%	4.3%	2.9%	100%
Column %	14.3%	8.8%	5.8%	17.9%	2.7%	8.7%	9.5%
Agree	122	88	83	15	75	13	396
Row %	30.8%	22.2%	21%	3.8%	18.9%	3.3%	100%
Column %	48.4%	55.3%	53.5%	53.6%	66.4%	56.5%	54.2%
Strongly agree	81	52	58	7	32	6	236
Row %	34.3%	22%	24.6%	3%	13.6%	2.5%	100%
Column %	32.1%	32.7%	37.4%	25%	28.3%	26.1%	32.3%
Total	252	159	155	28	113	23	730
Row %	34.5%	21.8%	21.2%	3.8%	15.5%	3.2%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 11.1 that pertained to Table 7.35 referred to a radio announcer having a good voice that makes listening to the radio a pleasant experience.

In this case, 86.5% of the respondents agreed or strongly agreed with the content of the statement. Statistics for the subsamples were as follows: African, 80.5%; White Afrikaans-speaking, 88%; White English-speaking, 90.9%; Coloured, 78.6%; Indian, 94.7%; 'Other', 82.6%.

The data were further analysed with regard to the second main effect: a reflection of the respondents' population group. To measure whether 'Population Group' played a part in the cross-tabulation, testing was done for the presence of saturation. In this regard ℓ^* was calculated at 7.44, which was not significant ($\ell^* = 7.44 < X^2 = 37.566$ with 20 degrees of freedom). The independent model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of interaction in the cross-tabulation was not required. The main effects are presented in Table 7.36.

Table 7.36 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the independent model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λ_{A_1}	-1.601254	0.333359	-4.803392	Significant at 0.1% level
λ_{A_2}	-1.262563	0.285113	-4.428290	Significant at 0.1% level
λ_{A_3}	0.075907	0.175585	0.432309	Insignificant
λ_{A_4}	1.823592	0.126472	14.418939	Significant at 0.1% level
λ_{A_5}	1.303755	0.134689	9.679744	Significant at 0.1% level
λ_{B_1}	1.051757	0.156577	6.717187	Significant at 0.1% level
λ_{B_2}	0.591466	0.176924	3.343051	Significant at 0.1% level
λ_{B_3}	0.565250	0.178488	3.166880	Significant at 0.1% level
λ_{B_4}	-1.127220	0.343941	-3.277364	Significant at 0.1% level
λ_{B_5}	0.263133	0.195826	1.343708	Insignificant
λ_{B_6}	-1.344386	0.376506	-3.570689	Significant at 0.1% level

Main effect A_i produced significant differences. In four of the five attitudinal categories – Strongly Disagree, Disagree, Agree and Strongly Agree – response patterns differed significantly from the respective group norms. The exception was the category Neutral. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and those classified as ‘Other’.

Table 7.37 Cross-tabulation of five attitudinal categories and population groups for **question 11.2**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	27	7	6	1	6	3	50
Row %	54%	14%	12%	2%	12%	6%	100%
Column %	10.8%	4.4%	3.9%	3.6%	5.4%	13.6%	6.9%
Disagree	15	13	21	6	7	0	62
Row %	24.2%	21%	33.9%	9.7%	11.3%	0%	100%
Column %	6%	8.2%	13.5%	21.4%	6.3%	0%	8.6%
Neutral	26	24	30	4	17	7	108
Row %	24.1%	22.2%	27.8%	3.7%	15.7%	6.5%	100%
Column %	10.4%	15.1%	19.4%	14.3%	15.2%	31.8%	14.9%
Agree	72	60	43	7	36	2	220
Row %	32.7%	27.3%	19.5%	3.2%	16.4%	.9%	100%
Column %	28.9%	37.7%	27.7%	25%	32.1%	9.1%	30.3%
Strongly agree	109	55	55	10	46	10	285
Row %	38.2%	19.3%	19.3%	3.5%	16.1%	3.5%	100%
Column %	43.8%	34.6%	35.5%	35.7%	41.1%	45.5%	39.3%
Total	249	159	155	28	112	22	725
Row %	34.3%	21.9%	21.4%	3.9%	15.4%	3%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 11.2 in Table 7.37 referred to the radio listener who finds it difficult to tolerate any radio announcer who is rude.

In this case, 69.6% of the respondents agreed or strongly agreed with the statement. Subgroup comparisons were as follows: African, 72.7%; White Afrikaans-speaking, 72.3%; White English-speaking, 63.2%; Coloured, 60.7%; Indian, 73.2%; 'Other', 54.6%.

The second main effect was a reflection of the respondents' population group. To measure the interactive part of the subcategories 'Population Group', the presence of saturation was determined. In this regard ℓ^* was calculated at 29.91, which was not significant ($\ell^* = 29.91 < \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The independent model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of interaction in the cross-tabulation was not required. The main effects are reported in Table 7.38.

Table 7.38 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the independent model

Effect	ℓ	s_ℓ	ℓ/s	Conclusion
λ_{A_1}	-0.848427	0.172657	-4.913945	Significant at 0.1% level
λ_{A_2}	-0.611501	0.156055	-3.918497	Significant at 0.1% level
λ_{A_3}	-0.071911	0.126665	-0.567726	Insignificant
λ_{A_4}	0.636583	0.100912	6.308298	Significant at 0.1% level
λ_{A_5}	0.895256	0.094224	9.501358	Significant at 0.1% level
λ_{B_1}	1.048032	0.092531	11.326280	Significant at 0.1% level
λ_{B_2}	0.598317	0.104377	5.732269	Significant at 0.1% level
λ_{B_3}	0.575371	0.105047	5.477272	Significant at 0.1% level
λ_{B_4}	-1.137062	0.202528	-5.614345	Significant at 0.1% level
λ_{B_5}	0.248770	0.116500	2.135365	Insignificant
λ_{B_6}	-1.333429	0.220958	-6.034762	Significant at 0.1% level

Main effect A_i produced significant differences. In four of the five attitudinal categories – Strongly Disagree, Disagree, Agree and Strongly Agree – response distribution differed significantly from the respective group norms. The exception was the category Neutral. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and those classified as 'Other'.

Table 7.39 Cross-tabulation of five attitudinal categories and population groups for **question 11.8**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	6	1	1	2	1	2	13
Row %	46.2%	7.7%	7.7%	15.4%	7.7%	15.4%	100%
Column %	2.4%	.6%	.6%	7.1%	.9%	8.7%	1.8%
Disagree	22	17	20	5	7	4	75
Row %	29.3%	22.7%	26.7%	6.7%	9.3%	5.3%	100%
Column %	8.7%	10.8%	12.9%	17.9%	6.3%	17.4%	10.3%
Neutral	65	50	58	6	24	10	213
Row %	30.5%	23.5%	27.2%	2.8%	11.3%	4.7%	100%
Column %	25.8%	31.6%	37.4%	21.4%	21.4%	43.5%	29.3%
Agree	88	60	59	8	54	4	273
Row %	32.2%	22%	21.6%	2.9%	19.8%	1.5%	100%
Column %	34.9%	38%	38.1%	28.6%	48.2%	17.4%	37.5%
Strongly agree	71	30	17	7	26	3	154
Row %	46.1%	19.5%	11%	4.5%	16.9%	1.9%	100%
Column %	28.2%	19%	11%	25%	23.2%	13%	21.2%
Total	252	158	155	28	112	23	728
Row %	34.6%	21.7%	21.3%	3.8%	15.4%	3.2%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

The response to question 11.8 presented in Table 7.39 referred to the listener who wants to feel that the radio announcer is talking to him or her during the broadcast.

In this case, 58.7% of the respondents agreed or strongly agreed with the statement in the questionnaire. Statistics for the subsamples were as follows: African, 63.1%; White Afrikaans-speaking, 57%; White English-speaking, 49.1%; Coloured, 53.6%; Indian, 71.4%; 'Other', 30.4%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this second factor, testing was done for the presence of saturation. In this regard ℓ^* was calculated at 32.39, which was insignificant ($\ell^* = 32.39 < \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The independent model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of interaction in the cross-tabulation was not required. The main effects are presented in Table 7.40.

Table 7.40 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the independent model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λA_1	-2.016673	0.328513	-6.138792	Significant at 0.1% level
λA_2	-0.257115	0.160702	-1.599949	Insignificant
λA_3	0.783017	0.122316	6.401591	Significant at 0.1% level
λA_4	1.031186	0.116814	8.827589	Significant at 0.1% level
λA_5	0.459587	0.131257	3.501428	Significant at 0.1% level
λB_1	1.059498	0.130671	8.108134	Significant at 0.1% level
λB_2	0.591141	0.148203	3.988725	Significant at 0.1% level
λB_3	0.576218	0.148421	3.882321	Significant at 0.1% level
λB_4	-1.137439	0.286041	-3.976489	Significant at 0.1% level
λB_5	0.247969	0.164937	1.503416	Insignificant
λB_6	-1.337388	0.315087	-4.244504	Significant at 0.1% level

Main effect A_i produced significant differences. In four of the five attitudinal categories – Strongly Disagree, Neutral, Agree and Strongly Agree – differed significantly from the respective group norms. The exception was the category Disagree. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and those classified as ‘Other’.

7.4.1.3 Duty of Public Broadcaster

The third factor involved three questions from the questionnaire.

Table 7.41 Cross-tabulation of five attitudinal categories and population groups for **question 11.15**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	5	7	11	2	6	1	32
Row %	15.6%	21.9%	34.4%	6.3%	18.8%	3.1%	100%
Column %	2%	4.4%	7.2%	7.1%	5.3%	4.3%	4.4%
Disagree	15	22	37	2	9	4	89
Row %	16.9%	24.7%	41.6%	2.2%	10.1%	4.5%	100%
Column %	6%	13.9%	24.2%	7.1%	8%	17.4%	12.2%
Neutral	46	44	27	4	22	4	147
Row %	31.3%	29.9%	18.4%	2.7%	15%	2.7%	100%
Column %	18.3%	27.8%	17.6%	14.3%	19.5%	17.4%	20.2%
Agree	92	61	52	9	40	5	259
Row %	35.5%	23.6%	20.1%	3.5%	15.4%	1.9%	100%
Column %	36.5%	38.6%	34%	32.1%	35.4%	21.7%	35.6%
Strongly agree	94	24	26	11	36	9	200
Row %	47%	12%	13%	5.5%	18%	4.5%	100%
Column %	37.3%	15.2%	17%	39.3%	31.9%	39.1%	27.5%
Total	252	158	153	28	113	23	727
Row %	34.7%	21.7%	21%	3.9%	15.5%	3.2%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 11.15 that pertained to Table 7.41 referred to the notion that it is the duty of every radio station to broadcast programmes that could mould listeners to be responsible citizens.

In this case, 63.1% of the respondents agreed or strongly agreed with the statement. The responses among the subgroups were as follows: African, 73.8%; White Afrikaans-speaking, 53.8%; White English-speaking, 51%; Coloured, 71.4%; Indian, 67.3%; 'Other', 60.8%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this factor, the normal testing for saturation was done. In this regard ℓ^* was calculated at 56.63 which was significant ($\ell^* = 56.63 >$ critical $X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was therefore necessary. The consequent results are reported in Table 7.42.

Table 7.42 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λ_{A_1}	-1.198130	0.199826	-5.995866	Significant at 0.1% level
λ_{A_2}	-0.323380	0.146949	-2.200627	Insignificant
λ_{A_3}	0.190894	0.123986	1.539642	Insignificant
λ_{A_4}	0.742086	0.106301	6.980988	Significant at 0.1% level
λ_{A_5}	0.588525	0.101321	5.808519	Significant at 0.1% level
λ_{B_1}	0.837754	0.114837	7.295157	Significant at 0.1% level
λ_{B_2}	0.617525	0.109996	5.614068	Significant at 0.1% level
λ_{B_3}	0.698309	0.102928	6.784442	Significant at 0.1% level
λ_{B_4}	-1.130950	0.208911	-5.413549	Significant at 0.1% level
λ_{B_5}	0.265996	0.122270	2.175480	Insignificant
λ_{B_6}	-1.288640	0.230693	-5.585952	Significant at 0.1% level
$\lambda_{A_1B_1}$	-0.634670	0.358043	-1.772608	Insignificant
$\lambda_{A_1B_2}$	-0.077970	0.322876	-0.241486	Insignificant
$\lambda_{A_1B_3}$	0.293228	0.286295	1.024216	Insignificant
$\lambda_{A_1B_4}$	0.417736	0.527874	0.791356	Insignificant
$\lambda_{A_1B_5}$	0.119405	0.341502	0.349647	Insignificant
$\lambda_{A_1B_6}$	-0.117720	0.698732	-0.168477	Insignificant
$\lambda_{A_2B_1}$	-0.410820	0.237750	-1.727950	Insignificant
$\lambda_{A_2B_2}$	0.192405	0.216684	0.887952	Insignificant
$\lambda_{A_2B_3}$	0.631496	0.195131	3.236267	Significant at 0.1% level
$\lambda_{A_2B_4}$	-0.457020	0.510210	-0.895749	Insignificant
$\lambda_{A_2B_5}$	-0.349880	0.275800	-1.268600	Insignificant
$\lambda_{A_2B_6}$	0.393821	0.412178	0.955463	Insignificant
$\lambda_{A_3B_1}$	0.195504	0.179812	1.087269	Insignificant
$\lambda_{A_3B_2}$	0.371281	0.177874	2.087326	Insignificant
$\lambda_{A_3B_3}$	-0.197860	0.189363	-1.044871	Insignificant
$\lambda_{A_3B_4}$	-0.278140	0.392547	-0.708552	Insignificant
$\lambda_{A_3B_5}$	0.029663	0.208761	0.142091	Insignificant
$\lambda_{A_3B_6}$	-0.120450	0.404560	-0.297731	Insignificant
$\lambda_{A_4B_1}$	0.337460	0.154635	2.182300	Insignificant
$\lambda_{A_4B_2}$	0.146774	0.158219	0.927664	Insignificant
$\lambda_{A_4B_3}$	-0.093640	0.157045	-0.596262	Insignificant
$\lambda_{A_4B_4}$	-0.018400	0.307351	-0.059866	Insignificant
$\lambda_{A_4B_5}$	0.076309	0.176994	0.431139	Insignificant
$\lambda_{A_4B_6}$	-0.448500	0.373626	-1.200398	Insignificant
$\lambda_{A_5B_1}$	0.512527	0.150949	3.395365	Significant at 0.1% level
$\lambda_{A_5B_2}$	-0.632490	0.184685	-3.424696	Significant at 0.1% level
$\lambda_{A_5B_3}$	-0.633230	0.176979	-3.577995	Significant at 0.1% level
$\lambda_{A_5B_4}$	0.335828	0.292147	1.149517	Insignificant
$\lambda_{A_5B_5}$	0.124509	0.177212	0.702599	Insignificant
$\lambda_{A_5B_6}$	0.292850	0.320946	0.912459	Insignificant

Main effect A_i produced significant differences. In three of the five attitudinal categories – Strongly Disagree, Agree and Strongly Agree – the observed frequencies differed significantly from the respective group norms. The exceptions were categories Disagree and Neutral. Regarding the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and ‘Other’.

Four significant interaction effects A_iB_j occurred, namely, in A_2B_3 , A_5B_1 , A_5B_2 and A_5B_3 respectively. The frequency of English-speaking White respondents in A_2B_3 (37 or 24.2% of this subgroup) who disagreed with the content of question 11.15 (ℓ/s equal to +3.24) significantly exceeded the general norm of the complete sample. In the case of A_5B_1 , the frequency of African respondents (94 or 37.3% of this subgroup) who strongly agreed with the content of question 11.15 (ℓ/s equal to +3.40) also significantly exceeded the general norm of the complete sample.

Regarding A_5B_2 , the frequency of Afrikaans-speaking White respondents (24 or 15.2% of this subgroup) who strongly agreed with the content of question 11.15 (ℓ/s equal to -3.43) was significantly lower than the group norm. Similarly, in the case A_5B_3 the frequency of English-speaking White respondents (26 or 17% of this subgroup) who strongly agreed with the content of question 11.15 (ℓ/s equal to -3.18) was significantly lower than the group norm.

Table 7.43 Cross-tabulation of five attitudinal categories and population groups for **question 11.16**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	10	4	9	1	5	1	30
Row %	33.3%	13.3%	30%	3.3%	16.7%	3.3%	100%
Column %	4%	2.5%	5.9%	3.6%	4.5%	4.5%	4.1%
Disagree	11	13	24	3	6	3	60
Row %	18.3%	21.7%	40%	5%	10%	5%	100%
Column %	4.4%	8.2%	15.7%	10.7%	5.4%	13.6%	8.3%
Neutral	58	44	32	5	15	5	159
Row %	36.5%	27.7%	20.1%	3.1%	9.4%	3.1%	100%
Column %	23%	27.7%	20.9%	17.9%	13.5%	22.7%	21.9%
Agree	93	65	60	7	51	8	284
Row %	32.7%	22.9%	21.1%	2.5%	18%	2.8%	100%
Column %	36.9%	40.9%	39.2%	25%	45.9%	36.4%	39.2%
Strongly agree	80	33	28	12	34	5	192
Row %	41.7%	17.2%	14.6%	6.3%	17.7%	2.6%	100%
Column %	31.7%	20.8%	18.3%	42.9%	30.6%	22.7%	26.5%
Total	252	159	153	28	111	22	725
Row %	34.8%	21.9%	21.1%	3.9%	15.3%	3%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

In Table 7.43 question 11.16 was addressed. It referred to the notion that it is the responsibility of any radio station in the country to promote good societal values, which are the foundation of every nation.

In this case, 65.7% of the respondents agreed or strongly agreed with the content of the statement. Statistics for the subsamples were as follows: African, 68.6%; White Afrikaans-speaking, 61.7%; White English-speaking, 57.5%; Coloured, 67.9%; Indian, 76.5%; 'Other', 59.1%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this factor, the usual preceding test was done. In this regard ℓ^* was calculated at 30.29, which was not significant ($\ell^* = 30.29 < \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The independent model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of interaction in the cross-tabulation was not required. The main effects are presented in Table 7.44.

Table 7.44 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the independent model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λA_1	-1.289330	0.220003	-5.860051	Significant at 0.1% level
λA_2	-0.601159	0.165188	-3.639241	Significant at 0.1% level
λA_3	0.373124	0.117314	3.180558	Significant at 0.1% level
λA_4	0.955120	0.100738	9.481229	Significant at 0.1% level
λA_5	0.562245	0.111118	5.059891	Significant at 0.1% level
λB_1	1.069253	0.102905	10.390681	Significant at 0.1% level
λB_2	0.610286	0.116118	5.255740	Significant at 0.1% level
λB_3	0.570061	0.117589	4.847911	Significant at 0.1% level
λB_4	-1.123491	0.223189	-5.033810	Significant at 0.1% level
λB_5	0.249828	0.130040	1.921163	Insignificant
λB_6	-1.375938	0.251587	-5.469035	Significant at 0.1% level

Main effect A_i produced significant differences. The observed frequencies in all five attitudinal categories – Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree – differed significantly from the respective group norms. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and those classified as 'Other'.

Table 7.45 Cross-tabulation of five attitudinal categories and population groups for **question 11.14**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	7	11	9	2	4	3	36
Row %	19.4%	30.6%	25%	5.6%	11.1%	8.3%	100%
Column %	2.8%	7.1%	5.9%	7.1%	3.5%	13%	5%
Disagree	21	25	39	3	9	3	100
Row %	21%	25%	39%	3%	9%	3%	100%
Column %	8.3%	16%	25.5%	10.7%	8%	13%	13.8%
Neutral	58	44	27	8	20	5	162
Row %	35.8%	27.2%	16.7%	4.9%	12.3%	3.1%	100%
Column %	22.9%	28.2%	17.6%	28.6%	17.7%	21.7%	22.3%
Agree	85	53	50	5	46	6	245
Row %	34.7%	21.6%	20.4%	2%	18.8%	2.4%	100%
Column %	33.6%	34%	32.7%	17.9%	40.7%	26.1%	33.7%
Strongly agree	82	23	28	10	34	6	183
Row %	44.8%	12.6%	15.3%	5.5%	18.6%	3.3%	100%
Column %	32.4%	14.7%	18.3%	35.7%	30.1%	26.1%	25.2%
Total	253	156	153	28	113	23	726
Row %	34.8%	21.5%	21.1%	3.9%	15.6%	3.2%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 11.14 in Table 7.45 referred to the notion that it is the duty of every radio station to broadcast programmes that teach the country's citizens to behave in a way that is socially acceptable.

In the case of this variable, 58.9% of the respondents agreed or strongly agreed with the statement in the questionnaire. Subgroup comparisons were as follows: African, 66%; White Afrikaans-speaking, 48.7%; White English-speaking, 51%; Coloured, 53.6%; Indian, 70.8%; 'Other', 52.2%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this factor, testing for the presence of saturation was done. In this regard ℓ^* was calculated at 45.88, which was significant ($\ell^* = 45.88 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was required and duly reported in Table 7.46.

Table 7.46 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λ_{A_1}	-1.044000	0.166736	-6.261395	Significant at 0.1% level
λ_{A_2}	-0.276950	0.137289	-2.017277	Insignificant
λ_{A_3}	0.306997	0.107382	2.858924	Significant at 0.1% level
λ_{A_4}	0.595284	0.106371	5.596300	Significant at 0.1% level
λ_{A_5}	0.418671	0.102251	4.094542	Significant at 0.1% level
λ_{B_1}	0.916199	0.100874	9.082608	Significant at 0.1% level
λ_{B_2}	0.637499	0.098778	6.453856	Significant at 0.1% level
λ_{B_3}	0.616320	0.100586	6.127294	Significant at 0.1% level
λ_{B_4}	-1.107210	0.193786	-5.713571	Significant at 0.1% level
λ_{B_5}	-1.123001	0.127767	-8.789445	Significant at 0.1% level
λ_{B_6}	-1.185810	0.189730	-6.249987	Significant at 0.1% level
$\lambda_{A_1B_1}$	-0.590140	0.301864	-1.954986	Insignificant
$\lambda_{A_1B_2}$	0.140549	0.264432	0.531513	Insignificant
$\lambda_{A_1B_3}$	-0.038940	0.279938	-0.139102	Insignificant
$\lambda_{A_1B_4}$	0.180505	0.511230	0.353080	Insignificant
$\lambda_{A_1B_5}$	-0.356550	0.374337	-0.952484	Insignificant
$\lambda_{A_1B_6}$	0.664579	0.439471	1.512225	Insignificant
$\lambda_{A_2B_1}$	-0.258580	0.209938	-1.231697	Insignificant
$\lambda_{A_2B_2}$	0.194475	0.201513	0.965074	Insignificant
$\lambda_{A_2B_3}$	0.660340	0.187682	3.518398	Significant at 0.1% level
$\lambda_{A_2B_4}$	-0.181080	0.430972	-0.420167	Insignificant
$\lambda_{A_2B_5}$	-0.312680	0.274990	-1.137060	Insignificant
$\lambda_{A_2B_6}$	-0.102480	0.429164	-0.238790	Insignificant
$\lambda_{A_3B_1}$	0.173397	0.156862	1.105411	Insignificant
$\lambda_{A_3B_2}$	0.175844	0.162423	1.082630	Insignificant
$\lambda_{A_3B_3}$	-0.291330	0.180183	-1.616856	Insignificant
$\lambda_{A_3B_4}$	0.215800	0.308361	0.699829	Insignificant
$\lambda_{A_3B_5}$	-0.098120	0.209423	-0.468525	Insignificant
$\lambda_{A_3B_6}$	-0.175590	0.351470	-0.499587	Insignificant
$\lambda_{A_4B_1}$	0.267318	0.148992	1.794177	Insignificant
$\lambda_{A_4B_2}$	0.073659	0.156912	0.469429	Insignificant
$\lambda_{A_4B_3}$	0.036569	0.159483	0.229297	Insignificant
$\lambda_{A_4B_4}$	-0.542490	0.353370	-1.535190	Insignificant
$\lambda_{A_4B_5}$	0.446506	0.179826	2.482989	Insignificant
$\lambda_{A_4B_6}$	-0.281560	0.331635	-0.849006	Insignificant
$\lambda_{A_5B_1}$	0.408000	0.146668	2.781793	Significant at 0.1% level
$\lambda_{A_5B_2}$	-0.584530	0.183320	-3.188577	Significant at 0.1% level
$\lambda_{A_5B_3}$	-0.366640	0.175673	-2.087059	Insignificant
$\lambda_{A_5B_4}$	0.327270	0.289846	1.129117	Insignificant
$\lambda_{A_5B_5}$	0.320839	0.185868	1.726166	Insignificant
$\lambda_{A_5B_6}$	-0.104950	0.330336	-0.317707	Insignificant

Main effect A_i produced significant differences. In four of the five attitudinal categories – Strongly Disagree, Neutral, Agree and Strongly Agree – the observed frequencies differed significantly from the respective group norms. The exception was the category Disagree. In the case of the main effect B_j relating to population group, six significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds, Indians and ‘Other’.

Three significant interaction effects A_iB_j occurred, namely in A_2B_3 , A_5B_1 and A_5B_2 respectively. The frequency of English-speaking White respondents in A_2B_3 (39 or 25.5% of this subgroup) who disagreed with the content of question 11.14 (ℓ/s equal to +3.52) significantly exceeded the general norm of the complete sample. Regarding A_5B_1 , the frequency of African respondents (82 or 32.4% in this subgroup) who strongly agreed with the content of question 11.14 (ℓ/s equal to +2.78) was significantly higher than the group norm. In the case of A_5B_2 , the frequency of Afrikaans-speaking White respondents (23 or 14.7% of this subgroup) who strongly agreed with the content of question 11.14 (ℓ/s equal to -3.19) was significantly lower than the group norm.

7.4.1.4 Over-and/or Underselling by Announcers

The fourth factor consisted of the responses to five questions from the questionnaire, with question 11.11 as the first contributor.

Table 7.47 Cross-tabulation of five attitudinal categories and population groups for **question 11.11**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	15	4	0	2	5	1	27
Row %	55.6%	14.8%	0%	7.4%	18.5%	3.7%	100%
Column %	6.2%	2.5%	0%	7.1%	4.5%	4.5%	3.8%
Disagree	30	20	16	4	10	1	81
Row %	37%	24.7%	19.8%	4.9%	12.3%	1.2%	100%
Column %	12.3%	12.7%	10.3%	14.3%	8.9%	4.5%	11.3%
Neutral	95	36	41	5	24	12	213
Row %	44.6%	16.9%	19.2%	2.3%	11.3%	5.6%	100%
Column %	39.1%	22.9%	26.5%	17.9%	21.4%	54.5%	29.7%
Agree	74	63	63	12	48	7	267
Row %	27.7%	23.6%	23.6%	4.5%	18%	2.6%	100%
Column %	30.5%	40.1%	40.6%	42.9%	42.9%	31.8%	37.2%
Strongly agree	29	34	35	5	25	1	129
Row %	22.5%	26.4%	27.1%	3.9%	19.4%	.8%	100%
Column %	11.9%	21.7%	22.6%	17.9%	22.3%	4.5%	18%
Total	243	157	155	28	112	22	717
Row %	33.9%	21.9%	21.6%	3.9%	15.6%	3.1%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 11.11 referred to in Table 7.47 was aimed at the radio listener who cannot stand a radio announcer who sensationalises issues on radio.

In the case of this variable, 55.2% of the respondents agreed or strongly agreed with the

content of the statement. The responses among the subgroups were as follows: African, 42.4%; White Afrikaans-speaking, 61.8%; White English-speaking, 63.2%; Coloured, 60.8%; Indian, 65.2%; 'Other', 36.3%.

The data were further analysed with regard to the second main effect: a reflection of the respondents' population group. To measure whether 'Population Group' played a part in the cross-tabulation, a test was done for the presence or absence of saturation. In this regard ℓ^* was calculated at 53.17, which was significant ($\ell^* = 53.17 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation did not produce any significant difference, contrary to general expectations. Three borderline interactions (nevertheless insignificant) were present. The findings of the main effect were duly reported, as set out Table 7.48.

Table 7.48 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the independent model

Effect	ℓ	S_ℓ	ℓ/s	Conclusion
λA_1	-1.418790	0.239849	-5.915347	Significant at 0.1% level
λA_2	-0.341879	0.179389	-1.905797	Insignificant
λA_3	0.702283	0.117096	5.997498	Significant at 0.1% level
λA_4	0.997114	0.110097	9.056686	Significant at 0.1% level
λA_5	0.061275	0.171632	0.357014	Insignificant
λB_1	1.181952	0.107132	11.032670	Significant at 0.1% level
λB_2	0.642063	0.131142	4.895937	Significant at 0.1% level
λB_3	0.351983	0.193440	1.819598	Insignificant
λB_4	-0.928301	0.200347	-4.633466	Significant at 0.1% level
λB_5	0.351085	0.134102	2.618044	Significant at 0.1% level
λB_6	-1.598782	0.305421	-5.234683	Significant at 0.1% level

Main effect A_i produced significant differences. In three of the five attitudinal categories – Strongly Disagree, Neutral and Agree – response patterns differed significantly from the respective group norms. The exceptions were categories Disagree and Strongly Agree. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, White Afrikaans-speakers, Coloureds, Indians and 'Other'.

Table 7.49 Cross-tabulation of five attitudinal categories and population groups for **question 11.17**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	51	11	12	3	10	2	89
Row %	57.3%	12.4%	13.5%	3.4%	11.2%	2.2%	100%
Column %	20.2%	6.9%	7.8%	10.7%	9%	9.1%	12.3%
Disagree	60	22	30	7	14	6	139
Row %	43.2%	15.8%	21.6%	5%	10.1%	4.3%	100%
Column %	23.8%	13.8%	19.5%	25%	12.6%	27.3%	19.1%
Neutral	66	26	48	10	30	7	187
Row %	35.3%	13.9%	25.7%	5.3%	16%	3.7%	100%
Column %	26.2%	16.4%	31.2%	35.7%	27%	31.8%	25.8%
Agree	47	53	39	7	42	3	191
Row %	24.6%	27.7%	20.4%	3.7%	22%	1.6%	100%
Column %	18.7%	33.3%	25.3%	25%	37.8%	3.6%	26.3%
Strongly agree	28	47	25	1	15	4	120
Row %	23.3%	39.2%	20.8%	.8%	12.5%	3.3%	100%
Column %	11.1%	29.6%	16.2%	3.6%	13.5%	18.2%	16.5%
Total	252	159	154	28	111	22	726
Row %	34.7%	21.9%	21.2%	3.9%	15.3%	3%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

In Table 7.49 question 11.17 was addressed. It referred to too much open sex talk on radio that would put most listeners off.

In this case, 42.8% of the respondents agreed or strongly agreed with the statement. Statistics for the subsamples were as follows: African, 29.8%; White Afrikaans-speaking, 62.9%; White English-speaking, 41.5%; Coloured, 28.6%; Indian, 51.3%; 'Other', 21.8%.

The second main effect was a reflection of the respondents' population group. To determine whether 'Population Group' played a part in this factor, testing for saturation was next done. In this regard ℓ^* was calculated at 64.72, which was significant ($\ell^* = 64.72 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was required and the results are contained in Table 7.50.

Table 7.50 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λ_{A_1}	-0.568590	0.152175	-3.736422	Significant at 0.1% level
λ_{A_2}	0.107129	0.110954	0.965526	Insignificant
λ_{A_3}	0.441351	0.101068	4.366872	Significant at 0.1% level
λ_{A_4}	0.324276	0.117476	2.760360	Significant at 0.1% level
λ_{A_5}	-0.304160	0.167128	-1.819922	Insignificant
λ_{B_1}	1.159546	0.085217	13.606980	Significant at 0.1% level
λ_{B_2}	0.593405	0.100515	5.903646	Significant at 0.1% level
λ_{B_3}	0.607859	0.098934	6.144086	Significant at 0.1% level
λ_{B_4}	-1.261490	0.224080	-5.629641	Significant at 0.1% level
λ_{B_5}	0.237622	0.110652	2.147471	Insignificant
λ_{B_6}	-1.336950	0.203749	-6.561750	Significant at 0.1% level
$\lambda_{A_1B_1}$	0.620785	0.184096	3.372072	Significant at 0.1% level
$\lambda_{A_1B_2}$	-0.347010	0.255447	-1.358442	Insignificant
$\lambda_{A_1B_3}$	-0.274450	0.248812	-1.103042	Insignificant
$\lambda_{A_1B_4}$	0.208603	0.449813	0.463755	Insignificant
$\lambda_{A_1B_5}$	-0.086530	0.266515	-0.324672	Insignificant
$\lambda_{A_1B_6}$	-0.121400	0.510196	-0.237948	Insignificant
$\lambda_{A_2B_1}$	0.107581	0.147881	0.727484	Insignificant
$\lambda_{A_2B_2}$	-0.329580	0.190329	-1.731633	Insignificant
$\lambda_{A_2B_3}$	-0.033880	0.176242	-0.192236	Insignificant
$\lambda_{A_2B_4}$	0.380178	0.339551	1.119649	Insignificant
$\lambda_{A_2B_5}$	-0.425780	0.220806	-1.928299	Insignificant
$\lambda_{A_2B_6}$	0.301486	0.340764	0.884735	Insignificant
$\lambda_{A_3B_1}$	-0.131330	0.138443	-0.948621	Insignificant
$\lambda_{A_3B_2}$	-0.496750	0.177008	-2.806370	Significant at 0.1% level
$\lambda_{A_3B_3}$	0.101901	0.154807	0.658245	Insignificant
$\lambda_{A_3B_4}$	0.402630	0.309929	1.299104	Insignificant
$\lambda_{A_3B_5}$	0.002135	0.177260	0.012044	Insignificant
$\lambda_{A_3B_6}$	0.121414	0.323265	0.375587	Insignificant
$\lambda_{A_4B_1}$	-0.353760	0.158752	-2.228381	Insignificant
$\lambda_{A_4B_2}$	0.332521	0.164561	2.020655	Insignificant
$\lambda_{A_4B_3}$	0.011337	0.171680	0.066036	Insignificant
$\lambda_{A_4B_4}$	0.163031	0.341738	0.477064	Insignificant
$\lambda_{A_4B_5}$	0.455682	0.176628	2.579897	Significant at 0.1% level
$\lambda_{A_4B_6}$	-0.608810	0.429275	-1.418228	Insignificant
$\lambda_{A_5B_1}$	-0.243270	0.212388	-1.145404	Insignificant
$\lambda_{A_5B_2}$	0.840814	0.205365	4.094242	Significant at 0.1% level
$\lambda_{A_5B_3}$	0.195088	0.222146	0.878197	Insignificant
$\lambda_{A_5B_4}$	-1.154440	0.688312	-1.677205	Insignificant
$\lambda_{A_5B_5}$	0.054499	0.249943	0.218046	Insignificant
$\lambda_{A_5B_6}$	0.307311	0.406294	0.756376	Insignificant

Main effect A_i produced significant differences in three of the five attitudinal categories: Strongly Disagree, Neutral and Agree. The observed frequency of each of those three attitudinal categories differed significantly from the respective group norms. The exceptions were categories Disagree and Strongly Agree. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and 'Other'.

Four significant interaction effects A_iB_j occurred, in A_1B_1 , A_3B_2 , A_4B_5 and A_5B_2 respectively. The frequency of African respondents in A_1B_1 (51 or 20.2% of this subgroup) who strongly disagreed with the content of question 11.17 (ℓ/s equal to +3.37) significantly exceeded the general norm of the complete sample. In the case of Afrikaans-speaking Whites in A_3B_2 , the frequency of those who were neutral with regard to the content of question 11.17 (26 or 16.4% of this subgroup) was significantly lower than the group norm (ℓ/s equal to -2.81).

With regard to Indians in A_4B_5 , the frequency of those who agreed with the content of question 11.17 (42 or 37.8% of this subgroup) was significantly higher than the group norm (ℓ/s equal to +2.58). The frequency of Afrikaans-speaking White respondents in A_5B_2 (47 or 29.6% of this subgroup) who strongly agreed with the content of question 11.17 (ℓ/s equal to +4.09) significantly exceeded the general norm of the complete sample.

Table 7.51 Cross-tabulation of five attitudinal categories and population groups for **question 11.5**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	26	6	0	2	3	3	40
Row %	65%	15%	0%	5%	7.5%	7.5%	100%
Column %	10.2%	3.8%	0%	7.1%	2.7%	13%	5.5%
Disagree	18	4	2	1	4	1	30
Row %	60%	13.3%	6.7%	3.3%	13.3%	3.3%	100%
Column %	7.1%	2.5%	1.3%	3.6%	3.6%	4.3%	4.1%
Neutral	13	5	6	6	5	1	36
Row %	36.1%	13.9%	16.7%	16.7%	13.9%	2.8%	100%
Column %	5.1%	3.1%	3.9%	21.4%	4.5%	4.3%	4.9%
Agree	80	42	45	7	39	6	219
Row %	36.5%	19.2%	20.5%	3.2%	17.8%	2.7%	100%
Column %	31.5%	26.4%	29.2%	25%	34.8%	26.1%	30%
Strongly agree	117	102	101	12	61	12	405
Row %	28.9%	25.2%	24.9%	3%	15.1%	3%	100%
Column %	46.1%	64.2%	65.6%	42.9%	54.5%	52.2%	55.5%
Total	254	159	154	28	112	23	730
Row %	34.8%	21.8%	21.1%	3.8%	15.3%	3.2%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 11.5 in Table 7.51 referred to the notion that it was a waste of time to listen to a radio announcer who did not know what he or she was talking about.

In this case, 85.5% of the respondents agreed or strongly agreed with the content of the statement. Compared with the general norm, the subsamples responded as follows: African, 77.6%; White Afrikaans-speaking, 90.6%; White English-speaking, 94.8%; Coloured, 67.9%; Indian, 89.3%; 'Other', 78.3%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this dimension, the presence of saturation was tested for. In this regard ℓ^* was calculated at 33.44, which was insignificant ($\ell^* = 33.44 < \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The independent model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of interaction in the cross-tabulation was not required. The main effects are presented in Table 7.52.

Table 7.52 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the independent model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λA_1	-0.708719	0.195853	-3.618627	Significant at 0.1% level
λA_2	-1.008091	0.220012	-4.581982	Significant at 0.1% level
λA_3	-0.830238	0.204803	4.053837	Significant at 0.1% level
λA_4	0.966098	0.115700	8.350026	Significant at 0.1% level
λA_5	1.580948	0.103671	15.249665	Significant at 0.1% level
λB_1	1.060930	0.120947	8.771859	Significant at 0.1% level
λB_2	0.593123	0.137097	4.326302	Significant at 0.1% level
λB_3	0.567872	0.138079	4.112660	Significant at 0.1% level
λB_4	-1.138584	0.265337	-4.291086	Significant at 0.1% level
λB_5	0.243453	0.153133	1.589814	Insignificant
λB_6	-1.326794	0.287959	-4.607580	Significant at 0.1% level

Main effect A_i produced significant differences. The observed frequencies in all five attitudinal categories – Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree – differed significantly from the respective group norms. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and those classified as 'Other'.

Table 7.53 Cross-tabulation of five attitudinal categories and population groups for **question 11.10**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	9	3	1	1	2	1	17
Row %	52.9%	17.6%	5.9%	5.9%	11.8%	5.9%	100%
Column %	3.5%	1.9%	.6%	3.6%	1.8%	4.3%	2.3%
Disagree	18	10	10	2	5	4	49
Row %	36.7%	20.4%	20.4%	4.1%	10.2%	8.2%	100%
Column %	7.1%	6.3%	6.5%	7.1%	4.5%	17.4%	6.7%
Neutral	42	30	45	5	9	7	138
Row %	30.4%	21.7%	32.6%	3.6%	6.5%	5.1%	100%
Column %	16.5%	19%	29%	17.9%	8%	30.4%	18.9%
Agree	91	71	62	14	65	5	308
Row %	29.5%	23.1%	20.1%	4.5%	21.1%	1.6%	100%
Column %	35.8%	44.9%	40%	50%	58%	21.7%	42.2%
Strongly agree	94	44	37	6	31	6	218
Row %	43.1%	20.2%	17%	2.8%	14.2%	2.8%	100%
Column %	37%	27.8%	23.9%	21.4%	27.7%	26.1%	29.9%
Total	254	158	155	28	112	23	730
Row %	34.8%	21.6%	21.2%	3.8%	3.8%	3.2%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

The response to question 11.10 presented in Table 7.53 referred to a good radio announcer as someone who does not talk a lot about himself or herself on air.

In this case, 72.4% of the respondents agreed or strongly agreed with the content of the statement. The responses among the subgroups were as follows: African, 72.8%; White Afrikaans-speaking, 72.7%; White English-speaking, 63.9%; Coloured, 71.4%; Indian, 85.7%; 'Other', 47.8%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this factor, testing for saturation was performed. In this regard ℓ^* was calculated at 26.20, which was not significant ($\ell^* = 26.20 < \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The independent model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of interaction in the cross-tabulation was not required. The main effects are reported in Table 7.54.

Table 7.54 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the independent model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λA_1	-1.719495	0.289103	-5.947690	Significant at 0.1% level
λA_2	-0.664797	0.185281	-3.588047	Significant at 0.1% level
λA_3	0.373349	0.131715	2.834522	Significant at 0.1% level
λA_4	1.177547	0.110506	10.655955	Significant at 0.1% level
λA_5	0.833398	0.117897	7.068865	Significant at 0.1% level
λB_1	1.065549	0.123744	8.610914	Significant at 0.1% level
λB_2	0.593182	0.140172	4.231815	Significant at 0.1% level
λB_3	0.572052	0.141187	4.051733	Significant at 0.1% level
λB_4	-1.121303	0.265828	-4.218152	Significant at 0.1% level
λB_5	0.246750	0.156526	1.576415	Insignificant
λB_6	-1.356230	0.303307	-4.471476	Significant at 0.1% level

Main effect A_i produced significant differences. In four of the five attitudinal categories – Strongly Disagree, Disagree, Agree and Strongly Agree – response patterns differed significantly from the respective group norms. The exception was the category Neutral. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and those classified as ‘Other’.

Table 7.55 Cross-tabulation of five attitudinal categories and population groups for **question 11.18**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	32	4	8	3	9	1	57
Row %	56.1%	7%	14%	5.3%	15.8%	1.8%	100%
Column %	12.7%	2.5%	5.3%	10.7%	8%	4.8%	7.9%
Disagree	52	20	44	10	27	7	160
Row %	32.5%	12.5%	27.5%	6.3%	16.9%	4.4%	100%
Column %	20.6%	12.7%	29.1%	35.7%	24.1%	33.3%	22.2%
Neutral	86	28	41	7	31	5	198
Row %	43.4%	14.1%	20.7%	3.5%	15.7%	2.5%	100%
Column %	34.1%	17.7%	27.2%	25%	27.7%	23.8%	27.4%
Agree	51	67	45	6	31	6	206
Row %	24.8%	32.5%	21.8%	2.9%	15%	2.9%	100%
Column %	20.2%	42.4%	29.8%	21.4%	27.7%	28.6%	28.5%
Strongly agree	31	39	13	2	14	2	101
Row %	30.7%	38.6%	12.9%	2%	13.9%	2%	100%
Column %	12.3%	24.7%	8.6%	7.1%	12.5%	9.5%	14%
Total	252	158	151	28	112	21	722
Row %	34.9%	21.9%	20.9%	3.9%	15.5%	2.9%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 11.18 that pertained to Table 7.55 referred to the broadcasting of issues or topics

on radio that are emotionally draining, such as violence and killings, that make radio listening an unpleasant experience.

In the case of this variable 42.5% of the respondents agreed or strongly agreed with the statement. Compared with the general norm, the subsamples responded as follows: Africans, 32.5%; Afrikaans-speaking Whites, 67.1%; English-speaking Whites, 38.4%; Coloureds, 28.5%; Indians, 40.2%; 'Other', 38.1%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this factor, testing for saturation was done. In this regard ℓ^* was calculated at 69.37, which was significant ($\ell^* = 69.37 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was required, as set out in Table 7.56.

Table 7.56 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λ_{A_1}	-0.950140	0.188734	-5.034281	Significant at 0.1% level
λ_{A_2}	0.391223	0.104752	3.638607	Significant at 0.1% level
λ_{A_3}	0.426884	0.110558	3.861177	Significant at 0.1% level
λ_{A_4}	0.505421	0.108695	4.649901	Significant at 0.1% level
λ_{A_5}	-0.373380	0.157733	-2.367165	Insignificant
λ_{B_1}	1.192735	0.088402	13.492172	Significant at 0.1% level
λ_{B_2}	0.461804	0.121695	3.794766	Significant at 0.1% level
λ_{B_3}	0.535070	0.109587	4.882605	Significant at 0.1% level
λ_{B_4}	-1.088290	0.194726	-5.588827	Significant at 0.1% level
λ_{B_5}	0.345325	0.111137	3.107201	Significant at 0.1% level
λ_{B_6}	-1.446640	0.241584	-5.988145	Significant at 0.1% level
$\lambda_{A_1B_1}$	0.568449	0.226185	2.513204	Insignificant
$\lambda_{A_1B_2}$	-0.780060	0.381647	-2.043931	Insignificant
$\lambda_{A_1B_3}$	-0.160180	0.304720	-0.525663	Insignificant
$\lambda_{A_1B_4}$	0.482351	0.449552	1.072959	Insignificant
$\lambda_{A_1B_5}$	0.147347	0.296042	0.497723	Insignificant
$\lambda_{A_1B_6}$	-0.257910	0.699434	-0.368741	Insignificant
$\lambda_{A_2B_1}$	-0.287410	0.147325	-1.950857	Insignificant
$\lambda_{A_2B_2}$	-0.511990	0.202502	-2.528321	Insignificant
$\lambda_{A_2B_3}$	0.203203	0.165220	1.229893	Insignificant
$\lambda_{A_2B_4}$	0.344959	0.290027	1.189403	Insignificant
$\lambda_{A_2B_5}$	-0.095410	0.182657	-0.522345	Insignificant
$\lambda_{A_2B_6}$	0.346636	0.348860	0.993625	Insignificant
$\lambda_{A_3B_1}$	0.180036	0.141115	1.275811	Insignificant
$\lambda_{A_3B_2}$	-0.211180	0.191162	-1.104717	Insignificant
$\lambda_{A_3B_3}$	0.096926	0.170917	0.567094	Insignificant
$\lambda_{A_3B_4}$	-0.047380	0.320170	-0.147984	Insignificant
$\lambda_{A_3B_5}$	0.007085	0.180837	0.039179	Insignificant
$\lambda_{A_3B_6}$	-0.025500	0.381851	-0.066780	Insignificant

Table 7.56 (Cont.) Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
$\lambda_{A_4B_1}$	-0.421020	0.150656	-2.794578	Significant at 0.1% level
$\lambda_{A_4B_2}$	0.582774	0.166790	3.494058	Significant at 0.1% level
$\lambda_{A_4B_3}$	0.111478	0.167144	0.666958	Insignificant
$\lambda_{A_4B_4}$	-0.280070	0.334102	-0.838277	Insignificant
$\lambda_{A_4B_5}$	-0.071450	0.179704	-0.397598	Insignificant
$\lambda_{A_4B_6}$	0.078287	0.363412	0.215422	Insignificant
$\lambda_{A_5B_1}$	-0.040060	-0.202045	-0.198273	Insignificant
$\lambda_{A_5B_2}$	0.920449	0.212533	4.330852	Significant at 0.1% level
$\lambda_{A_5B_3}$	-0.251430	0.250764	-1.002656	Insignificant
$\lambda_{A_5B_4}$	-0.499870	0.507959	-0.984075	Insignificant
$\lambda_{A_5B_5}$	0.012423	0.247036	0.050288	Insignificant
$\lambda_{A_5B_6}$	-0.141520	0.527700	-0.268183	Insignificant

Main effect A_i produced significant differences. The observed frequencies of four of the five attitudinal categories – Strongly Disagree, Disagree, Neutral and Agree – differed significantly from the respective group norms. The exception was the category Strongly Agree. In the case of the main effect B_j relating to population group, significant deviations from the general trend were observed in all six population groups: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds, Indians and ‘Other’.

Three significant interaction effects A_iB_j occurred with respect to question 11.18, in A_4B_1 , A_4B_2 and A_5B_2 respectively. The frequency of African respondents in A_4B_1 (51 or 20.2% of this subgroup) who agreed with the content of question 11.18 (ℓ/s equal to -2.80) was significantly lower than the group norm. Regarding Afrikaans-speaking Whites in A_4B_2 (67 or 42.4% of this subgroup), the frequency of those who agreed with the content of question 11.18 (ℓ/s equal to +3.49) significantly exceeded the general norm of the complete sample. Again, in the case of Afrikaans-speaking White respondents in A_5B_2 (39 or 24.7% of this subgroup), the frequency of those who strongly agreed with the content of question 11.18 (ℓ/s equal to +4.33) significantly exceeded the general norm of the complete sample.

7.4.1.5 Programme Relevance to Needs and Tastes of Listeners

Two questions were interrelated with factor V.

Table 7.57 Cross-tabulation of five attitudinal categories and population groups for **question 11.21**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	41	3	12	5	17	2	80
Row %	51.3%	3.8%	15%	6.3%	21.3%	2.5%	100%
Column %	16.3%	1.9%	7.9%	18.5%	15.2%	9.1%	11.1%
Disagree	53	20	26	7	23	7	136
Row %	39%	14.7%	19.1%	5.1%	16.9%	5.1%	100%
Column %	21.1%	12.8%	17.1%	25.9%	20.5%	31.8%	18.9%
Neutral	60	48	49	8	34	6	205
Row %	29.3%	23.4%	23.9%	3.9%	16.6%	2.9%	100%
Column %	23.9%	30.8%	32.2%	29.6%	30.4%	27.3%	28.5%
Agree	62	63	51	4	27	6	213
Row %	29.1%	29.6%	23.9%	1.9%	12.7%	2.8%	100%
Column %	24.7%	40.4%	33.6%	14.8%	24.1%	27.3%	29.6%
Strongly agree	35	22	14	3	11	1	86
Row %	40.7%	25.6%	16.3%	3.5%	12.8%	1.2%	100%
Column %	13.9%	14.1%	9.2%	11.1%	9.8%	4.5%	11.9%
Total	251	156	152	27	112	22	720
Row %	34.9%	21.7%	21.1%	3.8%	15.6%	3.1%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 11.21 referred to in Table 7.57 was aimed at the radio announcer who is perceived to be 'too white' and would have difficulty attracting black and white listeners.

In this case, 41.5% of the respondents agreed or strongly agreed with the content of the statement. Statistics for the subsamples were as follows: African, 38.6%; White Afrikaans-speaking, 54.5%; White English-speaking, 42.8%; Coloured, 25.9%; Indian, 33.9%; 'Other', 31.8%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this dimension, the presence of saturation was adjudged. In this regard ℓ^* was calculated at 53.96, which was significant ($\ell^* = 53.96 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was required and the results are contained in Table 7.58.

Table 7.58 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λ_{A_1}	-0.607760	0.156662	-3.879435	Significant at 0.1% level
λ_{A_2}	0.195333	0.108721	1.796645	Insignificant
λ_{A_3}	0.529249	0.104218	5.078288	Significant at 0.1% level
λ_{A_4}	0.432758	0.113872	3.800390	Significant at 0.1% level
λ_{A_5}	-0.549580	0.175233	-3.136281	Significant at 0.1% level
λ_{B_1}	1.212232	0.085644	14.154313	Significant at 0.1% level
λ_{B_2}	0.360038	0.130223	2.764780	Significant at 0.1% level
λ_{B_3}	0.561235	0.103753	5.409338	Significant at 0.1% level
λ_{B_4}	-1.055970	0.180490	-5.850573	Significant at 0.1% level
λ_{B_5}	0.357854	0.107094	3.341494	Significant at 0.1% level
λ_{B_6}	-1.435390	0.239256	-5.999390	Significant at 0.1% level
$\lambda_{A_1B_1}$	0.429192	0.192585	2.228585	Insignificant
$\lambda_{A_1B_2}$	-1.333570	0.412661	-3.231636	Significant at 0.1% level
$\lambda_{A_1B_3}$	-0.148480	0.253172	-0.586479	Insignificant
$\lambda_{A_1B_4}$	0.593257	0.364108	1.629343	Insignificant
$\lambda_{A_1B_5}$	0.403211	0.234513	1.719355	Insignificant
$\lambda_{A_1B_6}$	0.056390	0.526537	0.107096	Insignificant
$\lambda_{A_2B_1}$	-0.117180	0.148854	-0.787214	Insignificant
$\lambda_{A_2B_2}$	-0.239550	0.210317	-1.138995	Insignificant
$\lambda_{A_2B_3}$	-0.178380	0.182824	-0.975692	Insignificant
$\lambda_{A_2B_4}$	0.126638	0.311440	0.406621	Insignificant
$\lambda_{A_2B_5}$	-0.097600	0.190094	-0.513430	Insignificant
$\lambda_{A_2B_6}$	0.506062	0.348800	1.450866	Insignificant
$\lambda_{A_3B_1}$	-0.327040	0.142541	-2.294357	Insignificant
$\lambda_{A_3B_2}$	0.302007	0.177786	1.698711	Insignificant
$\lambda_{A_3B_3}$	0.121431	0.158885	0.764270	Insignificant
$\lambda_{A_3B_4}$	-0.073750	0.298149	-0.247360	Insignificant
$\lambda_{A_3B_5}$	-0.040650	0.171902	-0.236472	Insignificant
$\lambda_{A_3B_6}$	0.017996	0.360869	0.049869	Insignificant
$\lambda_{A_4B_1}$	-0.197760	0.149025	-1.327026	Insignificant
$\lambda_{A_4B_2}$	0.670431	0.178127	3.763781	Significant at 0.1% level
$\lambda_{A_4B_3}$	0.257926	0.164407	1.568826	Insignificant
$\lambda_{A_4B_4}$	-0.670400	0.375498	-1.785362	Insignificant
$\lambda_{A_4B_5}$	-0.174680	0.186295	-0.937653	Insignificant
$\lambda_{A_4B_6}$	0.114486	0.363774	0.314717	Insignificant
$\lambda_{A_5B_1}$	0.212790	0.211955	1.003940	Insignificant
$\lambda_{A_5B_2}$	0.600678	0.247591	2.426090	Insignificant
$\lambda_{A_5B_3}$	-0.052500	0.255925	-0.205138	Insignificant
$\lambda_{A_5B_4}$	0.024253	0.438260	0.055339	Insignificant
$\lambda_{A_5B_5}$	-0.090280	0.272019	-0.331889	Insignificant
$\lambda_{A_5B_6}$	-0.694930	0.695273	-0.999507	Insignificant

Main effect A_i produced significant differences. In four of the five attitudinal categories – Strongly Disagree, Neutral, Agree and Strongly Agree – observed response patterns differed significantly from the respective group norms. The exception was the category Disagree. In the case of the main effect B_j relating to population group, six significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and ‘Other’.

Two significant interaction effects A_iB_j occurred, in A_1B_2 and A_4B_2 . The frequency of

Afrikaans-speaking White respondents in A₁B₂ (3 or 1.9% of this subgroup) who strongly disagreed with the content of question 11.21 (ℓ/s equal to -3.23) was significantly lower than the group norm. In the case of A₄B₂, the frequency of Afrikaans-speaking White respondents (63 or 40.4% of this subgroup) who agreed with the content of question 11.21 (ℓ/s equal to +3.76) significantly exceeded the general norm of the complete sample.

Table 7.59 Cross-tabulation of five attitudinal categories and population groups for **Question 11.20**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	50	3	6	4	18	2	83
Row %	60.2%	3.6%	7.2%	4.8%	21.7%	2.4%	100%
Column %	19.8%	1.9%	3.9%	14.8%	16.2%	9.1%	11.5%
Disagree	48	17	25	5	23	6	124
Row %	38.7%	13.7%	20.2%	4%	18.5%	4.8%	100%
Column %	19%	11%	16.3%	18.5%	20.7%	27.3%	17.2%
Neutral	67	48	38	8	34	7	202
Row %	33.2%	23.8%	18.8%	4%	16.8%	3.5%	100%
Column %	26.6%	31%	24.8%	29.6%	30.6%	31.8%	28.1%
Agree	59	62	58	8	25	6	218
Row %	27.1%	28.4%	26.6%	3.7%	11.5%	2.8%	100%
Column %	23.4%	40%	37.9%	29.6%	22.5%	27.3%	30.3%
Strongly agree	28	25	26	2	11	1	93
Row %	30.1%	26.9%	28%	2.2%	11.8%	1.1%	100%
Column %	11.1%	16.1%	17%	7.4%	9.9%	4.5%	12.9%
Total	252	155	153	27	111	22	720
Row %	35%	21.5%	21.3%	3.8%	15.4%	3.1%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

In Table 7.59 question 11.20 was addressed. This question referred to the radio announcer who is perceived to be 'too black' and would have difficulty attracting black and white listeners.

In this case, 43.2% of the respondents agreed or strongly agreed with the statement in the questionnaire. The different subgroups responded as follows: Africans, 34.5%; White Afrikaans-speaking, 56.1%; White English-speaking, 54.9%; Coloured, 37%; Indian, 32.4%; 'Other', 31.8%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this dimension, testing for saturation was done. In this regard ℓ^* was calculated at 72.73, which was significant ($\ell^* = 72.73 >$

critical $X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was therefore necessary. The ensuing results are presented in Table 7.60.

Table 7.60 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	S_ℓ	ℓ/s	Conclusion
λ_{A_1}	-0.696390	0.163928	-4.248146	Significant at 0.1% level
λ_{A_2}	0.084904	0.116661	0.727784	Insignificant
λ_{A_3}	0.552439	0.103773	5.323533	Significant at 0.1% level
λ_{A_4}	0.567439	0.105575	5.374748	Significant at 0.1% level
λ_{A_5}	-0.508390	0.182203	-2.790239	Significant at 0.1% level
λ_{B_1}	1.221105	0.087584	13.942101	Significant at 0.1% level
λ_{B_2}	0.371381	0.131490	2.824405	Significant at 0.1% level
λ_{B_3}	0.534926	0.111705	4.788738	Significant at 0.1% level
λ_{B_4}	-1.088870	0.191780	-5.677704	Significant at 0.1% level
λ_{B_5}	0.375373	0.108147	3.470952	Significant at 0.1% level
λ_{B_6}	-1.413910	0.239746	-5.897533	Significant at 0.1% level
$\lambda_{A_1B_1}$	0.728882	0.194329	3.750763	Significant at 0.1% level
$\lambda_{A_1B_2}$	-1.234800	0.415591	-2.971190	Significant at 0.1% level
$\lambda_{A_1B_3}$	-0.705200	0.318178	-2.216369	Insignificant
$\lambda_{A_1B_4}$	0.513133	0.398588	1.287377	Insignificant
$\lambda_{A_1B_5}$	0.552963	0.236666	2.336470	Insignificant
$\lambda_{A_1B_6}$	0.145024	0.528745	0.274280	Insignificant
$\lambda_{A_2B_1}$	-0.093240	0.157589	-0.591666	Insignificant
$\lambda_{A_2B_2}$	-0.281500	0.222821	-1.263346	Insignificant
$\lambda_{A_2B_3}$	-0.059380	0.193153	-0.307425	Insignificant
$\lambda_{A_2B_4}$	-0.045020	0.354415	-0.127026	Insignificant
$\lambda_{A_2B_5}$	0.016790	0.194723	0.086225	Insignificant
$\lambda_{A_2B_6}$	0.462340	0.364657	1.267876	Insignificant
$\lambda_{A_3B_1}$	-0.227280	0.140108	-1.622177	Insignificant
$\lambda_{A_3B_2}$	0.288955	0.177798	1.625187	Insignificant
$\lambda_{A_3B_3}$	-0.108210	0.170274	-0.635505	Insignificant
$\lambda_{A_3B_4}$	-0.425500	0.304580	-1.397006	Insignificant
$\lambda_{A_3B_5}$	-0.059880	0.171609	-0.348933	Insignificant
$\lambda_{A_3B_6}$	0.148956	0.347290	0.428910	Insignificant
$\lambda_{A_4B_1}$	-0.369430	0.144281	-2.560490	Insignificant
$\lambda_{A_4B_2}$	0.529888	0.173516	3.053828	Significant at 0.1% level
$\lambda_{A_4B_3}$	0.299652	0.160440	1.867689	Insignificant
$\lambda_{A_4B_4}$	-0.057550	0.305199	-0.188565	Insignificant
$\lambda_{A_4B_5}$	-0.382360	0.184560	-2.071738	Insignificant
$\lambda_{A_4B_6}$	-0.020190	0.361263	-0.055887	Insignificant
$\lambda_{A_5B_1}$	-0.038940	0.224443	-0.173496	Insignificant
$\lambda_{A_5B_2}$	0.697458	0.248410	2.807689	Significant at 0.1% level
$\lambda_{A_5B_3}$	0.573134	0.237236	2.415881	Insignificant
$\lambda_{A_5B_4}$	-0.368020	0.514974	-0.714638	Insignificant
$\lambda_{A_5B_5}$	-0.127520	0.276546	-0.461117	Insignificant
$\lambda_{A_5B_6}$	-0.736130	0.697063	-1.056045	Insignificant

Main effect A_i produced significant differences. In four of the five attitudinal categories – Strongly Disagree, Neutral, Agree and Strongly Agree – the observed frequencies differed significantly from the respective group norms. The exception was the category Disagree.

In the case of the main effect B_j relating to the various population groups, namely Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds, Indians and 'Other', significant deviations from the general trend were observed in all six population groups.

There were four significant interaction effects A_iB_j that occurred with respect to question 11.20. The first significant interaction occurred in A_1B_1 , the second in A_1B_2 , the third in A_4B_2 and the last in A_5B_2 . The frequency of African respondents A_1B_1 (50 or 19.8% of this subgroup) who strongly disagreed with the content of question 11.20 (ℓ/s equal to +3.75) significantly exceeded the general norm of the complete sample. In the case of Afrikaans-speaking White respondents in A_1B_2 (3 or 1.9% of this subgroup), the frequency of those who strongly disagreed with the content of question 11.20 (ℓ/s equal to -2.97) was significantly lower than the group norm.

Regarding Afrikaans-speaking White respondents in A_4B_2 (62 or 40% of this subgroup), the frequency of those who agreed with the content of question 11.20 (ℓ/s equal to +3.05) significantly exceeded the general norm of the complete sample. In the case of Afrikaans-speaking White respondents in A_5B_2 (25 or 16.1% of this subgroup), the frequency of those who strongly agreed with the content of question 11.20 (ℓ/s equal to +2.81) was significantly higher than the group norm.

7.4.1.6 Impartiality of Announcers

The sixth factor consisted of the responses to four questions from the questionnaire with, question 11.30 as the first contributor.

Table 7.61 Cross-tabulation of five attitudinal categories and population groups for **question 11.30**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	6	1	2	2	0	0	11
Row %	54.5%	9.1%	18.2%	18.2%	0%	0%	100%
Column %	2.4%	.6%	1.3%	7.7%	0%	0%	1.5%
Disagree	16	7	6	2	1	0	32
Row %	50%	21.9%	18.8%	6.3%	3.1%	0%	100%
Column %	6.3%	4.4%	3.9%	7.7%	.9%	0%	4.4%
Neutral	33	29	26	3	11	7	109
Row %	30.3%	26.6%	23.9%	2.8%	10.1%	6.4%	100%
Column %	13.1%	18.4%	17%	11.5%	9.8%	31.8%	15.1%
Agree	115	98	95	11	75	11	405
Row %	28.4%	24.2%	23.5%	2.7%	18.5%	2.7%	100%
Column %	45.6%	62%	62.1%	42.3%	67%	50%	56%
Strongly agree	82	23	24	8	25	4	166
Row %	49.4%	13.9%	14.5%	4.8%	15.1%	2.4%	100%
Column %	32.5%	14.6%	15.7%	30.8%	22.3%	18.2%	23%
Total	252	158	153	26	112	22	723
Row %	34.9%	21.9%	21.2%	3.6%	15.5%	3%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 11.30 referenced in Table 7.61 referred to the need for an English radio station that caters for a multicultural audience to broadcast topical issues that both blacks and whites can relate to.

In the case under consideration, 79% of the respondents agreed or strongly agreed with the content of the statement. Subgroup comparisons were as follows: African, 78.1%; White Afrikaans-speaking, 76.6%; White English-speaking, 77.8%; Coloured, 73.1%; Indian, 89.3%; 'Other', 68.2%.

The second main effect was a reflection of the respondents' population group. To determine the interactive part of the subcategories 'Population Group', loglinear modelling was used. In this regard ℓ^* was calculated at 38.80, which was significant ($\ell^* = 38.80 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was therefore necessary. The ensuing results are presented in Table 7.62.

Table 7.62 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λ_{A_1}	-1.681914	0.280765	-5.990469	Significant at 0.1% level
λ_{A_2}	-1.011022	0.239273	-4.225391	Significant at 0.1% level
λ_{A_3}	0.382463	0.143377	2.667534	Significant at 0.1% level
λ_{A_4}	1.621253	0.114575	14.150146	Significant at 0.1% level
λ_{A_5}	0.689223	0.133878	5.148142	Significant at 0.1% level
λ_{B_1}	1.230911	0.129849	9.479557	Significant at 0.1% level
λ_{B_2}	0.395143	0.205455	1.923258	Insignificant
λ_{B_3}	0.483396	0.171987	2.810654	Significant at 0.1% level
λ_{B_4}	-0.819142	0.225161	-3.638028	Significant at 0.1% level
λ_{B_5}	-0.224739	0.258000	-0.871081	Insignificant
λ_{B_6}	-1.065570	0.274988	-3.874969	Significant at 0.1% level
$\lambda_{A_1B_1}$	0.031173	0.391116	0.079703	Insignificant
$\lambda_{A_1B_2}$	-0.924820	0.715301	-1.292911	Insignificant
$\lambda_{A_1B_3}$	-0.319925	0.546831	-0.585053	Insignificant
$\lambda_{A_1B_4}$	0.982613	0.565811	1.736645	Insignificant
$\lambda_{A_1B_5}$	-0.304938	0.732126	-0.416510	Insignificant
$\lambda_{A_1B_6}$	0.535894	0.738284	0.725864	Insignificant
$\lambda_{A_2B_1}$	0.341110	0.299546	1.138757	Insignificant
$\lambda_{A_2B_2}$	0.350199	0.383695	0.912701	Insignificant
$\lambda_{A_2B_3}$	0.107795	0.379623	0.283953	Insignificant
$\lambda_{A_2B_4}$	0.311721	0.546411	0.570488	Insignificant
$\lambda_{A_2B_5}$	-0.975830	0.717239	-1.360537	Insignificant
$\lambda_{A_2B_6}$	-0.134998	0.723523	-0.186584	Insignificant
$\lambda_{A_3B_1}$	-0.328456	0.200385	-1.639125	Insignificant
$\lambda_{A_3B_2}$	0.378099	0.259186	1.458794	Insignificant
$\lambda_{A_3B_3}$	0.180647	0.236932	0.762442	Insignificant
$\lambda_{A_3B_4}$	-0.676300	0.441818	-1.530721	Insignificant
$\lambda_{A_3B_5}$	0.028580	0.337787	0.084610	Insignificant
$\lambda_{A_3B_6}$	0.417427	0.379386	1.100270	Insignificant
$\lambda_{A_4B_1}$	-0.318821	0.155183	-2.054484	Insignificant
$\lambda_{A_4B_2}$	0.356981	0.223688	1.595888	Insignificant
$\lambda_{A_4B_3}$	0.237637	0.193735	1.226609	Insignificant
$\lambda_{A_4B_4}$	-0.615806	0.301337	-2.043579	Insignificant
$\lambda_{A_4B_5}$	0.709384	0.275028	2.579316	Significant at 0.1% level
$\lambda_{A_4B_6}$	-0.369377	0.340183	-1.085819	Insignificant
$\lambda_{A_5B_1}$	0.274995	0.174005	1.580386	Insignificant
$\lambda_{A_5B_2}$	-0.160463	0.261040	-0.614707	Insignificant
$\lambda_{A_5B_3}$	-0.206156	0.234063	-0.880771	Insignificant
$\lambda_{A_5B_4}$	-0.002231	0.330509	-0.006750	Insignificant
$\lambda_{A_5B_5}$	0.542801	0.301833	1.798349	Insignificant
$\lambda_{A_5B_6}$	-0.448949	0.429135	-1.046172	Insignificant

Main effect A_i produced significant differences. The observed frequencies in all five attitudinal categories – Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree – differed significantly from the respective group norms. In the case of the main effect B_j relating to population group, four significant deviations from the general trend were observed: among Africans, English-speaking Whites, Coloureds and ‘Other’.

A single significant interaction effect A_iB_j was observed, in A_4B_5 . The frequency of Indian

respondents in A₄B₅ (75 or 67% of this subgroup) who agreed with the content of question 11.30 (ℓ/s equal to +2.58) was significantly higher than the group norm.

Table 7.63 Cross-tabulation of five attitudinal categories and population groups for **question 11.33**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	4	0	5	1	0	0	10
Row %	40%	0%	50%	10%	0%	0%	100%
Column %	1.6%	0%	3.2%	3.7%	0%	0%	1.4%
Disagree	17	7	9	3	1	2	39
Row %	43.6%	17.9%	23.1%	7.7%	2.6%	5.1%	100%
Column %	6.9%	4.5%	5.8%	11.3%	.9%	9.5%	5.4%
Neutral	47	31	23	4	7	7	119
Row %	35.9%	26.1%	19.3%	3.4%	5.9%	5.9%	100%
Column %	19.1%	19.7%	14.9%	14.8%	6.3%	33.3%	16.6%
Agree	114	92	91	12	70	9	388
Row %	29.4%	23.7%	23.5%	3.1%	18%	2.3%	100%
Column %	46.3%	58.6%	59.1%	44.4%	62.5%	42.9%	54.1%
Strongly agree	64	27	26	7	34	3	161
Row %	39.8%	16.8%	16.1%	4.3%	21.1%	1.9%	100%
Column %	26%	17.2%	16.9%	25.9%	30.4%	14.3%	22.5%
Total	246	157	154	27	112	21	717
Row %	34.3%	21.9%	21.5%	3.8%	15.6%	2.9%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 11.33 in Table 7.63 referred to issues or topics of national importance that could definitely arouse a great deal of interest among both black and white listeners.

In this case, 76.6% of the respondents agreed or strongly agreed with the statement in the questionnaire. Statistics for the subsamples were as follows: African, 72.3%; White Afrikaans-speaking, 75.8%; White English-speaking, 76%; Coloured, 70.3%; Indian, 92.9%; 'Other', 57.2%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this factor, the presence of saturation was looked for. In this regard ℓ^* was calculated at 44.61, which was significant ($\ell^* = 44.61 >$ critical $X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was therefore necessary. The findings are reported in Table 7.64.

Table 7.64 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λA_1	-1.748870	0.288319	-6.065747	Significant at 0.1% level
λA_2	-0.786810	0.211494	-3.720247	Significant at 0.1% level
λA_3	0.368131	0.139666	2.635795	Significant at 0.1% level
λA_4	1.535086	0.113800	13.489332	Significant at 0.1% level
λA_5	0.632457	0.137501	4.599654	Significant at 0.1% level
λB_1	1.144789	0.135699	8.436238	Significant at 0.1% level
λB_2	0.391346	0.203899	0.919313	Insignificant
λB_3	0.694064	0.140483	4.940555	Significant at 0.1% level
λB_4	-0.865010	0.239197	-3.616308	Significant at 0.1% level
λB_5	-0.304010	0.259363	-1.172141	Insignificant
λB_6	-1.061180	0.254209	-4.174439	Significant at 0.1% level
λA_1B_1	-0.257780	0.438840	-0.587412	Insignificant
λA_1B_2	-0.890630	0.718152	-1.240169	Insignificant
λA_1B_3	0.416086	0.417016	0.997770	Insignificant
λA_1B_4	0.365726	0.728959	0.501710	Insignificant
λA_1B_5	-0.195280	0.735823	-0.265390	Insignificant
λA_1B_6	0.561892	0.734023	0.765496	Insignificant
λA_2B_1	0.227075	0.278770	0.814560	Insignificant
λA_2B_2	0.093214	0.366724	0.254182	Insignificant
λA_2B_3	0.041810	0.316147	0.132249	Insignificant
λA_2B_4	0.502276	0.475728	1.055805	Insignificant
λA_2B_5	-1.157340	0.709252	-1.631775	Insignificant
λA_2B_6	0.292977	0.548080	0.534552	Insignificant
λA_3B_1	0.089070	0.193573	0.460136	Insignificant
λA_3B_2	0.426352	0.254997	1.671988	Insignificant
λA_3B_3	-0.174860	0.218340	-0.800861	Insignificant
λA_3B_4	-0.364980	0.409586	-0.891095	Insignificant
λA_3B_5	-0.366370	0.367366	-0.997289	Insignificant
λA_3B_6	0.390801	0.363745	1.074382	Insignificant
λA_4B_1	-0.191830	0.160973	-1.191691	Insignificant
λA_4B_2	0.347198	0.223410	1.554084	Insignificant
λA_4B_3	0.033551	0.167691	0.200076	Insignificant
λA_4B_4	-0.433320	0.307470	-1.409308	Insignificant
λA_4B_5	0.769257	0.277440	2.772697	Significant at 0.1% level
λA_4B_6	-0.524840	0.336238	-1.560918	Insignificant
λA_5B_1	0.133480	0.186037	0.717492	Insignificant
λA_5B_2	0.023876	0.257556	0.092702	Insignificant
λA_5B_3	-0.316580	0.212286	-1.491290	Insignificant
λA_5B_4	-0.069690	0.352567	-0.197665	Insignificant
λA_5B_5	0.949751	0.298294	3.183943	Significant at 0.1% level
λA_5B_6	-0.720820	0.455962	-1.580877	Insignificant

Main effect A_i , produced significant differences. The observed frequencies in all five attitudinal categories – Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree – differed significantly from the respective group norms. In the case of the main effect B_j relating to population group, four significant deviations from the general trend were observed: among Africans, English-speaking Whites, Coloureds and ‘Other’.

Two significant interaction effects A_iB_j occurred with regard to question 11.33. The first

significant effect occurred in A₄B₅ and the second in A₅B₅. In the first instance, the frequency of Indian respondents in A₄B₅ (70 or 62.5% of this subgroup) who agreed with the content of question 11.33 (ℓ/s equal to +2.77) was significantly higher than the group norm. In the second instance, the frequency of Indian respondents in A₅B₅ (34 or 30.4%) who strongly agreed with the content of question 11.33 (ℓ/s equal to +3.18) significantly exceeded the general norm of the complete sample.

Table 7.65 Cross-tabulation of five attitudinal categories and population groups for **question 11.22**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	7	2	4	0	2	1	16
Row %	43.8%	12.5%	25%	0%	12.5%	6.3%	100%
Column %	2.8%	1.3%	2.6%	0%	1.8%	4.5%	2.2%
Disagree	14	13	10	3	6	3	49
Row %	28.6%	26.5%	20.4%	6.1%	12.2%	6.1%	100%
Column %	5.6%	8.3%	6.5%	11.1%	5.4%	13.6%	6.8%
Neutral	41	24	28	4	15	5	117
Row %	35%	20.5%	23.9%	3.4%	12.8%	4.3%	100%
Column %	16.3%	15.3%	18.3%	14.8%	13.5%	22.7%	16.2%
Agree	93	85	87	12	63	7	347
Row %	26.8%	24.5%	25.1%	3.5%	18.2%	2%	100%
Column %	37.1%	54.1%	56.9%	44.4%	56.8%	31.8%	48.1%
Strongly agree	96	33	24	8	25	6	192
Row %	50%	17.2%	12.5%	4.2%	13%	3.1%	100%
Column %	38.2%	21%	15.7%	29.6%	22.5%	27.3%	26.6%
Total	251	157	153	27	111	22	721
Row %	34.8%	21.8%	21.2%	3.7%	15.4%	3.1%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

The response to question 11.22 presented in Table 7.65 referred to the notion that an English radio station catering for a multicultural audience should strive to broadcast programmes that both blacks and whites could relate to.

In this case, 74.7% of the respondents agreed or strongly agreed with the statement in the questionnaire. The responses among the subgroups were as follows: African, 75.3%; White Afrikaans-speaking, 75.1%; White English-speaking, 72.6%; Coloured, 74%; Indian, 79.3%; 'Other', 59.1%.

The data were further analysed with regard to the second main effect: a reflection of the

respondents' population group. To measure whether 'Population Group' played a part in the cross-tabulation, a pretest of dependence or independence was done. In this regard ℓ^* was calculated at 38.15, which was significant ($\ell^* = 38.15 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was required and the results are reported in Table 7.66.

Table 7.66 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λA_1	-1.629777	0.250945	-6.494559	Significant at 0.1% level
λA_2	-0.500264	0.156377	-3.199089	Significant at 0.1% level
λA_3	0.238409	0.129356	1.843046	Insignificant
λA_4	1.252992	0.105009	11.932234	Significant at 0.1% level
λA_5	0.638638	0.115441	5.532159	Significant at 0.1% level
λB_1	1.062905	0.115563	9.197624	Significant at 0.1% level
λB_2	0.458869	0.155059	2.959319	Significant at 0.1% level
λB_3	0.516816	0.134644	3.838389	Significant at 0.1% level
λB_4	-1.006342	0.232816	-4.322478	Significant at 0.1% level
λB_5	0.094801	0.165744	0.571972	Insignificant
λB_6	-1.127049	0.235730	-4.781101	Significant at 0.1% level
λA_1B_1	0.096590	0.356434	0.270990	Insignificant
λA_1B_2	-0.552138	0.529708	-1.042344	Insignificant
λA_1B_3	0.083062	0.417943	0.198740	Insignificant
λA_1B_4	0.219926	0.714669	0.307731	Insignificant
λA_1B_5	-0.188069	0.532934	-0.352894	Insignificant
λA_1B_6	0.340633	0.715623	0.475995	Insignificant
λA_2B_1	-0.339776	0.244856	-1.387656	Insignificant
λA_2B_2	0.190151	0.269890	0.704550	Insignificant
λA_2B_3	-0.130160	0.275966	-0.471652	Insignificant
λA_2B_4	0.189025	0.453393	0.416912	Insignificant
λA_2B_5	-0.218970	0.334912	-0.653814	Insignificant
λA_2B_6	0.309732	0.454896	0.680885	Insignificant
λA_3B_1	-0.003934	0.182807	-0.021520	Insignificant
λA_3B_2	0.064583	0.225870	0.285930	Insignificant
λA_3B_3	0.160786	0.206693	0.777898	Insignificant
λA_3B_4	-0.261966	0.405599	-0.645874	Insignificant
λA_3B_5	-0.041352	0.253860	-0.162893	Insignificant
λA_3B_6	0.081885	0.381937	0.214394	Insignificant
λA_4B_1	-0.199490	0.149189	-1.337163	Insignificant
λA_4B_2	0.314597	0.182621	1.722677	Insignificant
λA_4B_3	0.279907	0.165312	1.693204	Insignificant
λA_4B_4	-0.177936	0.303542	-0.586199	Insignificant
λA_4B_5	0.379150	0.196014	1.9343001	Insignificant
λA_4B_6	-0.596226	0.342509	-1.740760	Insignificant
λA_5B_1	0.446613	0.156277	2.857829	Significant at 0.1% level
λA_5B_2	-0.017193	0.207522	-0.082849	Insignificant
λA_5B_3	-0.393593	0.204197	-1.927516	Insignificant
λA_5B_4	0.030952	0.333323	0.092859	Insignificant
λA_5B_5	0.069245	0.224437	0.308528	Insignificant
λA_5B_6	-0.136023	0.359355	-0.378520	Insignificant

Main effect A_i produced significant differences. In four of the five attitudinal categories – Strongly Disagree, Disagree, Agree and Strongly Agree – the observed response patterns differed significantly from the respective group norms. The exception was the category Neutral. Regarding the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, White Afrikaans-speakers, White English-speakers, Coloureds and ‘Other’.

A single significant interaction effect $A_i B_j$ occurred in $A_5 B_1$. The frequency of African respondents in $A_5 B_1$ (96 or 38.2% of this subgroup) who strongly agreed with the content of question 11.22 (ℓ/s equal to +2.86) was significantly higher than the group norm.

Table 7.67 Cross-tabulation of five attitudinal categories and population groups for **question 11.32**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	15	1	5	0	0	0	21
Row %	71.4%	4.8%	23.8%	0%	0%	0%	100%
Column %	6.1%	.6%	3.3%	0%	0%	0%	2.9%
Disagree	34	23	37	5	8	1	108
Row %	31.5%	21.3%	34.3%	4.6%	7.4%	.9%	100%
Column %	13.9%	14.6%	24.3%	18.5%	7.1%	4.8%	15.1%
Neutral	74	33	42	5	20	11	185
Row %	40%	17.8%	22.7%	2.7%	10.8%	5.9%	100%
Column %	30.3%	20.9%	27.6%	18.5%	17.9%	52.4%	25.9%
Agree	88	81	54	14	56	5	298
Row %	29.5%	27.2%	18.1%	4.7%	18.8%	1.7%	100%
Column %	36.1%	51.3%	35.5%	51.9%	50%	23.8%	41.7%
Strongly agree	33	20	14	3	28	4	102
Row %	32.4%	19.6%	13.7%	2.9%	27.5%	3.9%	100%
Column %	13.5%	12.7%	9.2%	11.1%	25%	19%	14.3%
Total	244	158	152	27	112	21	714
Row %	34.2%	22.1%	21.3%	3.8%	15.7%	2.9%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

The response to question 11.32 presented in Table 7.67 referred to a good radio announcer being impartial in almost everything he or she says or does on radio.

In this case, 56% of the respondents agreed or strongly agreed with the content of the statement. Subgroup comparisons were as follows: African, 49.6%; White Afrikaans-speaking, 64%; White English-speaking, 44.7%; Coloured, 63%; Indian, 75%; ‘Other’, 42.8%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this dimension, the presence of saturation was determined. In this regard ℓ^* was calculated at 68.28, which was significant ($\ell^* = 68.28 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was therefore necessary. The consequent results are presented in Table 7.68.

Table 7.68 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_ℓ	ℓ/s	Conclusion
λ_{A_1}	-1.710540	0.281272	-6.081444	Significant at 0.1% level
λ_{A_2}	-0.103180	0.178189	-0.579048	Insignificant
λ_{A_3}	0.660098	0.121703	5.423843	Significant at 0.1% level
λ_{A_4}	1.092316	0.116310	9.391419	Significant at 0.1% level
λ_{A_5}	0.061281	0.144392	0.424407	Insignificant
λ_{B_1}	1.272348	0.109710	11.597375	Significant at 0.1% level
λ_{B_2}	0.374321	0.195702	1.912709	Insignificant
λ_{B_3}	0.687098	0.130730	5.255856	Significant at 0.1% level
λ_{B_4}	-1.038810	0.236917	-4.384700	Significant at 0.1% level
λ_{B_5}	0.056430	0.201902	0.279492	Insignificant
λ_{B_6}	-1.351390	0.275246	-4.909700	Significant at 0.1% level
$\lambda_{A_1B_1}$	0.716125	0.331382	2.161026	Insignificant
$\lambda_{A_1B_2}$	-1.093900	0.713730	-1.532652	Insignificant
$\lambda_{A_1B_3}$	0.202764	0.410124	0.494397	Insignificant
$\lambda_{A_1B_4}$	0.319230	0.726113	0.439642	Insignificant
$\lambda_{A_1B_5}$	-0.776010	0.715455	-1.084638	Insignificant
$\lambda_{A_1B_6}$	0.631813	0.739508	0.854369	Insignificant
$\lambda_{A_2B_1}$	-0.072930	0.218059	-0.334451	Insignificant
$\lambda_{A_2B_2}$	0.434235	0.281850	1.540660	Insignificant
$\lambda_{A_2B_3}$	0.596883	0.227266	2.626363	Significant at 0.1% level
$\lambda_{A_2B_4}$	0.321307	0.399848	0.803573	Insignificant
$\lambda_{A_2B_5}$	-0.303930	0.338398	-0.898144	Insignificant
$\lambda_{A_2B_6}$	-0.975555	0.706759	-1.380315	Insignificant
$\lambda_{A_3B_1}$	-0.058500	0.155726	-0.375660	Insignificant
$\lambda_{A_3B_2}$	0.031973	0.239227	0.133651	Insignificant
$\lambda_{A_3B_3}$	-0.039640	0.182820	-0.216825	Insignificant
$\lambda_{A_3B_4}$	-0.441970	0.378072	-1.169010	Insignificant
$\lambda_{A_3B_5}$	-0.150910	0.259949	-0.580537	Insignificant
$\lambda_{A_3B_6}$	0.659072	0.344866	1.911096	Insignificant
$\lambda_{A_4B_1}$	-0.317440	0.148684	-2.134998	Insignificant
$\lambda_{A_4B_2}$	0.497696	0.220823	2.253823	Insignificant
$\lambda_{A_4B_3}$	-0.220550	0.173271	-1.272862	Insignificant
$\lambda_{A_4B_4}$	0.155432	0.300377	0.517456	Insignificant
$\lambda_{A_4B_5}$	0.446490	0.231155	1.931561	Insignificant
$\lambda_{A_4B_6}$	-0.561600	0.401604	-1.398392	Insignificant
$\lambda_{A_5B_1}$	-0.267240	0.192364	-1.389241	Insignificant
$\lambda_{A_5B_2}$	0.130014	0.266732	0.487433	Insignificant
$\lambda_{A_5B_3}$	-0.539440	0.241884	-2.230160	Insignificant
$\lambda_{A_5B_4}$	-0.353980	0.449788	-0.786993	Insignificant
$\lambda_{A_5B_5}$	0.784377	0.260570	3.010235	Significant at 0.1% level
$\lambda_{A_5B_6}$	0.246287	0.434289	0.567104	Insignificant

Question 11.27 that pertained to Table 7.69 referred to the radio listener who would not mind a radio announcer who speaks English with an accent as long as his or her pronunciation is good.

In the case of this variable, 71.2% of the respondents agreed with the content of the statement. Compared with the general norm, the subsamples responded as follows: African, 66%; White Afrikaans-speaking, 67.9%; White English-speaking, 75.8%; Coloured, 64.3%; Indian, 84.8%; 'Other', 63.7%.

The second main effect was a reflection of the respondents' population group. To determine the interactive part of the subcategories 'Population Group', the presence of saturation was looked for. In this regard ℓ^* was calculated at 27.36, which was insignificant ($\ell^* = 27.36 < \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The independent model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the interaction in the cross-tabulation was not required, as set out in Table 7.70.

Table 7.70 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the independent model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λA_1	-1.016607	0.196529	-5.172809	Significant at 0.1% level
λA_2	-0.755449	0.177576	-4.254229	Significant at 0.1% level
λA_3	0.121810	0.127569	0.954856	Insignificant
λA_4	1.185517	0.095716	12.385777	Significant at 0.1% level
λA_5	0.464729	0.114486	4.059265	Significant at 0.1% level
λB_1	1.061500	0.101663	10.441360	Significant at 0.1% level
λB_2	0.608451	0.114677	5.305781	Significant at 0.1% level
λB_3	0.570503	0.115951	4.920208	Significant at 0.1% level
λB_4	-1.130362	0.221670	-5.099301	Significant at 0.1% level
λB_5	0.258489	0.127945	2.020313	Insignificant
λB_6	-1.368581	0.246193	-5.558976	Significant at 0.1% level

Main effect A_i produced significant differences. In four of the five attitudinal categories – Strongly Disagree, Disagree, Agree and Strongly Agree – response patterns differed significantly from the respective group norms. The exception was the category Neutral. In the case of the main effect B_j relating to population group, five significant deviations from

the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and those classified as 'Other'.

Table 7.71 Cross-tabulation of five attitudinal categories and population groups for **question 11.25**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	12	11	11	0	2	1	37
Row %	32.4%	29.7%	29.7%	0%	5.4%	2.7%	100%
Column %	4.8%	6.9%	7.2%	0%	1.8%	4.5%	5.1%
Disagree	25	27	10	4	6	1	73
Row %	34.2%	37%	13.7%	5.5%	8.2%	1.4%	100%
Column %	10.1%	17%	6.6%	14.3%	5.4%	4.5%	10.1%
Neutral	65	24	21	3	21	6	140
Row %	46.4%	17.1%	15%	2.1%	15%	4.3%	100%
Column %	26.2%	15.1%	13.8%	10.7%	18.8%	27.3%	19.4%
Agree	101	65	78	15	59	11	329
Row %	30.7%	19.8%	23.7%	4.6%	17.9%	3.3%	100%
Column %	40.7%	40.9%	51.3%	53.6%	52.7%	50%	45.6%
Strongly agree	45	32	32	6	24	3	142
Row %	31.7%	22.5%	22.5%	4.2%	16.9%	2.1%	100%
Column %	18.1%	20.1%	21.1%	21.4%	21.4%	13.6%	19.7%
Total	248	159	152	28	112	22	721
Row %	34.4%	22.1%	21.1%	3.9%	15.5%	3.1%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 11.25 referred to Table 7.71 was aimed at the radio listener who would not mind a radio announcer who speaks with an accent as long as his or her English is good.

In the case under consideration, 65.3% of the respondents agreed or strongly agreed with the statement. The responses among the subgroups were as follows: African, 58.8%; White Afrikaans-speaking, 61%; White English-speaking, 72.4%; Coloured, 75%; Indian, 74.1%; 'Other', 63.6%.

The data were analysed further with regard to the second main effect: a reflection of the respondents' population group. To measure whether 'Population Group' played a part in the cross-tabulation, a test was done for the presence or absence of saturation. In this regard ℓ^* was calculated at 31.67, which was insignificant ($\ell^* = 31.67 < \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The independent model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of interaction in the cross-tabulation was not required. The main effects are presented in Table 7.72.

Table 7.72 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the independent model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λA_1	-1.084471	0.194951	-5.562788	Significant at 0.1% level
λA_2	-0.437835	0.149692	-2.924906	Significant at 0.1% level
λA_3	0.217889	0.117925	1.847691	Insignificant
λA_4	1.073983	0.093201	11.523299	Significant at 0.1% level
λA_5	0.230432	0.117570	1.959956	Insignificant
λB_1	1.049823	0.096299	10.901702	Significant at 0.1% level
λB_2	0.605884	0.108404	5.589130	Significant at 0.1% level
λB_3	0.560514	0.109909	5.099801	Significant at 0.1% level
λB_4	-1.104073	0.207990	-5.308298	Significant at 0.1% level
λB_5	0.256051	0.121042	2.115390	Insignificant
λB_6	-1.368199	0.232870	-5.875377	Significant at 0.1% level

Main effect A_i produced significant differences. In three of the five attitudinal categories – Strongly Disagree, Disagree and Agree – response distribution differed significantly from the respective group norms. The exceptions were the categories Neutral and Strongly Agree. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and those classified as ‘Other’.

7.4.1.8 Getting Facts about Events that have Taken Place

Two questions were interrelated with factor VIII.

Table 7.73 Cross-tabulation of five attitudinal categories and population groups for **question 11.24**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	9	6	3	0	1	0	19
Row %	47.4%	31.6%	15.8%	0%	5.3%	0%	100%
Column %	3.6%	3.8%	2%	0%	.9%	0%	2.6%
Disagree	20	11	3	1	5	0	40
Row %	50%	27.5%	7.5%	2.5%	12.5%	0%	100%
Column %	8.1%	6.9%	2%	3.6%	4.5%	0%	5.5%
Neutral	68	47	42	6	19	7	189
Row %	36%	24.9%	22.2%	3.2%	10.1%	3.7%	100%
Column %	27.4%	29.6%	27.5%	21.4%	17.1%	31.8%	26.2%
Agree	104	69	71	18	61	9	332
Row %	31.3%	20.8%	21.4%	5.4%	18.4%	2.7%	100%
Column %	41.9%	43.4%	46.4%	64.3%	55%	40.9%	46%
Strongly agree	47	26	34	3	25	6	141
Row %	33.3%	18.4%	24.1%	2.1%	17.7%	4.3%	100%
Column %	19%	16.4%	22.2%	10.7%	22.5%	27.3%	19.6%
Total	248	159	153	28	111	22	721
Row %	34.4%	22.1%	21.2%	3.9%	15.4%	3.1%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

The response to question 11.24 presented in Table 7.73 referred to on-the-scene reporting of events during news coverage as something that any radio listener would like.

In the case under consideration, 65.6% of the respondents agreed or strongly agreed with the content of the statement. Statistics for the subsamples were as follows: African, 60.9%; White Afrikaans-speaking, 59.8%; White English-speaking, 68.6%; Coloured, 75%; Indian, 77.5%; 'Other', 68.2%.

The data were analysed further with regard to the second main effect: a reflection of the respondents' population group. To measure whether 'Population Group' played a part in the cross-tabulation, a pretest of dependence or independence was done. In this regard ℓ^* was calculated at 17.79, which was not significant ($\ell^* = 17.79 < \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The independent model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was not required. The findings of the main effects are reported in Table 7.74.

Table 7.74 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the independent model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λA_1	-1.517719	0.258199	-5.878098	Significant at 0.1% level
λA_2	-0.828073	0.190938	-4.336869	Significant at 0.1% level
λA_3	0.690978	0.116857	5.913022	Significant at 0.1% level
λA_4	1.255895	0.104182	12.054818	Significant at 0.1% level
λA_5	0.398918	0.125883	3.168958	Significant at 0.1% level
λB_1	1.034924	0.118154	8.759111	Significant at 0.1% level
λB_2	0.590343	0.133275	4.429510	Significant at 0.1% level
λB_3	0.554922	0.134518	4.125262	Significant at 0.1% level
λB_4	-1.114706	0.257625	-4.326855	Significant at 0.1% level
λB_5	0.228521	0.149687	1.526659	Insignificant
λB_6	-1.294006	0.276814	-4.674641	Significant at 0.1% level

Main effect A_i produced significant differences. The observed frequencies in all the five attitudinal categories – Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree – differed significantly from the respective group norms. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and those classified as ‘Other’.

Table 7.75 Cross-tabulation of five attitudinal categories and population groups for **question 11.23**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	9	4	6	0	2	0	21
Row %	42.9%	19%	28.6%	0%	9.5%	0%	100%
Column %	3.6%	2.5%	3.9%	0%	1.8%	0%	2.9%
Disagree	15	12	12	2	5	2	48
Row %	31.3%	25%	25%	4.2%	10.4%	4.2%	100%
Column %	6%	7.5%	7.9%	7.1%	4.5%	9.1%	6.6%
Neutral	58	34	22	8	15	7	144
Row %	40.3%	23.6%	15.3%	5.6%	10.4%	4.9%	100%
Column %	23%	21.4%	14.5%	28.6%	13.4%	31.8%	19.9%
Agree	102	61	72	15	66	6	322
Row %	31.7%	18.9%	22.4%	4.7%	20.5%	1.9%	100%
Column %	40.5%	38.4%	47.4%	53.6%	58.9%	27.3%	44.4%
Strongly agree	68	48	40	3	24	7	190
Row %	35.8%	25.3%	21.1%	1.6%	12.6%	3.7%	100%
Column %	27%	30.2%	26.3%	10.7%	21.4%	31.8%	26.2%
Total	252	159	152	28	112	22	725
Row %	34.8%	21.9%	21%	3.9%	15.4%	3%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 11.23 in Table 7.75 referred to getting facts about events that have taken place or

are taking place, during the news coverage on radio as the most important thing to any radio listener.

In this case, 70.6% of the respondents agreed or strongly agreed with the statement. The responses among the subgroups were as follows: African, 67.5%; White Afrikaans-speaking, 68.6%; White English-speaking, 73.7%; Coloured, 64.3%; Indian, 80.3%; 'Other', 59.1%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part, the presence of saturation was determined. In this regard ℓ^* was calculated at 13.15, which was insignificant ($\ell^* = 13.15 < \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The independent model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of interaction in the cross-tabulation was not required. The main effects are reported in Table 7.76.

Table 7.76 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the independent model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λA_1	-1.470329	0.249840	-5.885082	Significant at 0.1% level
λA_2	-0.732371	0.181811	-4.028200	Significant at 0.1% level
λA_3	0.372610	0.124013	3.004604	Significant at 0.1% level
λA_4	1.178037	0.102935	11.444475	Significant at 0.1% level
λA_5	0.652053	0.115145	5.662886	Significant at 0.1% level
λB_1	1.059164	0.113056	9.368490	Significant at 0.1% level
λB_2	0.598394	0.127783	4.682892	Significant at 0.1% level
λB_3	0.553550	0.129430	4.276829	Significant at 0.1% level
λB_4	-1.111765	0.245993	-4.519499	Significant at 0.1% level
λB_5	0.249470	0.142555	1.749991	Insignificant
λB_6	-1.348813	0.274529	-4.913189	Significant at 0.1% level

Main effect A_i produced significant differences. The observed frequencies in all five attitudinal categories – Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree – differed significantly from the respective group norms. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and those classified as 'Other'.

7.4.1.9 Knowledge and Professionalism of the Radio Announcer

The ninth factor consisted of the responses to two questions from the questionnaire, with question 11.43 as the first contributor.

Table 7.77 Cross-tabulation of five attitudinal categories and population groups for **question 11.43**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	7	1	0	1	0	0	9
Row %	77.8%	11.1%	0%	11.1%	0%	0%	100%
Column %	2.9%	.6%	0%	3.8%	0%	0%	1.3%
Disagree	9	3	0	2	5	0	19
Row %	47.4%	15.8%	0%	10.5%	26.3%	0%	100%
Column %	3.7%	1.9%	0%	7.7%	4.5%	0%	2.7%
Neutral	51	13	19	4	9	9	105
Row %	48.6%	12.4%	18.1%	3.8%	8.6%	8.6%	100%
Column %	20.8%	8.2%	12.4%	15.4%	8%	45%	14.7%
Agree	124	77	70	12	65	8	356
Row %	34.8%	21.6%	19.7%	3.4%	18.3%	2.2%	100%
Column %	50.6%	48.7%	45.8%	46.2%	58%	40%	49.9%
Strongly agree	54	64	64	7	33	3	225
Row %	24%	28.4%	28.4%	3.1%	14.7%	1.3%	100%
Column %	22%	40.5%	41.8%	26.9%	29.5%	15%	31.5%
Total	245	158	153	26	112	20	714
Row %	34.3%	22.1%	21.4%	3.6%	15.7%	2.8%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

In Table 7.77 question 11.43 was addressed. It referred to professionalism, as evidenced by good interviewing skills on the part of the radio announcer, as an important aspect of any radio broadcast.

In this case 81.4% of the respondents agreed or strongly agreed with the statement. Statistics for the subsamples were as follows: African, 72.6%; White Afrikaans-speaking, 89.2%; White English-speaking, 87.6%; Coloured, 73.1%; Indian, 87.5%; 'Other', 55%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this dimension, testing for the presence of saturation was done. In this regard ℓ^* was calculated at 60.15, which was significant ($\ell^* = 60.15 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the

cross-tabulation was therefore necessary, as presented in Table 7.78.

Table 7.78 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λ_{A_1}	-1.801190	0.310675	-5.797666	Significant at 0.1% level
λ_{A_2}	-1.192440	0.251420	-4.742821	Significant at 0.1% level
λ_{A_3}	0.411483	0.145468	2.828684	Significant at 0.1% level
λ_{A_4}	1.566376	0.122972	12.737664	Significant at 0.1% level
λ_{A_5}	1.015787	0.141688	7.169182	Significant at 0.1% level
λ_{B_1}	1.251332	0.137145	9.124153	Significant at 0.1% level
λ_{B_2}	0.307737	0.221753	1.387747	Insignificant
λ_{B_3}	0.144851	0.257563	0.562391	Insignificant
λ_{B_4}	-0.823460	0.251998	-3.267724	Significant at 0.1% level
λ_{B_5}	0.169999	0.216762	0.784266	Insignificant
λ_{B_6}	-1.050460	0.281643	-3.729757	Significant at 0.1% level
$\lambda_{A_1B_1}$	0.370257	0.402077	0.920860	Insignificant
$\lambda_{A_1B_2}$	-0.632060	0.731361	-0.864224	Insignificant
$\lambda_{A_1B_3}$	-0.469170	0.743003	-0.631451	Insignificant
$\lambda_{A_1B_4}$	0.499140	0.741092	0.673520	Insignificant
$\lambda_{A_1B_5}$	-0.494320	0.729863	-0.677278	Insignificant
$\lambda_{A_1B_6}$	0.726136	0.751690	0.966005	Insignificant
$\lambda_{A_2B_1}$	0.012819	0.340089	0.037693	Insignificant
$\lambda_{A_2B_2}$	-0.142200	0.484680	-0.293390	Insignificant
$\lambda_{A_2B_3}$	-1.077920	0.720240	-1.496612	Insignificant
$\lambda_{A_2B_4}$	0.583535	0.562059	1.038210	Insignificant
$\lambda_{A_2B_5}$	0.506366	0.423548	0.195534	Insignificant
$\lambda_{A_2B_6}$	0.117384	0.729198	0.160977	Insignificant
$\lambda_{A_3B_1}$	0.143498	0.192375	0.745929	Insignificant
$\lambda_{A_3B_2}$	-0.279780	0.300499	-0.931051	Insignificant
$\lambda_{A_3B_3}$	0.262593	0.312647	0.839903	Insignificant
$\lambda_{A_3B_4}$	-0.327240	0.416964	-0.784816	Insignificant
$\lambda_{A_3B_5}$	-0.509770	0.319040	-1.597825	Insignificant
$\lambda_{A_3B_6}$	0.710686	0.366229	1.940551	Insignificant
$\lambda_{A_4B_1}$	-0.122940	0.162333	-0.757332	Insignificant
$\lambda_{A_4B_2}$	0.344179	0.242253	1.420742	Insignificant
$\lambda_{A_4B_3}$	0.411755	0.276353	1.489960	Insignificant
$\lambda_{A_4B_4}$	-0.383520	0.318047	-1.205860	Insignificant
$\lambda_{A_4B_5}$	0.312499	0.239702	1.303698	Insignificant
$\lambda_{A_4B_6}$	-0.561990	0.365569	-1.537302	Insignificant
$\lambda_{A_5B_1}$	-0.403650	0.188380	-2.142743	Insignificant
$\lambda_{A_5B_2}$	0.709846	0.254353	2.790791	Significant at 0.1% level
$\lambda_{A_5B_3}$	0.872733	0.286112	3.050320	Significant at 0.1% level
$\lambda_{A_5B_4}$	-0.371930	0.360440	-1.031878	Insignificant
$\lambda_{A_5B_5}$	0.185209	0.261492	0.708278	Insignificant
$\lambda_{A_5B_6}$	-0.992230	0.471092	-2.106234	Insignificant

Main effect A_i produced significant differences. The observed frequencies in all five attitudinal categories – Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree – differed significantly from the respective group norms. In the case of the main effect B_j relating to population group, three significant deviations from the general trend were observed: among Africans, Coloureds and ‘Other’.

Two significant interaction effects A_iB_j were observed, in A_5B_2 and in A_5B_3 . The frequency of Afrikaans-speaking White respondents in A_5B_2 (64 or 40.5% of this subgroup) who strongly agreed with the content of question 11.43 (ℓ/s equal to +2.79) was significantly higher than the group norm. In the case of A_5B_3 , the frequency of English-speaking White respondents (64 or 41.8% in this subgroup) who strongly agreed with the content of question 11.43 (ℓ/s equal to +3.05) significantly exceeded the general norm of the complete sample.

Table 7.79 Cross-tabulation of five attitudinal categories and population groups for **question 11.44**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	7	2	2	1	3	0	15
Row %	46.7%	13.3%	13.3%	6.7%	20%	0%	100%
Column %	2.9%	1.3%	1.3%	3.8%	2.7%	0%	2.1%
Disagree	10	7	0	1	6	0	24
Row %	41.7%	29.2%	0%	4.2%	25%	0%	100%
Column %	4.1%	4.5%	0%	3.8%	5.4%	0%	3.4%
Neutral	34	17	35	4	4	6	100
Row %	34%	17%	35%	4%	4%	6%	100%
Column %	13.9%	10.8%	23%	15.4%	3.6%	28.6%	14%
Agree	108	79	77	14	71	10	359
Row %	30.1%	22%	21.4%	3.9%	19.8%	2.8%	100%
Column %	44.1%	50.3%	50.7%	53.8%	63.4%	47.6%	50.4%
Strongly agree	86	52	38	6	28	5	215
Row %	40%	24.2%	17.7%	2.8%	13%	2.3%	100%
Column %	35.1%	33.1%	25%	23.1%	25%	23.8%	30.2%
Total	245	157	152	26	112	21	713
Row %	34.4%	22%	21.3%	3.6%	15.7%	2.9%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 11.44 referenced in Table 7.79 referred to a good radio announcer as someone who is able to say constructive things to the listeners during a radio broadcast.

In the case under consideration, 80.6% of the respondents agreed or strongly agreed with the content of the statement. The responses among the subgroups were as follows: African, 79.2%; White Afrikaans-speaking, 83.4%; White English-speaking, 75.7%; Coloured, 76.9%; Indian, 88.4%; 'Other', 71.4%.

The second main effect was a reflection of the respondents' population. To measure whether 'Population Group' played a part, the presence of saturation was determined. In this regard ℓ^* was calculated at 52.01, which was significant ($\ell^* = 52.01 > \text{critical } X^2 =$

37.566 with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was required, as set out in Table 7.80.

Table 7.80 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λA_1	-1.472420	0.259255	-5.679428	Significant at 0.1% level
λA_2	-1.204180	0.257104	-4.683630	Significant at 0.1% level
λA_3	0.202322	0.149448	1.353795	Insignificant
λA_4	1.555728	0.113800	13.670721	Significant at 0.1% level
λA_5	0.918540	0.130139	7.058146	Significant at 0.1% level
λB_1	1.171379	0.130745	8.959264	Significant at 0.1% level
λB_2	0.547705	0.169820	3.225209	Significant at 0.1% level
λB_3	0.235090	0.226024	1.040111	Insignificant
λB_4	-1.047470	0.275002	-3.808954	Significant at 0.1% level
λB_5	0.163423	0.174942	0.934155	Insignificant
λB_6	-1.070130	0.273961	-3.906140	Significant at 0.1% level
λA_1B_1	0.036064	0.363557	0.099198	Insignificant
λA_1B_2	-0.593020	0.535514	-1.107385	Insignificant
λA_1B_3	-0.280410	0.555899	-0.504426	Insignificant
λA_1B_4	0.308999	0.730454	0.423023	Insignificant
λA_1B_5	0.196723	0.471036	0.417639	Insignificant
λA_1B_6	0.331664	0.730062	0.454296	Insignificant
λA_2B_1	0.124499	0.337520	0.368864	Insignificant
λA_2B_2	0.391499	0.377898	1.035991	Insignificant
λA_2B_3	-1.241800	0.712680	-1.742437	Insignificant
λA_2B_4	0.040759	0.729693	0.055858	Insignificant
λA_2B_5	0.621630	0.392552	1.583561	Insignificant
λA_2B_6	0.063424	0.729301	0.086965	Insignificant
λA_3B_1	-0.058230	0.204736	-0.284415	Insignificant
λA_3B_2	-0.127700	0.255785	-0.499247	Insignificant
λA_3B_3	0.907049	0.274906	3.299488	Significant at 0.1% level
λA_3B_4	0.020551	0.434378	0.047311	Insignificant
λA_3B_5	-1.190340	0.379029	-3.140498	Significant at 0.1% level
λA_3B_6	0.448681	0.393420	1.140463	Insignificant
λA_4B_1	-0.255860	0.156434	-1.635578	Insignificant
λA_4B_2	0.055128	0.193844	0.284394	Insignificant
λA_4B_3	0.342100	0.244858	1.397136	Insignificant
λA_4B_4	-0.080090	0.328437	-0.243852	Insignificant
λA_4B_5	0.332642	0.199780	1.665042	Insignificant
λA_4B_6	-0.393900	0.344570	-1.143164	Insignificant
λA_5B_1	0.153540	0.171478	0.895392	Insignificant
λA_5B_2	0.274112	0.210215	1.303960	Insignificant
λA_5B_3	0.273069	0.263196	1.037512	Insignificant
λA_5B_4	-0.290200	0.387236	-0.749414	Insignificant
λA_5B_5	0.039355	0.229370	0.171579	Insignificant
λA_5B_6	-0.449860	0.403378	-1.115232	Insignificant

Main effect A_i produced significant differences. The observed frequencies in four of the five attitudinal categories – Strongly Disagree, Disagree, Agree and Strongly Agree – differed significantly from the respective group norms. The exception was the category

Neutral. In the case of the main effect B_j relating to population group, four significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, Coloureds and 'Other'.

Two significant interaction effects A_iB_j were observed, in A_3B_3 and in A_3B_5 . The frequency of English-speaking White respondents in A_3B_3 (35 or 23% of this subgroup) who were neutral regarding the content of question 11.44 (ℓ/s equal to +3.30) significantly exceeded the general norm of the complete sample. In the case of A_3B_5 , the frequency of Indian respondents (4 or 3.6% in this subgroup) who were neutral regarding the content of question 11.44 (ℓ/s equal to -3.14) was significantly lower than the group norm.

7.4.1.10 Reaction to Known and Foreign Aspects of Music

Two questions were interrelated with factor X.

Table 7.81 Cross-tabulation of five attitudinal categories and population groups for **question 11.28**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	34	7	9	1	9	2	62
Row %	54.8%	11.3%	14.5%	1.6%	14.5%	3.2%	100%
Column %	13.8%	4.4%	6%	3.7%	8.1%	9.1%	8.7%
Disagree	47	26	34	12	18	2	139
Row %	33.8%	18.7%	24.5%	8.6%	12.9%	1.4%	100%
Column %	19%	16.5%	22.7%	44.4%	16.2%	9.1%	19.4%
Neutral	85	51	42	9	36	12	235
Row %	36.2%	21.7%	17.9%	3.8%	15.3%	5.1%	100%
Column %	34.4%	32.3%	28%	33.3%	32.4%	54.5%	32.9%
Agree	53	47	45	4	39	5	193
Row %	27.5%	24.4%	23.3%	2.1%	20.2%	2.6%	100%
Column %	21.5%	29.7%	30%	14.8%	35.1%	22.7%	27%
Strongly agree	28	27	20	1	9	1	86
Row %	32.6%	31.4%	23.3%	1.2%	10.5%	1.2%	100%
Column %	11.3%	17.1%	13.3%	3.7%	8.1%	4.5%	12%
Total	247	158	150	27	111	22	715
Row %	34.5%	22.1%	21%	3.8%	15.5%	3.1%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 11.28 in Table 7.81 referred to the notion that traditionally African music would alienate any white or black listener to an English radio station that broadcasts to black and white listeners.

In this case, 39% of the respondents agreed or strongly agreed with the statement.

Subgroup comparisons were as follows: African, 32.8%; White Afrikaans-speaking, 46.8%; White English-speaking, 43.3%; Coloured, 18.5%; Indian, 43.2%; 'Other', 27.2%.

High percentages of responses occurred in the category Neutral.

The second main effect is a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this dimension, testing for saturation was done. In this regard ℓ^* was calculated at 53.35, which was significant ($\ell^* = 53.35 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was therefore necessary. The ensuing results are presented in Table 7.82.

Table 7.82 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λA_1	-0.831630	0.194620	-4.273096	Significant at 0.1% level
λA_2	0.192235	0.135779	1.415793	Insignificant
λA_3	0.804696	0.104525	7.698598	Significant at 0.1% level
λA_4	0.456130	0.123567	3.691358	Significant at 0.1% level
λA_5	-0.621440	0.208646	-2.978442	Significant at 0.1% level
λB_1	1.232728	0.097072	12.699110	Significant at 0.1% level
λB_2	0.664760	0.114957	5.782684	Significant at 0.1% level
λB_3	0.661127	0.112295	5.887413	Significant at 0.1% level
λB_4	-1.377920	0.267371	-5.153588	Significant at 0.1% level
λB_5	0.314777	0.123020	2.558747	Insignificant
λB_6	-1.495480	0.259212	-5.769332	Significant at 0.1% level
λA_1B_1	0.533655	0.229701	2.323259	Insignificant
λA_1B_2	-0.478830	0.319269	-1.499770	Insignificant
λA_1B_3	-0.223880	0.297707	-0.752015	Insignificant
λA_1B_4	-0.382060	0.709269	-0.538667	Insignificant
λA_1B_5	0.122470	0.301916	0.405643	Insignificant
λA_1B_6	0.428644	0.546595	0.784208	Insignificant
λA_2B_1	-0.166420	0.173400	-0.959746	Insignificant
λA_2B_2	-0.190500	0.201826	-0.943882	Insignificant
λA_2B_3	0.081395	0.191073	0.425989	Insignificant
λA_2B_4	1.078986	0.341986	3.155059	Significant at 0.1% level
λA_2B_5	-0.208240	0.222464	-0.936062	Insignificant
λA_2B_6	-0.595220	0.528512	-1.126219	Insignificant
λA_3B_1	-0.186380	0.136939	-1.361044	Insignificant
λA_3B_2	-0.129230	0.160255	-0.806402	Insignificant
λA_3B_3	-0.319760	0.163577	-1.954798	Insignificant
λA_3B_4	0.178843	0.347210	0.515086	Insignificant
λA_3B_5	-0.127560	0.175694	-0.726035	Insignificant
λA_3B_6	0.584082	0.324265	1.801249	Insignificant
λA_4B_1	-0.310170	0.161049	-1.925936	Insignificant
λA_4B_2	0.137655	0.175193	0.785733	Insignificant
λA_4B_3	0.097803	0.174545	0.560331	Insignificant
λA_4B_4	-0.283520	0.424799	-0.667422	Insignificant
λA_4B_5	0.301052	0.185357	1.624174	Insignificant
λA_4B_6	0.057180	0.395168	0.144698	Insignificant

Table 7.82 (Cont.) Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
$\lambda_{A_5B_1}$	0.129310	0.246860	0.523819	Insignificant
$\lambda_{A_5B_2}$	0.660910	0.255462	2.587117	Significant at 0.1% level
$\lambda_{A_5B_3}$	0.364439	0.264275	1.379014	Insignificant
$\lambda_{A_5B_4}$	-0.592250	0.713245	-0.830360	Insignificant
$\lambda_{A_5B_5}$	-0.087720	0.311142	-0.281929	Insignificant
$\lambda_{A_5B_6}$	-0.474690	0.710227	-0.668364	Insignificant

Main effect A_i produced significant differences. The observed frequencies of four of the five attitudinal categories, namely, Strongly Disagree, Neutral, Agree and Strongly Agree, differed significantly from the respective group norms. The exception was the category Disagree. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and 'Other'.

Two significant interaction effects A_iB_j occurred with respect to question 11.28, in A_2B_4 , and A_5B_2 respectively. The frequency of Coloured respondents in A_2B_4 (12 or 44.4% of this subgroup) who disagreed with the content of question 11.28 (ℓ/s equal to +3.16) significantly exceeded the general norm of the complete sample. In the case of Afrikaans-speaking White respondents, A_5B_2 , (27 or 17.1% of this subgroup), the frequency of those who strongly agreed with the content of question 11.28 (ℓ/s equal to +2.59) was significantly higher than the group norm.

Table 7.83 Cross-tabulation of five attitudinal categories and population groups for **question 11.29**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	40	13	18	3	7	2	83
Row %	48.2%	15.7%	21.7%	3.6%	8.4%	2.4%	100%
Column %	15.9%	8.2%	12%	10.7%	6.4%	9.1%	11.5%
Disagree	50	50	49	11	24	5	189
Row %	26.5%	26.5%	25.9%	5.8%	12.7%	2.6%	100%
Column %	19.9%	31.6%	32.7%	39.3%	21.8%	22.7%	26.3%
Neutral	89	50	45	8	39	11	242
Row %	36.8%	20.7%	18.6%	3.3%	16.1%	4.5%	100%
Column %	35.5%	31.6%	30%	28.6%	35.5%	50%	33.7%
Agree	51	37	30	4	36	3	161
Row %	31.7%	23%	18.6%	2.5%	22.4%	1.9%	100%
Column %	20.3%	23.4%	20%	14.3%	32.7%	13.6%	22.4%
Strongly agree	21	8	8	2	4	1	44
Row %	47.7%	18.2%	18.2%	4.5%	9.1%	2.3%	100%
Column %	8.4%	5.1%	5.3%	7.1%	3.6%	4.5%	6.1%
Total	251	158	150	28	110	22	719
Row %	34.9%	22%	20.9%	3.9%	15.3%	3.1%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 11.29 that pertained to Table 7.83 referred to traditionally European music that would alienate any black or white listener to an English radio station that caters for black and white listeners.

In the case under consideration, 37.8% of the respondents disagreed or strongly disagreed with the content of the statement. Compared with the general norm, the subsamples responded as follows: African, 35.8%; White Afrikaans-speaking, 39.8%; White English-speaking, 44.7%; Coloured, 50%; Indian, 28.2%; 'Other', 31.8%.

The data were further analysed with regard to the second main effect: a reflection of the respondents' population group. To measure whether 'Population Group' played a part in the cross-tabulation, a test was done for the presence or absence of saturation. In this regard ℓ^* was calculated at 35.24, which was insignificant ($\ell^* = 35.24 < \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The independent model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the interaction in the cross-tabulation was not required. The main effects were presented in Table 7.84.

Table 7.84 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the independent model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λA_1	-0.386660	0.141437	-2.733797	Significant at 0.1% level
λA_2	0.441978	0.105560	4.186984	Significant at 0.1% level
λA_3	0.687577	0.098385	6.988636	Significant at 0.1% level
λA_4	0.280376	0.111135	2.522842	Significant at 0.1% level
λA_5	-1.023272	0.184628	-5.542345	Significant at 0.1% level
λB_1	1.074659	0.090601	11.861447	Significant at 0.1% level
λB_2	0.611264	0.102346	5.972525	Significant at 0.1% level
λB_3	0.559297	0.103932	5.381374	Significant at 0.1% level
λB_4	-1.121434	0.197626	-5.674527	Significant at 0.1% level
λB_5	0.247505	0.114763	2.156662	Insignificant
λB_6	-1.371292	0.221780	-6.183118	Significant at 0.1% level

Main effect A_i produced significant differences. The observed frequencies in all five attitudinal categories – Strongly Disagree, Disagree, Neutral, Agree and Strongly Agree – differed significantly from the respective group norms. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and those classified as ‘Other’.

7.4.1.11 Teaching or Educating the Audience

The eleventh factor involved two questions from the questionnaire.

Table 7.85 Cross-tabulation of five attitudinal categories and population groups for **question 11.13**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	25	12	10	2	8	4	61
Row %	41%	19.7%	16.4%	3.3%	13.1%	6.6%	100%
Column %	10.2%	7.7%	6.5%	7.1%	7.1%	18.2%	8.5%
Disagree	56	37	39	7	14	3	156
Row %	35.9%	23.7%	25%	4.5%	9%	1.9%	100%
Column %	22.8%	23.9%	25.5%	25%	12.5%	13.6%	21.8%
Neutral	91	49	60	7	33	9	249
Row %	36.5%	19.7%	24.1%	2.8%	13.3%	3.6%	100%
Column %	37%	31.6%	39.2%	25%	29.5%	40.9%	34.8%
Agree	51	42	32	9	36	5	175
Row %	29.1%	24%	18.3%	5.1%	20.6%	2.9%	100%
Column %	20.7%	27.1%	20.9%	32.1%	32.1%	22.7%	24.4%
Strongly agree	23	15	12	3	21	1	75
Row %	30.7%	20%	16%	4%	28%	1.3%	100%
Column %	9.3%	9.7%	7.8%	10.7%	18.8%	4.5%	10.5%
Total	246	155	153	28	112	22	716
Row %	34.4%	21.6%	21.4%	3.9%	15.6%	3.1%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

The response to question 11.13 presented in Table 7.85 referred to the radio listener who is annoyed by a radio presenter who intellectualizes on issues on radio.

In the case under consideration, 30.3% of the respondents disagreed or strongly disagreed with the content of the statement and 34.9% agreed or strongly agreed with it. In other words, there was no majority support for the statement. Compared with the general norm, the subsamples of respondents who agreed were as follows: African, 30%; White Afrikaans-speaking, 36.8%; White English-speaking, 28.7%; Coloured, 42.8%; Indian, 50.9%; 'Other', 27.2%.

The second main effect was a reflection of the respondents' population group. To determine the interactive part of the subcategories 'Population Group', loglinear modelling was used. In this regard ℓ^* was calculated at 37.07, which was insignificant ($\ell^* = 37.07 < \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The independent model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the interaction in the cross-tabulation was not required. The main effects are reported in Table 7.86.

Table 7.86 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the independent model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λA_1	-0.718757	0.157207	-4.572042	Significant at 0.1% level
λA_2	0.218035	0.109986	1.982389	Insignificant
λA_3	0.685728	0.095043	7.214924	Significant at 0.1% level
λA_4	0.332608	0.105892	3.141012	Significant at 0.1% level
λA_5	-0.517611	0.145049	-3.568525	Significant at 0.1% level
λB_1	1.052620	0.086377	12.186346	Significant at 0.1% level
λB_2	0.589746	0.097767	6.032158	Significant at 0.1% level
λB_3	0.575957	0.098172	5.866815	Significant at 0.1% level
λB_4	-1.124305	0.187760	-5.987990	Significant at 0.1% level
λB_5	0.263592	0.108364	2.432468	Insignificant
λB_6	-1.357609	0.208545	-6.509909	Significant at 0.1% level

Main effect A_i produced significant differences. In four of the five attitudinal categories, namely, Strongly Disagree, Neutral, Agree and Strongly Agree, response patterns differed significantly from the respective group norms. The exception was the category Disagree. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and those classified as 'Other'.

Table 7.87 Cross-tabulation of five attitudinal categories and population groups for **question 11.12**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	13	5	0	2	1	0	21
Row %	61.9%	23.8%	0%	9.5%	4.8%	0%	100%
Column %	5.2%	3.2%	0%	7.1%	.9%	0%	2.9%
Disagree	29	11	6	5	7	7	65
Row %	44.6%	16.9%	9.2%	7.7%	10.8%	10.8%	100%
Column %	11.6%	7%	3.9%	17.9%	6.4%	30.4%	9%
Neutral	48	15	26	4	9	4	106
Row %	45.3%	14.2%	24.5%	3.8%	8.5%	3.8%	100%
Column %	19.3%	9.5%	16.9%	14.3%	8.3%	17.4%	14.7%
Agree	75	66	67	14	54	5	281
Row %	26.7%	23.5%	23.8%	5%	19.2%	1.8%	100%
Column %	30.1%	41.8%	43.5%	40%	49.5%	21.7%	39%
Strongly agree	84	61	55	3	38	7	248
Row %	33.9%	24.6%	22.2%	1.2%	15.3%	2.8%	100%
Column %	33.7%	38.6%	35.7%	10.7%	34.9%	30.4%	34.4%
Total	249	158	154	28	109	23	721
Row %	34.5%	21.9%	21.4%	3.9%	15.1%	3.2%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

The response to question 11.12 presented in Table 7.87 referred to the notion that a radio listener would hate to feel that he or she is at a lecture when listening to a radio broadcast.

In this case, 73.4% of the respondents agree or strongly agree with the statement.

Compared with the general norm, the subsamples responded as follows: African, 63.8%; White Afrikaans-speaking, 80.4%; White English-speaking, 79.2%; Coloured, 50.7%; Indian, 84.4%; 'Other', 52.1%.

The main effect is a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this factor, testing for saturation was done. In this regard ℓ^* was calculated at 53.44, which was significant ($\ell^* = 53.44 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was required and duly reported in Table 7.88.

Table 7.88 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λ_{A_1}	-1.619190	0.264214	-6.128328	Significant at 0.1% level
λ_{A_2}	-0.254080	0.140794	-1.804622	Insignificant
λ_{A_3}	0.037410	0.138364	0.270374	Insignificant
λ_{A_4}	1.061102	0.111427	9.522845	Significant at 0.1% level
λ_{A_5}	0.774739	0.126530	6.122967	Significant at 0.1% level
λ_{B_1}	1.279905	0.105164	12.170562	Significant at 0.1% level
λ_{B_2}	0.572737	0.131289	4.362414	Significant at 0.1% level
λ_{B_3}	0.221931	0.199699	1.111328	Insignificant
λ_{B_4}	-0.945140	0.207333	-4.558560	Significant at 0.1% level
λ_{B_5}	-0.076500	0.203703	-0.375547	Insignificant
λ_{B_6}	-1.052930	0.230534	-4.567352	Significant at 0.1% level
$\lambda_{A_1B_1}$	0.473794	0.323693	1.463714	Insignificant
$\lambda_{A_1B_2}$	0.225450	0.400232	0.563298	Insignificant
$\lambda_{A_1B_3}$	-1.033180	0.709104	-1.457022	Insignificant
$\lambda_{A_1B_4}$	0.827031	0.553115	1.495224	Insignificant
$\lambda_{A_1B_5}$	-0.734750	0.710242	-1.034507	Insignificant
$\lambda_{A_1B_6}$	0.241684	0.718397	0.336421	Insignificant
$\lambda_{A_2B_1}$	-0.088970	0.194462	-0.457519	Insignificant
$\lambda_{A_2B_2}$	-0.351200	0.257998	-1.361251	Insignificant
$\lambda_{A_2B_3}$	-0.606540	0.345701	-1.754522	Insignificant
$\lambda_{A_2B_4}$	0.378210	0.368714	1.025754	Insignificant
$\lambda_{A_2B_5}$	-0.153950	0.334067	-0.460836	Insignificant
$\lambda_{A_2B_6}$	0.822482	0.351072	2.342773	Insignificant
$\lambda_{A_3B_1}$	0.123441	0.177981	0.693563	Insignificant
$\lambda_{A_3B_2}$	-0.332540	0.237040	-1.402886	Insignificant
$\lambda_{A_3B_3}$	0.568310	0.259902	2.186632	Insignificant
$\lambda_{A_3B_4}$	-0.136430	0.394045	-0.346229	Insignificant
$\lambda_{A_3B_5}$	-0.194130	0.313407	-0.619418	Insignificant
$\lambda_{A_3B_6}$	-0.028630	0.406731	-0.070391	Insignificant

Table 7.88 (Cont.) Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
$\lambda_{A_4B_1}$	-0.453960	0.148151	-3.064171	Significant at 0.1% level
$\lambda_{A_4B_2}$	0.125370	0.169862	0.738070	Insignificant
$\lambda_{A_4B_3}$	0.491214	0.226729	2.166525	Insignificant
$\lambda_{A_4B_4}$	0.092645	0.277695	0.333621	Insignificant
$\lambda_{A_4B_5}$	0.573941	0.233363	2.459434	Insignificant
$\lambda_{A_4B_6}$	-0.829180	0.372427	-2.226423	Insignificant
$\lambda_{A_5B_1}$	-0.054270	0.158023	-0.343431	Insignificant
$\lambda_{A_5B_2}$	0.332953	0.181504	1.834411	Insignificant
$\lambda_{A_5B_3}$	0.580218	0.237281	2.445278	Insignificant
$\lambda_{A_5B_4}$	-1.161440	0.430663	-2.696865	Significant at 0.1% level
$\lambda_{A_5B_5}$	0.508906	0.247328	2.057616	Insignificant
$\lambda_{A_5B_6}$	-0.206340	0.345599	-0.597050	Insignificant

Main effect A_i produced significant differences. Three of the five attitudinal categories, namely, Strongly Disagree, Agree and Strongly Agree, differed significantly from the respective group norms. The exceptions were categories Disagree and Neutral. In the case of the main effect B_j relating to population group, four significant deviations from the general trend occurred: among Africans, Afrikaans-speaking Whites, Coloureds and 'Other'.

Two significant interaction effects A_iB_j occurred, in A_4B_1 and A_5B_4 . The frequency of African respondents in A_4B_1 (75 or 30.1% of this subgroup) who agreed with the content of question 11.12 (ℓ/s equal to -3.07) was significantly lower than the group norm. In the case of Coloured respondents, in A_5B_4 , the frequency of those who strongly agreed with the content of question 11.12 (3 or 10.7% of this subgroup) was significantly lower than the group norm (ℓ/s equal to -2.70).

7.4.2 Audience Component

7.4.2.1 Emotional and Mental Experience of an English Radio Station as a Multicultural Service

Six questions from the second section of the questionnaire were grouped to form the first factor in the second of the series of four factor analyses. As a common component the six questions referred to the listeners' emotional and mental experience of an English radio station as a multicultural broadcasting mechanism.

Table 7.89 Cross-tabulation of five attitudinal categories and population groups for **question 12.7**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Never	8	6	3	0	3	1	21
Row %	38.1%	28.6%	14.3%	0%	14.3%	4.8%	100%
Column %	3.2%	3.8%	2%	0%	2.7%	4.5%	2.9%
Seldom	16	17	11	2	3	5	54
Row %	29.6%	31.5%	20.4%	3.7%	5.6%	9.3%	100%
Column %	6.5%	10.8%	7.2%	7.7%	2.7%	22.7%	7.5%
Sometimes	42	49	35	4	9	2	141
Row %	29.8%	34.8%	24.8%	2.8%	6.4%	1.4%	100%
Column %	17%	31.2%	23%	15.4%	8%	9.1%	19.7%
Often	61	56	54	8	40	6	225
Row %	27.1%	24.9%	24%	3.6%	17.8%	2.7%	100%
Column %	24.7%	35.7%	35.5%	30.8%	35.7%	27.3%	31.4%
Always	120	29	49	12	57	8	275
Row %	43.6%	10.5%	17.8%	4.4%	20.7%	2.9%	100%
Column %	48.6%	18.5%	32.2%	46.2%	50.9%	36.4%	38.4%
Total	247	157	152	26	112	22	716
Row %	34.5%	21.9%	21.2%	3.6%	15.6%	3.1%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

The response pattern of question 12.7 included as Table 7.89 referred to the person who would always feel that it is important to have an English radio station to serve both black and white listeners in South Africa.

In this case, 69.8% of the respondents often agreed or always agreed with the statement in the questionnaire. Compared with the general norm, the subsamples responded as follows: African, 73.3%; White Afrikaans-speaking, 54.2%; White English-speaking, 67.7%; Coloured, 77%; Indian, 86.6%; 'Other', 67.3%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this factor, the presence of saturation was determined. In this regard ℓ^* was calculated at 79.77, which was significant ($\ell^* = 79.77 >$ critical $X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was therefore necessary and duly reported in Table 7.90.

Table 7.90 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λ_{A_1}	-1.431067	0.236106	-6.061121	Significant at 0.1% level
λ_{A_2}	-0.541655	0.164924	-3.284270	Significant at 0.1% level
λ_{A_3}	0.134446	0.148342	0.906325	Insignificant
λ_{A_4}	0.838411	0.112239	7.469872	Significant at 0.1% level
λ_{A_5}	0.999864	0.106107	9.423167	Significant at 0.1% level
λ_{B_1}	1.055142	0.112848	9.350117	Significant at 0.1% level
λ_{B_2}	0.739417	0.119972	6.163246	Significant at 0.1% level
λ_{B_3}	0.544061	0.139834	3.890763	Significant at 0.1% level
λ_{B_4}	-0.113713	0.242204	-0.469493	Insignificant
λ_{B_5}	-0.017195	0.168272	-0.102186	Insignificant
λ_{B_6}	-1.207714	0.244032	-4.948998	Significant at 0.1% level
$\lambda_{A_1B_1}$	0.012895	0.334724	0.038524	Insignificant
$\lambda_{A_1B_2}$	0.040938	0.361062	0.113382	Insignificant
$\lambda_{A_1B_3}$	-0.456853	0.449658	-1.016001	Insignificant
$\lambda_{A_1B_4}$	0.102309	0.712719	0.143547	Insignificant
$\lambda_{A_1B_5}$	0.104403	0.459298	0.227310	Insignificant
$\lambda_{A_1B_6}$	0.196310	0.713342	0.275198	Insignificant
$\lambda_{A_2B_1}$	-0.183369	0.241856	-0.758174	Insignificant
$\lambda_{A_2B_2}$	0.192981	0.242244	0.796639	Insignificant
$\lambda_{A_2B_3}$	-0.046982	0.276905	-0.169668	Insignificant
$\lambda_{A_2B_4}$	-0.093956	0.528604	-0.177744	Insignificant
$\lambda_{A_2B_5}$	-0.785008	0.427093	-1.838026	Insignificant
$\lambda_{A_2B_6}$	0.916336	0.400388	2.288620	Insignificant
$\lambda_{A_3B_1}$	0.105610	0.194483	0.543029	Insignificant
$\lambda_{A_3B_2}$	0.575486	0.195248	2.947462	Significant at 0.1% level
$\lambda_{A_3B_3}$	0.434370	0.215748	2.013321	Insignificant
$\lambda_{A_3B_4}$	-0.076910	0.417406	-0.184257	Insignificant
$\lambda_{A_3B_5}$	-0.362498	0.297195	-1.219731	Insignificant
$\lambda_{A_3B_6}$	-0.676056	0.524515	-1.288916	Insignificant
$\lambda_{A_4B_1}$	-0.225150	0.159528	-1.411351	Insignificant
$\lambda_{A_4B_2}$	0.005053	0.166414	0.030364	Insignificant
$\lambda_{A_4B_3}$	0.164041	0.181984	0.901403	Insignificant
$\lambda_{A_4B_4}$	-0.087727	0.338851	-0.258896	Insignificant
$\lambda_{A_4B_5}$	0.425193	0.210886	2.016222	Insignificant
$\lambda_{A_4B_6}$	-0.281408	0.363834	-0.773452	Insignificant
$\lambda_{A_5B_1}$	0.290015	0.144521	2.006733	Insignificant
$\lambda_{A_5B_2}$	-0.814456	0.181672	-4.483112	Significant at 0.1% level
$\lambda_{A_5B_3}$	-0.094575	0.180375	-0.524324	Insignificant
$\lambda_{A_5B_4}$	0.156285	0.311150	0.502282	Insignificant
$\lambda_{A_5B_5}$	0.617912	0.200378	3.083732	Significant at 0.1% level
$\lambda_{A_5B_6}$	-0.155179	0.338186	-0.458857	Insignificant

Main effect A_i produced significant differences. The observed frequencies in four of the five attitudinal categories, namely, Never, Seldom, Often and Always, differed significantly from the respective group norms. The exception was the category Sometimes. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and 'Other'.

Three significant interaction effects A_iB_j occurred, in A_3B_2 , A_5B_2 and A_5B_5 respectively. The frequency of Afrikaans-speaking White respondents in A_3B_2 (49 or 31.2% of this subgroup) who would sometimes agree with the content of question 12.7 (ℓ/s equal to +2.95) was significantly higher than the group norm. In the case of A_5B_2 , the frequency of Afrikaans-speaking White respondents (29 or 18.5% of this subgroup) who always agreed with the content of question 12.7 (ℓ/s equal to -4.48) was significantly lower than the group norm. Lastly, regarding A_5B_5 , the frequency of Indian respondents (57 or 50.9% of this subgroup) who always agreed with the content of question 12.7 (ℓ/s equal to +3.08) significantly exceeded the general norm of the complete sample.

Table 7.91 Cross-tabulation of five attitudinal categories and population groups for **question 12.9**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Never	12	10	4	0	3	2	31
Row %	38.7%	32.3%	12.9%	0%	9.7%	6.5%	100%
Column %	4.8%	6.4%	2.6%	0%	2.7%	9.1%	4.3%
Seldom	16	16	10	1	2	1	46
Row %	34.8%	34.8%	21.7%	2.2%	4.3%	2.2%	100%
Column %	6.5%	10.3%	6.5%	3.8%	1.8%	4.5%	6.4%
Sometimes	48	55	32	3	18	5	161
Row %	29.8%	34.2%	19.9%	1.9%	11.2%	3.1%	100%
Column %	19.4%	35.3%	20.9%	11.5%	16.2%	22.7%	22.5%
Often	55	54	62	11	33	6	221
Row %	24.9%	24.4%	28.1%	5%	14.9%	2.7%	100%
Column %	22.2%	34.6%	40.5%	42.3%	29.7%	27.3%	30.9%
Always	117	21	45	11	55	8	257
Row %	45.5%	8.2%	17.5%	4.3%	21.4%	3.1%	100%
Column %	47.2%	13.5%	29.4%	42.3%	49.5%	36.4%	35.9%
Total	248	156	153	26	111	22	716
Row %	34.6%	21.8%	21.4%	3.6%	15.5%	3.1%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 12.9 in Table 7.91 referred to the person who would always regard a

multicultural English radio station as a sign of progress in South Africa.

In this case, 66.8% of the respondents often agreed or always agreed with the content of the statement. The responses among subgroups were as follows: African, 69.4%; White Afrikaans-speaking, 48.1%; White English-speaking, 69.9%; Coloured, 84.6%; Indian, 79.2%; 'Other', 63.7%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played an interactive part in this factor, the preceding testing for saturation was done. In this regard ℓ^* was calculated at 90.61, which was significant ($\ell^* = 90.61 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was required, as set out in Table 7.92.

Table 7.92 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λ_{A_1}	-1.117635	0.211618	-5.281380	Significant at 0.1% level
λ_{A_2}	-1.021741	0.228957	-4.462589	Significant at 0.1% level
λ_{A_3}	0.378556	0.134128	2.822349	Significant at 0.1% level
λ_{A_4}	0.856376	0.112618	7.604225	Significant at 0.1% level
λ_{A_5}	0.904445	0.110510	8.184282	Significant at 0.1% level
λ_{B_1}	1.134414	0.110280	10.286670	Significant at 0.1% level
λ_{B_2}	0.777976	0.116560	6.674468	Significant at 0.1% level
λ_{B_3}	0.572456	0.134884	4.244062	Significant at 0.1% level
λ_{B_4}	-1.266346	0.272168	-4.652810	Significant at 0.1% level
λ_{B_5}	-0.008032	0.178888	-0.044900	Insignificant
λ_{B_6}	-1.210469	0.245185	-4.936962	Significant at 0.1% level
$\lambda_{A_1B_1}$	0.022901	0.288570	0.079360	Insignificant
$\lambda_{A_1B_2}$	0.197017	0.302265	0.651802	Insignificant
$\lambda_{A_1B_3}$	-0.513753	0.394932	-1.300864	Insignificant
$\lambda_{A_1B_4}$	-0.061246	0.715439	-0.085606	Insignificant
$\lambda_{A_1B_5}$	-0.220947	0.450680	-0.490253	Insignificant
$\lambda_{A_1B_6}$	0.576025	0.545796	1.055385	Insignificant
$\lambda_{A_2B_1}$	0.214689	0.287364	0.747098	Insignificant
$\lambda_{A_2B_2}$	0.571127	0.289833	1.970538	Insignificant
$\lambda_{A_2B_3}$	0.306644	0.321886	0.952648	Insignificant
$\lambda_{A_2B_4}$	-0.157140	0.720758	-0.218020	Insignificant
$\lambda_{A_2B_5}$	-0.722306	0.526705	-1.371367	Insignificant
$\lambda_{A_2B_6}$	-0.213016	0.711008	-0.299597	Insignificant
$\lambda_{A_3B_1}$	-0.086996	0.177429	-0.490314	Insignificant
$\lambda_{A_3B_2}$	0.405574	0.178451	2.272747	Insignificant
$\lambda_{A_3B_3}$	0.069498	0.204156	0.340416	Insignificant
$\lambda_{A_3B_4}$	-0.458825	0.467327	-0.981807	Insignificant
$\lambda_{A_3B_5}$	0.074622	0.255361	0.292222	Insignificant
$\lambda_{A_3B_6}$	-0.003875	0.388718	-0.009969	Insignificant
$\lambda_{A_4B_1}$	-0.428684	0.158470	-2.705143	Significant at 0.1% level
$\lambda_{A_4B_2}$	-0.090595	0.163316	-0.554722	Insignificant
$\lambda_{A_4B_3}$	0.253076	0.174138	1.453307	Insignificant
$\lambda_{A_4B_4}$	0.362638	0.340760	1.064204	Insignificant
$\lambda_{A_4B_5}$	0.202937	0.223161	0.909375	Insignificant
$\lambda_{A_4B_6}$	-0.299374	0.363952	-0.822565	Insignificant
$\lambda_{A_5B_1}$	0.278087	0.144182	1.928722	Insignificant
$\lambda_{A_5B_2}$	-1.083126	0.194530	-5.567912	Significant at 0.1% level
$\lambda_{A_5B_3}$	-0.115465	0.179696	-0.642557	Insignificant
$\lambda_{A_5B_4}$	0.314569	0.340069	0.925015	Insignificant
$\lambda_{A_5B_5}$	0.665694	0.210907	3.156339	Significant at 0.1% level
$\lambda_{A_5B_6}$	-0.059761	0.339593	-0.175978	Insignificant

Main effect A_i produced significant differences. The observed frequencies in all five attitudinal categories – Never, Seldom, Sometimes, Often and Always – differed significantly from the respective group norms. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and ‘Other’.

Three significant interaction effects A_iB_j occurred, in A_4B_1 , A_5B_2 and A_5B_5 respectively. The frequency of African respondents in A_4B_1 (55 or 22.2% of this subgroup) who often

agreed with the content of question 12.9 (ℓ/s equal to -2.71) was significantly lower than the group norm. In the case of A₅B₂, the frequency of Afrikaans-speaking White respondents (21 or 13.5% of this subgroup) who always agreed with the content of question 12.9 (ℓ/s equal to -5.57) was also significantly lower than the group norm. Lastly, regarding A₅B₅, the frequency of Indian respondents (55 or 49.5% of this subgroup) who always agreed with the content of question 12.9 (ℓ/s equal to +3.16) significantly exceeded the general norm of the complete sample.

Table 7.93 Cross-tabulation of five attitudinal categories and population groups for **question 12.8**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Never	13	17	6	1	6	3	46
Row %	28.3%	37%	13%	2.2%	13%	6.5%	100%
Column %	5.3%	10.9%	3.9%	3.8%	5.4%	13.6%	6.4%
Seldom	20	28	13	1	3	0	65
Row %	30.8%	43.1%	20%	1.5%	4.6%	0%	100%
Column %	8.1%	17.9%	8.6%	3.8%	2.7%	0%	9.1%
Sometimes	56	58	54	4	15	8	195
Row %	28.7%	29.7%	27.7%	2.1%	7.7%	4.1%	100%
Column %	22.7%	37.2%	35.5%	15.4%	13.4%	36.4%	27.3%
Often	54	36	45	9	36	5	185
Row %	29.2%	19.5%	24.3%	4.9%	19.5%	2.7%	100%
Column %	21.9%	23.1%	29.6%	34.6%	32.1%	22.7%	25.9%
Always	104	17	34	11	52	6	224
Row %	46.4%	7.6%	15.2%	4.9%	23.2%	2.7%	100%
Column %	42.1%	10.9%	22.4%	42.3%	46.4%	27.3%	31.3%
Total	247	156	152	26	112	22	715
Row %	34.5%	21.8%	21.3%	3.6%	15.7%	3.1%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 12.8 that pertained to Table 7.93 referred to the strong ties a listener would have with an English radio station that served both black and white listeners in South Africa.

In this instance, 57.2% of the respondents often agreed or always agreed with the statement in the questionnaire. The observations for the subgroups were as follows: African, 64%; White Afrikaans-speaking, 34%; White English-speaking, 52%; Coloured, 76.9%; Indian, 78.5%; 'Other', 50%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this dimension, the presence of saturation

was again looked for. In this regard ℓ^* was calculated at 111.76, which was significant ($\ell^* = 111.76 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was therefore necessary and duly reported in Table 7.94.

Table 7.94 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_ℓ	ℓ/s	Conclusion
λ_{A_1}	-0.861103	0.190356	-4.523645	Significant at 0.1% level
λ_{A_2}	-0.875902	0.218620	-4.006504	Significant at 0.1% level
λ_{A_3}	0.500275	0.120208	4.161745	Significant at 0.1% level
λ_{A_4}	0.587072	0.113953	5.151878	Significant at 0.1% level
λ_{A_5}	0.649659	0.111533	5.824814	Significant at 0.1% level
λ_{B_1}	1.102729	0.103953	10.607957	Significant at 0.1% level
λ_{B_2}	0.787366	0.107170	7.346888	Significant at 0.1% level
λ_{B_3}	0.594591	0.120672	4.927332	Significant at 0.1% level
λ_{B_4}	-1.344869	0.267549	-5.026627	Significant at 0.1% level
λ_{B_5}	0.085485	0.150200	0.569141	Insignificant
λ_{B_6}	-1.225302	0.234226	-5.231281	Significant at 0.1% level
$\lambda_{A_1B_1}$	-0.217830	0.267611	-0.813980	Insignificant
$\lambda_{A_1B_2}$	0.365797	0.255059	1.434166	Insignificant
$\lambda_{A_1B_3}$	-0.482881	0.333569	-1.447620	Insignificant
$\lambda_{A_1B_4}$	-0.335180	0.708253	-0.473249	Insignificant
$\lambda_{A_1B_5}$	0.026225	0.345350	0.075937	Insignificant
$\lambda_{A_1B_6}$	0.643865	0.467157	1.378263	Insignificant
$\lambda_{A_2B_1}$	0.227753	0.069083	3.296802	Significant at 0.1% level
$\lambda_{A_2B_2}$	0.879588	0.259559	3.388779	Significant at 0.1% level
$\lambda_{A_2B_3}$	0.305109	0.294840	1.034829	Insignificant
$\lambda_{A_2B_4}$	-0.320381	0.716367	-0.447230	Insignificant
$\lambda_{A_2B_5}$	-0.652122	0.444402	-1.467415	Insignificant
$\lambda_{A_2B_6}$	-0.439948	0.704600	-0.624394	Insignificant
$\lambda_{A_3B_1}$	-0.118806	0.161876	-0.733932	Insignificant
$\lambda_{A_3B_2}$	0.231649	0.163207	1.419357	Insignificant
$\lambda_{A_3B_3}$	0.352966	0.173850	2.030290	Insignificant
$\lambda_{A_3B_4}$	-0.310264	0.424072	-0.731630	Insignificant
$\lambda_{A_3B_5}$	-0.418862	0.239753	-1.747056	Insignificant
$\lambda_{A_3B_6}$	0.263316	0.336328	0.782914	Insignificant
$\lambda_{A_4B_1}$	-0.241970	0.158126	-1.530235	Insignificant
$\lambda_{A_4B_2}$	-0.332073	0.171425	-1.937133	Insignificant
$\lambda_{A_4B_3}$	0.083847	0.173899	0.482159	Insignificant
$\lambda_{A_4B_4}$	0.413869	0.350453	1.180954	Insignificant
$\lambda_{A_4B_5}$	0.369809	0.201150	1.838474	Insignificant
$\lambda_{A_4B_6}$	-0.293485	0.376367	-0.779784	Insignificant
$\lambda_{A_5B_1}$	0.350850	0.144557	2.427070	Insignificant
$\lambda_{A_5B_2}$	-1.144964	0.203123	-5.636801	Significant at 0.1% level
$\lambda_{A_5B_3}$	-0.259041	0.180474	-1.435337	Insignificant
$\lambda_{A_5B_4}$	0.551954	0.337921	1.633382	Insignificant
$\lambda_{A_5B_5}$	0.674948	0.191041	3.533001	Significant at 0.1% level
$\lambda_{A_5B_6}$	-0.173749	0.357453	-0.486075	Insignificant

Main effect A_1 produced significant differences. The observed frequencies in all five attitudinal categories – Never, Seldom, Sometimes, Often and Always – differed

Question 12.10 in Table 7.95 referred to the person who would always feel a sense of great pleasure to be part of the listeners of an English radio station that serves both black and white listeners.

In this case, 58% of the respondents often agreed or always agreed with the content of the statement. Subgroups percentages were as follows: African, 63.4%; White Afrikaans-speaking, 35.4%; White English-speaking, 54.6%; Coloured, 73.1%; Indian, 77.4%; ‘Other’, 63.6%.

The second main effect was a reflection of the respondents’ population group. To measure whether ‘Population Group’ played an interactive part in this dimension, testing for the presence of saturation was done. In this regard ℓ^* was calculated at 106.85, which was significant ($\ell^* = 106.95 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further analysis of the cross-tabulation was therefore necessary, as set out in Table 7.96.

Table 7.96 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_ℓ	ℓ/s	Conclusion
λ_{A_1}	-1.215813	0.230593	-5.272549	Significant at 0.1% level
λ_{A_2}	-0.656040	0.173631	-3.778358	Significant at 0.1% level
λ_{A_3}	0.515138	0.120540	4.273586	Significant at 0.1% level
λ_{A_4}	0.703460	0.107584	6.538705	Significant at 0.1% level
λ_{A_5}	0.653254	0.111223	5.873372	Significant at 0.1% level
λ_{B_1}	1.148692	0.101714	11.293352	Significant at 0.1% level
λ_{B_2}	0.794195	0.106804	7.436004	Significant at 0.1% level
λ_{B_3}	0.528242	0.126331	4.181412	Significant at 0.1% level
λ_{B_4}	-1.067788	0.239125	-4.465397	Significant at 0.1% level
λ_{B_5}	-0.018449	0.169583	-0.108790	Insignificant
λ_{B_6}	-1.284892	0.242986	-5.287926	Significant at 0.1% level
$\lambda_{A_1B_1}$	0.315936	0.287104	1.100424	Insignificant
$\lambda_{A_1B_2}$	0.670433	0.288947	2.320263	Insignificant
$\lambda_{A_1B_3}$	-0.226765	0.378210	-0.599574	Insignificant
$\lambda_{A_1B_4}$	-0.140171	0.710116	-0.197392	Insignificant
$\lambda_{A_1B_5}$	-0.596364	0.525206	-1.135486	Insignificant
$\lambda_{A_1B_6}$	-0.023068	0.711425	-0.032425	Insignificant
$\lambda_{A_2B_1}$	-0.020693	0.233246	-0.088717	Insignificant
$\lambda_{A_2B_2}$	0.473566	0.229905	2.059833	Insignificant
$\lambda_{A_2B_3}$	-0.093390	0.282874	-0.330147	Insignificant
$\lambda_{A_2B_4}$	-0.006797	0.530319	-0.012817	Insignificant
$\lambda_{A_2B_5}$	-0.462990	0.390917	-1.184369	Insignificant
$\lambda_{A_2B_6}$	0.110306	0.532072	0.207314	Insignificant

Table 7.96 (Cont.) Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
$\lambda_{A_3B_1}$	-0.198619	0.161843	-1.227233	Insignificant
$\lambda_{A_3B_2}$	0.277768	0.162495	1.709394	Insignificant
$\lambda_{A_3B_3}$	0.403139	0.178737	2.255487	Insignificant
$\lambda_{A_3B_4}$	-0.261684	0.381603	-0.685749	Insignificant
$\lambda_{A_3B_5}$	-0.076023	0.241353	-0.314987	Insignificant
$\lambda_{A_3B_6}$	-0.144581	0.384034	-0.376480	Insignificant
$\lambda_{A_4B_1}$	-0.405633	0.152897	-2.652982	Significant at 0.1% level
$\lambda_{A_4B_2}$	-0.495068	0.169282	-2.924516	Significant at 0.1% level
$\lambda_{A_4B_3}$	0.156548	0.171593	0.912322	Insignificant
$\lambda_{A_4B_4}$	0.338451	0.314689	1.075509	Insignificant
$\lambda_{A_4B_5}$	0.402134	0.212258	1.894553	Insignificant
$\lambda_{A_4B_6}$	0.003569	0.348812	0.010232	Insignificant
$\lambda_{A_5B_1}$	0.309010	0.143213	2.157695	Insignificant
$\lambda_{A_5B_2}$	-0.926699	0.191665	-4.834993	Significant at 0.1% level
$\lambda_{A_5B_3}$	-0.239533	0.186388	-1.285131	Insignificant
$\lambda_{A_5B_4}$	0.070204	0.336840	0.208419	Insignificant
$\lambda_{A_5B_5}$	0.733243	0.207851	3.527734	Significant at 0.1% level
$\lambda_{A_5B_6}$	0.053776	0.349951	0.153667	Insignificant

Main effect A_i produced significant differences. The observed frequencies in all five attitudinal categories – Never, Seldom, Sometimes, Often and Always – differed significantly from the respective group norms. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and ‘Other’.

Four significant interaction effects A_iB_j occurred with regard to question 12.10, in A_4B_1 , A_4B_2 , A_5B_2 and A_5B_5 respectively. The frequency of African respondents in A_4B_1 (53 or 21.5% of this subgroup) who often agreed with the content of question 12.10 (ℓ/s equal to -2.65) was significantly lower than the group norm. In the case of A_4B_2 , the frequency of Afrikaans-speaking White respondents (34 or 21.9% of this subgroup) who often agreed with the content of question 12.10 (ℓ/s equal to -2.93) was significantly lower than the group norm.

Regarding A_5B_2 , the frequency of Afrikaans-speaking White respondents (21 or 13.5% of this subgroup) who always agreed with the content of question 12.10 (ℓ/s equal to -4.84) was significantly less than the group norm. Lastly, in the case of A_5B_5 , the frequency of

Indian respondents (49 or 44.1% of this subgroup) who always agreed with the content of question 12.10 (ℓ/s equal to +3.53) significantly exceeded the general norm of the complete sample.

Table 7.97 Cross-tabulation of five attitudinal categories and population groups for **question 12.6**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Never	11	8	2	0	1	1	23
Row %	47.8%	34.8%	8.7%	0%	4.3%	4.3%	100%
Column %	4.5%	5.1%	1.3%	0%	.9%	4.3%	3.2%
Seldom	10	15	6	1	4	2	38
Row %	26.3%	39.5%	15.8%	2.6%	10.5%	5.3%	100%
Column %	4%	9.6%	3.9%	3.8%	3.6%	8.7%	5.3%
Sometimes	42	46	25	5	7	2	127
Row %	33.1%	36.2%	19.7%	3.9%	5.5%	1.6%	100%
Column %	17%	29.3%	16.3%	19.2%	6.3%	8.7%	17.7%
Often	42	54	60	8	36	8	208
Row %	20.2%	26%	28.8%	3.8%	17.3%	3.8%	100%
Column %	17%	34.4%	39.2%	30.8%	32.1%	34.8%	29%
Always	142	34	60	12	64	10	322
Row %	44.1%	10.6%	18.6%	3.7%	19.9%	3.1%	100%
Column %	57.5%	21.7%	39.2%	46.2%	57.1%	43.5%	44.8%
Total	247	157	153	26	112	23	718
Row %	34.4%	21.9%	21.3%	3.6%	15.6%	3.2%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 12.6 in Table 7.97 referred to the person who would be happy to see a multicultural English radio station succeed in South Africa.

In the case of this variable, 73.8% of the respondents often agreed or always agreed with the content of the statement. The different subgroups responded as follows: African, 74.5%; White Afrikaans-speaking, 56.1%; White English-speaking, 78.4%; Coloured, 77%; Indian, 89.2%; 'Other', 78.3%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played an interactive part in this dimension, the possible presence of saturation was traced. In this regard ℓ^* was calculated at 96.50, which was significant ($\ell^* = 96.50 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was required, as presented in Table 7.98.

Table 7.98 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λ_{A_1}	-1.477330	0.264691	-5.581338	Significant at 0.1% level
λ_{A_2}	-0.858771	0.207006	-4.148532	Significant at 0.1% level
λ_{A_3}	0.166537	0.153632	1.083999	Insignificant
λ_{A_4}	0.921490	0.117228	7.860665	Significant at 0.1% level
λ_{A_5}	1.248074	0.111044	11.239455	Significant at 0.1% level
λ_{B_1}	1.087252	0.121153	8.974206	Significant at 0.1% level
λ_{B_2}	0.887219	0.122876	7.220442	Significant at 0.1% level
λ_{B_3}	0.439417	0.166921	2.632485	Significant at 0.1% level
λ_{B_4}	-1.104320	0.268983	-4.105538	Significant at 0.1% level
λ_{B_5}	-0.124156	0.215476	-0.576194	Insignificant
λ_{B_6}	-1.185413	0.259736	-4.563915	Significant at 0.1% level
$\lambda_{A_1B_1}$	0.448896	0.336115	1.335543	Insignificant
$\lambda_{A_1B_2}$	0.330475	0.356413	0.927225	Insignificant
$\lambda_{A_1B_3}$	-0.608017	0.538326	-1.129459	Insignificant
$\lambda_{A_1B_4}$	0.242573	0.730947	0.331861	Insignificant
$\lambda_{A_1B_5}$	-0.737591	0.712995	-1.034497	Insignificant
$\lambda_{A_1B_6}$	0.323666	0.727595	0.444844	Insignificant
$\lambda_{A_2B_1}$	-0.264973	0.298999	-0.886200	Insignificant
$\lambda_{A_2B_2}$	0.340525	0.276563	1.231275	Insignificant
$\lambda_{A_2B_3}$	-0.127964	0.359516	-0.355934	Insignificant
$\lambda_{A_2B_4}$	-0.375986	0.712091	-0.528003	Insignificant
$\lambda_{A_2B_5}$	0.030144	0.425619	0.070824	Insignificant
$\lambda_{A_2B_6}$	0.398254	0.549714	0.724475	Insignificant
$\lambda_{A_3B_1}$	0.144804	0.199186	0.726979	Insignificant
$\lambda_{A_3B_2}$	0.435809	0.198160	2.199278	Insignificant
$\lambda_{A_3B_3}$	0.273845	0.243590	1.124205	Insignificant
$\lambda_{A_3B_4}$	0.208144	0.409665	0.508083	Insignificant
$\lambda_{A_3B_5}$	-0.435548	0.345030	-1.262348	Insignificant
$\lambda_{A_3B_6}$	-0.627053	0.531917	-1.178855	Insignificant
$\lambda_{A_4B_1}$	-0.610149	0.172669	-3.533634	Significant at 0.1% level
$\lambda_{A_4B_2}$	-0.158802	0.167686	-0.947020	Insignificant
$\lambda_{A_4B_3}$	0.394361	0.200355	1.968311	Insignificant
$\lambda_{A_4B_4}$	-0.076805	0.357721	-0.214706	Insignificant
$\lambda_{A_4B_5}$	0.447108	0.251304	1.779152	Insignificant
$\lambda_{A_4B_6}$	0.004288	0.350821	0.012223	Insignificant
$\lambda_{A_5B_1}$	0.281424	0.147296	1.910602	Insignificant
$\lambda_{A_5B_2}$	-0.948010	0.176251	-5.378750	Significant at 0.1% level
$\lambda_{A_5B_3}$	0.067776	0.196801	0.344388	Insignificant
$\lambda_{A_5B_4}$	0.002075	0.331491	0.006260	Insignificant
$\lambda_{A_5B_5}$	0.695888	0.238497	2.917806	Significant at 0.1% level
$\lambda_{A_5B_6}$	-0.099153	0.334162	-0.296721	Insignificant

Main effect A_i produced significant differences. The observed frequencies in four of the five attitudinal categories, namely, Never, Seldom, Often and Always, differed significantly from the respective group norms. The exception was the category Sometimes. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and 'Other'.

Three significant interaction effects A_iB_j occurred, in A_4B_1 , A_5B_2 and A_5B_5 respectively. The frequency of African respondents in A_4B_1 (42 or 17% of this subgroup) who often agreed with the content of question 12.6 (ℓ/s equal to -3.53) was significantly lower than the group norm. In the case of A_5B_2 , the frequency of Afrikaans-speaking White respondents (34 or 21.7% of this subgroup) who always agreed with the content of question 12.6 (ℓ/s equal to -5.37) was significantly lower than the group norm. Regarding A_5B_5 , the frequency of Indian respondents (64 or 57.1% in this subgroup) who always agreed with the content of question 12.6 (ℓ/s equal to +2.92) was significantly higher than the group norm.

Table 7.99 Cross-tabulation of five attitudinal categories and population groups for **question 12.5**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Never	14	7	4	0	2	3	30
Row %	46.7%	23.3%	13.3%	0%	6.7%	10%	100%
Column %	5.7%	4.5%	2.6%	0%	1.8%	13.6%	4.2%
Seldom	16	18	15	1	6	0	56
Row %	28.6%	32.1%	26.8%	1.8%	10.7%	0%	100%
Column %	6.5%	11.5%	9.8%	3.8%	5.4%	0%	7.8%
Sometimes	49	56	46	5	16	8	180
Row %	27.2%	31.1%	25.6%	2.8%	8.9%	4.4%	100%
Column %	19.9%	35.9%	30.1%	19.2%	14.4%	36.4%	25.2%
Often	57	51	46	11	35	5	205
Row %	27.8%	24.9%	22.4%	5.4%	17.1%	2.4%	100%
Column %	23.2%	32.7%	30.1%	42.3%	31.5%	22.7%	28.7%
Always	110	24	42	9	52	6	243
Row %	45.3%	9.9%	17.3%	3.7%	21.4%	2.5%	100%
Column %	44.7%	15.4%	27.5%	34.6%	46.8%	27.3%	34%
Total	246	156	153	26	111	22	714
Row %	34.5%	21.8%	21.4%	3.6%	15.5%	3.1%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

In Table 7.99 question 12.5 was addressed. It referred to the person who would always have the highest regard for an English radio station that caters for the needs and tastes of black and white South African audiences.

In this case, 62.7% of the respondents often agreed or always agreed with the content of the statement in the questionnaire. The responses among the subgroups were as follows: African, 67.9%; White Afrikaans-speaking, 48.1%; White English-speaking, 57.6%; Coloured, 76.9%; Indian, 78.3%; 'Other', 50%.

The second main effect was a reflection of the respondents' population group. To determine the interactive part of the subcategories 'Population Group', a test for saturation was applied. In this regard ℓ^* was calculated at 79.11, which was significant ($\ell^* = 79.11 >$ critical $X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was therefore necessary. The findings are reported in Table 7.100.

Table 7.100 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λA_1	-1.208020	0.211636	-5.708008	Significant at 0.1% level
λA_2	-0.808062	0.213743	-3.780531	Significant at 0.1% level
λA_3	0.532690	0.118129	4.509392	Significant at 0.1% level
λA_4	0.725843	0.113147	6.415044	Significant at 0.1% level
λA_5	0.757548	0.112645	6.725092	Significant at 0.1% level
λB_1	1.107543	0.106405	10.408750	Significant at 0.1% level
λB_2	0.692446	0.117887	5.873811	Significant at 0.1% level
λB_3	0.596003	0.129363	4.607214	Significant at 0.1% level
λB_4	-1.260945	0.265612	-4.747319	Significant at 0.1% level
λB_5	0.050961	0.164970	0.308911	Insignificant
λB_6	-1.186007	0.234867	-5.049696	Significant at 0.1% level
λA_1B_1	0.237677	0.279619	0.850003	Insignificant
λA_1B_2	-0.040373	0.330657	-0.122099	Insignificant
λA_1B_3	-0.503545	0.393737	-1.278887	Insignificant
λA_1B_4	-0.032895	0.713333	-0.046115	Insignificant
λA_1B_5	-0.651650	0.515276	-1.264662	Insignificant
λA_1B_6	0.990782	0.476224	2.080496	Insignificant
λA_2B_1	-0.028749	0.247794	-0.116020	Insignificant
λA_2B_2	0.504131	0.274425	1.837045	Insignificant
λA_2B_3	0.418253	0.287387	1.455365	Insignificant
λA_2B_4	-0.432850	0.713961	-0.606266	Insignificant
λA_2B_5	0.047004	0.364790	0.128852	Insignificant
λA_2B_6	-0.507788	0.703102	-0.722211	Insignificant
λA_3B_1	-0.250270	0.164145	-1.524689	Insignificant
λA_3B_2	0.298359	0.168815	1.767373	Insignificant
λA_3B_3	0.198092	0.181353	1.092301	Insignificant
λA_3B_4	-0.164164	0.397503	-0.412988	Insignificant
λA_3B_5	-0.312918	0.244282	-1.280970	Insignificant
λA_3B_6	0.230902	0.335591	0.688046	Insignificant
λA_4B_1	-0.292192	0.156990	-1.861214	Insignificant
λA_4B_2	0.011680	0.167471	0.069743	Insignificant
λA_4B_3	0.004939	0.178148	0.027724	Insignificant
λA_4B_4	0.431140	0.336481	1.281320	Insignificant
λA_4B_5	0.276688	0.212014	1.305046	Insignificant
λA_4B_6	-0.432255	0.376124	-1.149235	Insignificant
λA_5B_1	0.333532	0.145435	2.293341	Insignificant
λA_5B_2	-0.773797	0.191721	-4.036058	Significant at 0.1% level
λA_5B_3	-0.117738	0.180143	-0.653581	Insignificant
λA_5B_4	0.198764	0.348120	0.570964	Insignificant
λA_5B_5	0.640878	0.202733	3.161192	Significant at 0.1% level
λA_5B_6	-0.281639	0.357802	-0.787136	Insignificant

Question 12.2 that pertained to Table 7.101 referred to the person who would feel happy to be part of an English radio station that serves a multicultural audience.

In the case under consideration, 55% of the respondents often agreed or always agreed with the statement in the questionnaire. Percentages among the subgroups were: African, 60.5%; White Afrikaans-speaking, 34.9%; White English-speaking, 58.5%; Coloured, 67.8%; Indian, 63%; 'Other', 54.5%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this factor, saturation in the data set was traced. In this regard ℓ^* was calculated at 63.33, which was significant ($\ell^* = 63.33 >$ critical $X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was required, as set out in Table 7.102.

Table 7.102 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_ℓ	ℓ/s	Conclusion
λA_1	-1.106329	0.204548	-5.408652	Significant at 0.1% level
λA_2	-0.695128	0.188983	-3.678257	Significant at 0.1% level
λA_3	0.659452	0.109506	6.022063	Significant at 0.1% level
λA_4	0.644777	0.106561	6.050778	Significant at 0.1% level
λA_5	0.497227	0.113009	4.399889	Significant at 0.1% level
λB_1	1.043014	0.103399	10.087274	Significant at 0.1% level
λB_2	0.768579	0.103798	7.404565	Significant at 0.1% level
λB_3	0.526267	0.121678	4.325079	Significant at 0.1% level
λB_4	-1.262236	0.260732	-4.841124	Significant at 0.1% level
λB_5	0.155780	0.142658	1.091982	Insignificant
λB_6	-1.231405	0.214333	-5.745289	Significant at 0.1% level
λA_1B_1	-0.029865	0.283160	-0.105470	Insignificant
λA_1B_2	0.704103	0.260733	2.700475	Significant at 0.1% level
λA_1B_3	-0.388586	0.361885	-1.073783	Insignificant
λA_1B_4	-0.209521	0.710025	-0.295090	Insignificant
λA_1B_5	-0.528925	0.435706	-1.213949	Insignificant
λA_1B_6	0.452796	0.531125	0.852522	Insignificant
λA_2B_1	-0.153384	0.256361	-0.598313	Insignificant
λA_2B_2	0.392985	0.244646	1.606341	Insignificant
λA_2B_3	0.298825	0.267399	1.117525	Insignificant
λA_2B_4	-0.620722	0.705699	-0.879585	Insignificant
λA_2B_5	0.040703	0.316830	0.128470	Insignificant
λA_2B_6	0.041595	0.525327	0.079179	Insignificant

Table 7.102 (Cont.) Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
$\lambda_{A_3B_1}$	-0.030257	0.150707	-0.200767	Insignificant
$\lambda_{A_3B_2}$	0.137018	0.153069	0.895139	Insignificant
$\lambda_{A_3B_3}$	-0.002605	0.174398	-0.014937	Insignificant
$\lambda_{A_3B_4}$	0.104139	0.352545	0.295392	Insignificant
$\lambda_{A_3B_5}$	0.007879	0.199979	0.039399	Insignificant
$\lambda_{A_3B_6}$	-0.214373	0.344837	-0.621665	Insignificant
$\lambda_{A_4B_1}$	-0.155003	0.151391	-1.023859	Insignificant
$\lambda_{A_4B_2}$	-0.525706	0.170131	-3.090007	Significant at 0.1% level
$\lambda_{A_4B_3}$	0.361744	0.164418	2.200148	Insignificant
$\lambda_{A_4B_4}$	0.341958	0.337122	1.014345	Insignificant
$\lambda_{A_4B_5}$	0.022555	0.198381	0.113695	Insignificant
$\lambda_{A_4B_6}$	-0.045547	0.329776	-0.138115	Insignificant
$\lambda_{A_5B_1}$	0.370310	0.149314	2.480076	Insignificant
$\lambda_{A_5B_2}$	-0.708398	0.187815	-3.771786	Significant at 0.1% level
$\lambda_{A_5B_3}$	-0.269375	0.190264	-1.415796	Insignificant
$\lambda_{A_5B_4}$	0.384148	0.345738	1.111096	Insignificant
$\lambda_{A_5B_5}$	0.457787	0.193547	2.365250	Insignificant
$\lambda_{A_5B_6}$	-0.234469	0.364757	-0.642809	Insignificant

Main effect A_1 produced significant differences. The observed frequencies in all five attitudinal categories – Never, Seldom, Sometimes, Often and Always – differed significantly from the respective group norms. In the case of the main effect B_1 relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and ‘Other’.

Three significant interaction effects A_iB_j were observed, in A_1B_2 , A_4B_2 and A_5B_2 respectively. The frequency of Afrikaans-speaking White respondents in A_1B_2 (19 or 12% of this subgroup) who never agreed with the content of question 12.2 (ℓ/s equal to +2.70) was significantly higher than the group norm. With regard to A_4B_2 , the frequency of Afrikaans-speaking White respondents (32 or 20.3% in this subgroup) who often agreed with the content of question 12.2 (ℓ/s equal to -3.09) was significantly lower than the group norm. In the case of A_5B_2 , the frequency of Afrikaans-speaking White respondents (23 or 14.6% in this subgroup) who always agreed with the content of question 12.2 (ℓ/s equal to -3.77) was significantly lower than the group norm.

Table 7.103 Cross-tabulation of five attitudinal categories and population groups for **question 12.1**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Never	17	17	6	1	4	2	47
Row %	36.2%	36.2%	12.8%	2.1%	8.5%	4.3%	100%
Column %	6.8%	10.7%	3.9%	3.6%	3.6%	9.1%	6.5%
Seldom	19	15	10	2	5	2	53
Row %	35.8%	28.3%	18.9%	3.8%	9.4%	3.8%	100%
Column %	7.6%	9.4%	6.5%	7.1%	4.5%	9.1%	7.3%
Sometimes	81	63	50	6	40	7	247
Row %	32.8%	25.5%	20.2%	2.4%	16.2%	2.8%	100%
Column %	32.5%	39.6%	32.7%	21.4%	36%	31.8%	34.2%
Often	63	41	56	9	25	6	200%
Row %	31.5%	20.5%	28%	4.5%	12.5%	3%	100%
Column %	25.3%	25.8%	36.6%	32.1%	22.5%	27.3%	27.7%
Always	69	23	31	10	37	5	175
Row %	39.4%	13.1%	17.7%	5.7%	21.1%	2.9%	100%
Column %	27.7%	14.5%	20.3%	35.7%	33.3%	22.7%	24.2%
Total	249	159	153	28	111	22	722
Row %	34.5%	22%	21.2%	3.9%	15.4%	3%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

The response to question 12.1 presented in Table 7.103 referred to the person who readily feels at home when listening to an English radio station that caters for a multicultural audience.

In this case, 51.9% of the respondents often agreed or always agreed with the content of the statement. Statistics for the subsamples were as follows: African, 53%; White Afrikaans-speaking, 40.3%; White English-speaking, 56.9%; Coloured, 67.8%; Indian, 55.8%; 'Other', 50%.

The data were further analysed with regard to the second main effect: a reflection of the respondents' population group. To measure whether 'Population Group' played an interactive part in the cross-tabulation, a test was done for the absence or presence of saturation. In this regard ℓ^* was calculated at 30.01, which was insignificant ($\ell^* = 30.01 < X^2 = 37.566$ with 20 degrees of freedom). The independent model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the interaction in the cross-tabulation was not required. The main effects results are contained in Table 104.

Table 7.104 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the independent model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λA_1	-0.912733	0.180311	-5.061993	Significant at 0.1% level
λA_2	-0.786322	0.170204	-4.619880	Significant at 0.1% level
λA_3	0.751413	0.099763	7.531981	Significant at 0.1% level
λA_4	0.541330	0.105643	5.124145	Significant at 0.1% level
λA_5	0.406314	0.110038	3.692488	Significant at 0.1% level
λB_1	1.060378	0.094760	11.190144	Significant at 0.1% level
λB_2	0.612498	0.106618	5.744790	Significant at 0.1% level
λB_3	0.573229	0.107890	5.313087	Significant at 0.1% level
λB_4	-1.121517	0.205831	-5.448727	Significant at 0.1% level
λB_5	0.249961	0.119552	2.090814	Insignificant
λB_6	-1.374549	0.231102	-5.947802	Significant at 0.1% level

Main effect A_i produced significant differences. The observed frequencies in all five attitudinal categories – Never, Seldom, Sometimes, Often and Always – differed significantly from the respective group norms. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and ‘Other’.

Table 7.105 Cross-tabulation of five attitudinal categories and population groups for **question 12.3**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Never	10	16	3	0	1	3	33
Row %	30.3%	48.5%	9.1%	0%	3%	9.1%	100%
Column %	4%	10.1%	2%	0%	.9%	13.6%	4.6%
Seldom	15	18	13	2	4	1	53
Row %	28.3%	34%	24.5%	3.8%	7.5%	1.9%	100%
Column %	6.1%	11.4%	8.6%	7.7%	3.6%	4.5%	7.4%
Sometimes	69	50	45	7	14	5	190
Row %	36.3%	26.3%	23.7%	3.7%	7.4%	2.6%	100%
Column %	27.9%	31.6%	29.8%	26.9%	12.5%	22.7%	26.5%
Often	67	54	56	7	41	8	233
Row %	28.8%	23.2%	24%	3%	7.4%	3.4%	100%
Column %	27.1%	34.2%	37.1%	26.9%	36.6%	36.4%	32.5%
Always	86	20	34	10	52	5	207
Row %	41.5%	9.7%	16.4%	4.8%	25.1%	2.4%	100%
Column %	34.8%	12.7%	22.5%	38.5%	46.4%	22.7%	28.9%
Total	247	158	151	26	112	22	716
Row %	34.5%	22.1%	21.1%	3.6%	15.6%	3.1%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 12.3 in Table 7.105 referred to the person who would be glad to be part of the loyal listenership of an English radio station that serves as a unifying force for all South

Africans through its varied and interesting programmes.

In the case of this variable, 61.4% of the respondents often agreed or always agreed with the statement. Subgroup comparisons were as follows: African, 61.9%; White Afrikaans-speaking, 46.9%; White English-speaking, 59.6%; Coloured, 65.4%; Indian, 83%; 'Other', 59.1%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this dimension, the normal testing for saturation was done. In this regard ℓ^* was calculated at 82.74, which was significant ($\ell^* = 82.74 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was required and the results are contained in Table 7.106.

Table 7.106 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	S_ℓ	ℓ/s	Conclusion
λA_1	-1.269936	0.231998	-5.473909	Significant at 0.1% level
λA_2	-0.774867	0.197879	-3.915863	Significant at 0.1% level
λA_3	0.542531	0.120500	4.502332	Significant at 0.1% level
λA_4	0.844323	0.111337	7.583490	Significant at 0.1% level
λA_5	0.657949	0.116224	5.661042	Significant at 0.1% level
λB_1	1.098754	0.110495	9.943925	Significant at 0.1% level
λB_2	0.829938	0.110358	7.520415	Significant at 0.1% level
λB_3	0.522385	0.139511	3.744400	Significant at 0.1% level
λB_4	-1.104492	0.238654	-4.628005	Significant at 0.1% level
λB_5	-0.143969	0.207537	-0.693703	Insignificant
λB_6	-1.202616	0.237120	-5.071761	Significant at 0.1% level
λA_1B_1	-0.008235	0.315217	-0.026125	Insignificant
λA_1B_2	0.730584	0.290399	2.515794	Insignificant
λA_1B_3	-0.635839	0.447157	-1.421959	Insignificant
λA_1B_4	-0.107575	0.710006	-0.151513	Insignificant
λA_1B_5	-1.068097	0.700160	-1.525504	Insignificant
λA_1B_6	1.089162	0.486530	2.238633	Insignificant
λA_2B_1	-0.097839	0.267136	-0.366252	Insignificant
λA_2B_2	0.353298	0.258625	1.366063	Insignificant
λA_2B_3	0.335429	0.287608	1.166271	Insignificant
λA_2B_4	0.090503	0.537998	0.168222	Insignificant
λA_2B_5	-0.176872	0.418995	-0.422134	Insignificant
λA_2B_6	-0.504519	0.699079	-0.721691	Insignificant
λA_3B_1	0.110820	0.160799	0.689183	Insignificant
λA_3B_2	0.057552	0.167418	0.343762	Insignificant
λA_3B_3	0.259745	0.190269	1.365146	Insignificant
λA_3B_4	0.025868	0.349212	0.074075	Insignificant
λA_3B_5	-0.241507	0.281945	-0.856575	Insignificant
λA_3B_6	-0.212479	0.379573	-0.559784	Insignificant

Table 7.106 (Cont.) Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
$\lambda_{A_4B_1}$	-0.220387	0.154613	-1.425411	Insignificant
$\lambda_{A_4B_2}$	-0.167279	0.159097	-1.051428	Insignificant
$\lambda_{A_4B_3}$	0.176641	0.179811	0.982370	Insignificant
$\lambda_{A_4B_4}$	-0.275924	0.346157	-0.797107	Insignificant
$\lambda_{A_4B_5}$	0.531216	0.241978	2.195307	Insignificant
$\lambda_{A_4B_6}$	-0.044268	0.334592	-0.132304	Insignificant
$\lambda_{A_5B_1}$	0.215642	0.153942	1.400800	Insignificant
$\lambda_{A_5B_2}$	-0.974157	0.197526	-4.931791	Significant at 0.1% level
$\lambda_{A_5B_3}$	-0.135976	0.195105	-0.696938	Insignificant
$\lambda_{A_5B_4}$	0.267125	0.322170	0.829143	Insignificant
$\lambda_{A_5B_5}$	0.955262	0.240003	3.980209	Significant at 0.1% level
$\lambda_{A_5B_6}$	-0.327897	0.378237	-0.866909	Insignificant

Main effect A_i produced significant differences. The observed frequencies in all five attitudinal categories – Never, Seldom, Sometimes, Often and Always – differed significantly from the respective group norms. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and ‘Other’.

Two significant interaction effects A_iB_j were observed, in A_5B_2 and A_5B_5 . In the case of A_5B_2 , the frequency of Afrikaans-speaking White respondents (20 or 12.7% of this subgroup) who always agreed with the content of question 12.3 (ℓ/s equal to -4.93) was significantly lower than the group norm. Regarding A_5B_5 , the frequency of Indian respondents (52 or 46.4% in this subgroup) who always agreed with the content of question 12.3 (ℓ/s equal to $+3.98$) significantly exceeded the general norm of the complete sample.

Table 7.107 Cross-tabulation of five attitudinal categories and population groups for **question 12.4**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Never	18	14	6	1	6	5	50
Row %	36%	28%	12%	2%	12%	10%	100%
Column %	7.4%	9.4%	4.2%	3.8%	5.4%	23.8%	7.2%
Seldom	28	22	17	2	10	3	82
Row %	34.1%	26.8%	20.7%	2.4%	12.2%	3.7%	100%
Column %	11.5%	14.8%	11.8%	7.7%	9%	14.3%	11.8%
Sometimes	63	53	43	5	29	5	198
Row %	31.8%	26.8%	21.7%	2.5%	14.6%	2.5%	100%
Column %	25.8%	35.6%	29.9%	19.2%	26.1%	23.8%	28.5%
Often	63	42	48	13	37	5	208
Row %	30.3%	20.2%	23.1%	6.3%	17.8%	2.4%	100%
Column %	25.8%	28.2%	33.3%	50%	33.3%	23.8%	29.9%
Always	72	18	30	5	29	3	157
Row %	45.9%	11.5%	19.1%	3.2%	18.5%	1.9%	100%
Column %	29.5%	12.1%	20.8%	19.2%	26.1%	14.3%	22.6%
Total	244	149	144	26	111	21	695
Row %	35.1%	21.4%	20.7%	3.7%	16%	3%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 12.4 referenced in Table 7.107 referred to the person who would not need to make excuses to anyone for being a loyal listener to an English radio station that caters for the needs of black and white South Africans.

In the case of this variable, 52.5% of the respondents often agreed or always agreed with the statement in the questionnaire. Compared with the general norm, the subsamples responded as follows: African, 55.3%; White Afrikaans-speaking, 40.3%; White English-speaking, 54.1%; Coloured, 69.2%; Indian, 59.4%; 'Other', 38.1%.

The second main effect was a reflection of the respondents' population group. To determine the interactive part of the subcategories 'Population Group', testing for saturation was done. In this regard ℓ^* was calculated at 85.94, which was significant ($\ell^* = 85.94 > X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was required and the results are reported in Table 7.108.

Table 7.108 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λA_1	-0.836765	0.180018	-4.648230	Significant at 0.1% level
λA_2	-0.398695	0.150411	-2.650704	Significant at 0.1% level
λA_3	0.452971	0.113766	3.981603	Significant at 0.1% level
λA_4	0.632389	0.103967	6.082594	Significant at 0.1% level
λA_5	0.150101	0.126140	1.189956	Insignificant
λB_1	1.133273	0.091572	12.375759	Significant at 0.1% level
λB_2	0.641857	0.102328	6.272545	Significant at 0.1% level
λB_3	0.507885	0.113192	4.486934	Significant at 0.1% level
λB_4	-1.328435	0.239693	-5.542235	Significant at 0.1% level
λB_5	0.264141	0.120023	2.200753	Insignificant
λB_6	-1.218722	0.196246	-6.210175	Significant at 0.1% level
λA_1B_1	-0.029966	0.241412	-0.124128	Insignificant
λA_1B_2	0.210135	0.258291	0.813559	Insignificant
λA_1B_3	-0.503191	0.327339	-1.537217	Insignificant
λA_1B_4	-0.458629	0.696509	-0.658468	Insignificant
λA_1B_5	-0.259447	0.329764	-0.786766	Insignificant
λA_1B_6	1.041095	0.382341	2.722949	Significant at 0.1% level
λA_2B_1	-0.026203	0.201395	-0.130108	Insignificant
λA_2B_2	0.224050	0.215735	1.038543	Insignificant
λA_2B_3	0.100193	0.232874	0.430246	Insignificant
λA_2B_4	-0.203552	0.524730	-0.387918	Insignificant
λA_2B_5	-0.186691	0.268876	-0.694339	Insignificant
λA_2B_6	0.092199	0.435585	0.211667	Insignificant
λA_3B_1	-0.066938	0.151468	-0.441928	Insignificant
λA_3B_2	0.251634	0.161945	1.553824	Insignificant
λA_3B_3	0.176514	0.174134	1.013668	Insignificant
λA_3B_4	-0.138927	0.381655	-0.364012	Insignificant
λA_3B_5	0.026354	0.190805	0.138120	Insignificant
λA_3B_6	-0.248641	0.355978	-0.698473	Insignificant
λA_4B_1	-0.246357	0.144254	-1.707800	Insignificant
λA_4B_2	-0.160407	0.161460	-0.993478	Insignificant
λA_4B_3	0.107097	0.164985	0.649132	Insignificant
λA_4B_4	0.637166	0.307077	2.074939	Insignificant
λA_4B_5	0.090557	0.176892	0.511934	Insignificant
λA_4B_6	-0.428060	0.352969	-1.212741	Insignificant
λA_5B_1	0.369463	0.158485	2.331217	Insignificant
λA_5B_2	-0.525416	0.209451	-2.508539	Insignificant
λA_5B_3	0.119381	0.193190	0.617946	Insignificant
λA_5B_4	0.163943	0.385525	0.425246	Insignificant
λA_5B_5	0.329224	0.198432	1.659128	Insignificant
λA_5B_6	-0.456597	0.427811	-1.067287	Insignificant

Main effect A_1 produced significant differences. The observed frequencies in four of the five attitudinal categories, namely, Never, Seldom, Sometimes and Often, differed significantly from the respective group norms. The exception was the category Always. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and 'Other'.

A single significant interaction effect A_1B_1 occurred in A_1B_6 . The frequency of ‘Other’ respondents in A_1B_6 (5 or 23.8% of this subgroup) who would never agree with the content of question 12.4 (ℓ/s equal to +2.72) was significantly higher than the group norm.

7.4.3 Possibility of Embracing Other Radio Stations

The third factor analysis was directed at questions 13.1 to 13.11. The resultant statistical analysis produced two factors containing six and five questions respectively.

7.4.3.1 Unification of Population Groups

The first of the six questions in this factor was question 13.7. The content of questions 13.1 and 13.9 were rather diametrical to the remaining questions extracted as part of factor I.

Table 7.109 Cross-tabulation of five attitudinal categories and population groups for **question 13.7**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	5	3	0	0	0	1	9
Row %	55.6%	33.3%	0%	0%	0%	11.1%	100%
Column %	2.1%	1.9%	0%	0%	0%	4.8%	1.3%
Disagree	10	17	12	1	5	3	48
Row %	20.8%	35.4%	25%	2.1%	10.4%	6.3%	100%
Column %	4.2%	11%	8.2%	4.2%	4.6%	14.3%	6.9%
Neutral	42	56	59	6	10	9	182
Row %	23.1%	30.8%	32.4%	3.3%	5.5%	4.9%	100%
Column %	17.6%	36.4%	40.4%	25%	9.2%	42.9%	26.3%
Agree	93	60	51	11	64	2	281
Row %	33.1%	21.4%	18.1%	3.9%	22.8%	.7%	100%
Column %	39.1%	39%	34.9%	45.8%	58.7%	9.5%	40.6%
Strongly agree	88	18	24	6	30	6	172
Row %	51.2%	10.5%	14%	3.5%	17.4%	3.5%	100%
Column %	37%	11.7%	16.4%	25%	27.5%	28.6%	24.9%
Total	238	154	146	24	109	21	692
Row %	34.4%	22.3%	21.1%	3.5%	15.8%	3%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 13.7 referenced in Table 7.109 referred to the great need for a radio station that could unite all South Africans.

In this case, 65.5% of the respondents agreed or strongly agreed with the content of the statement. Compared with the general norm, the subsamples responded as follows:

African, 76.1%; White Afrikaans-speaking, 50.7%; White English-speaking, 51.3%;

Coloured, 70.8%; Indian, 86.2%; 'Other', 38.1%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this factor, the presence of the saturated model of the hierarchical loglinear analysis was again looked for. In this regard ℓ^* was calculated at 149.27, which was significant ($\ell^* = 149.27 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was therefore necessary. The findings are reported in Table 7.110.

Table 7.110 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λ_{A_1}	-1.832260	0.290352	-6.310478	Significant at 0.1% level
λ_{A_2}	-0.562140	0.195807	-2.870888	Significant at 0.1% level
λ_{A_3}	0.738421	0.126579	5.833677	Significant at 0.1% level
λ_{A_4}	0.017849	0.140149	0.127357	Insignificant
λ_{A_5}	0.638146	0.129112	4.942577	Significant at 0.1% level
λ_{B_1}	1.048322	0.134066	7.819467	Significant at 0.1% level
λ_{B_2}	0.704775	0.146998	4.794453	Significant at 0.1% level
λ_{B_3}	0.450861	0.199308	2.262132	Insignificant
λ_{B_4}	-1.087320	0.270916	-4.013495	Significant at 0.1% level
λ_{B_5}	0.010817	0.211474	0.051150	Insignificant
λ_{B_6}	-1.127450	0.255040	-4.420679	Significant at 0.1% level
$\lambda_{A_1B_1}$	0.109770	0.416568	0.263510	Insignificant
$\lambda_{A_1B_2}$	-0.057510	0.480101	-0.119787	Insignificant
$\lambda_{A_1B_3}$	-0.902210	0.717830	-1.256857	Insignificant
$\lambda_{A_1B_4}$	0.635975	0.740912	0.858368	Insignificant
$\lambda_{A_1B_5}$	-0.462160	0.721302	-0.640730	Insignificant
$\lambda_{A_1B_6}$	0.676110	0.735256	0.919557	Insignificant
$\lambda_{A_2B_1}$	-0.467200	0.295914	-1.578837	Insignificant
$\lambda_{A_2B_2}$	0.406975	0.273367	1.488750	Insignificant
$\lambda_{A_2B_3}$	0.312583	0.320388	0.975639	Insignificant
$\lambda_{A_2B_4}$	-0.634140	0.709216	-0.894142	Insignificant
$\lambda_{A_2B_5}$	-0.122840	0.392826	-0.312708	Insignificant
$\lambda_{A_2B_6}$	0.504604	0.477462	1.056846	Insignificant
$\lambda_{A_3B_1}$	-0.332680	0.186469	-1.784104	Insignificant
$\lambda_{A_3B_2}$	0.298552	0.189802	1.572966	Insignificant
$\lambda_{A_3B_3}$	0.604651	0.231898	2.607401	Significant at 0.1% level
$\lambda_{A_3B_4}$	-0.142940	0.383843	-0.372392	Insignificant
$\lambda_{A_3B_5}$	-0.730260	0.303306	-2.407668	Insignificant
$\lambda_{A_3B_6}$	0.302655	0.341706	0.885718	Insignificant
$\lambda_{A_4B_1}$	0.182824	0.182119	1.003871	Insignificant
$\lambda_{A_4B_2}$	0.088117	0.197909	0.445240	Insignificant
$\lambda_{A_4B_3}$	0.179512	0.241784	0.742448	Insignificant
$\lambda_{A_4B_4}$	0.183763	0.347350	0.529043	Insignificant
$\lambda_{A_4B_5}$	0.846613	0.248724	3.403825	Significant at 0.1% level
$\lambda_{A_4B_6}$	-1.480850	0.525298	-2.819067	Significant at 0.1% level

Table 7.110 (Cont.) Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
$\lambda_{A_3B_1}$	0.507265	0.174470	2.907463	Significant at 0.1% level
$\lambda_{A_3B_2}$	-0.736150	0.227490	-3.235966	Significant at 0.1% level
$\lambda_{A_3B_3}$	0.179512	0.253597	-0.707863	Insignificant
$\lambda_{A_3B_4}$	0.183763	0.384685	0.477697	Insignificant
$\lambda_{A_3B_5}$	0.846613	0.526857	1.606912	Insignificant
$\lambda_{A_3B_6}$	-1.480850	0.373675	-3.962936	Significant at 0.1% level

Main effect A_i produced significant differences. In four of the five attitudinal categories, namely, Strongly Disagree, Disagree, Neutral and Strongly Agree, the observed frequencies differed significantly from the respective group norms. The exception was the category Agree. In the case of the main effect B_j relating to population group, four significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, Coloureds and 'Other'.

Six significant interaction effects A_iB_j occurred, in A_3B_3 , A_4B_5 , A_4B_6 , A_5B_1 , A_5B_2 and A_5B_6 respectively. The frequency of English-speaking White respondents in A_3B_3 (59 or 40.4% of this subgroup) who were neutral regarding the content of question 13.7 (ℓ/s equal to +2.61) was significantly higher than the group norm.

With regard to A_4B_5 , the frequency of Indian respondents (64 or 58.7% in this subgroup) who agreed with the content of question 13.7 (ℓ/s equal to +3.40) significantly exceeded the general norm of the complete sample. The frequency of 'Other' respondents in A_4B_6 (2 or 9.5% of this subgroup) who agreed with the content of question 13.7 (ℓ/s equal to -2.82) was significantly lower than the group norm. In the case of A_5B_1 , the frequency of African respondents (88 or 37% in this subgroup) who strongly agreed with the content of question 13.7 (ℓ/s equal to +2.91) was significantly higher than the group norm.

The frequency of Afrikaans-speaking respondents in A_5B_2 (18 or 11.7% of this subgroup) who strongly agreed with the content of question 13.7 (ℓ/s equal to -3.24) was significantly lower than the group norm. Lastly, in the case of A_5B_6 , the frequency of 'Other' respondents (6 or 28.6% of this subgroup) who strongly agreed with the content of question 13.7 (ℓ/s equal to -3.96) was significantly lower than the group norm.

Table 7.111 Cross-tabulation of five attitudinal categories and population groups for **question 13.8**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	7	6	5	0	2	1	21
Row %	33.3%	28.6%	23.8%	0%	9.5%	4.8%	100%
Column %	2.9%	3.9%	3.4%	0%	1.8%	5.3%	3%
Disagree	21	33	10	1	5	3	73
Row %	28.8%	45.2%	13.7%	1.4%	6.8%	4.1%	100%
Column %	8.8%	21.6%	6.7%	4.2%	4.5%	15.8%	10.5%
Neutral	57	45	49	5	19	6	181
Row %	31.5%	24.9%	27.1%	2.8%	10.5%	3.3%	100%
Column %	23.8%	29.4%	32.9%	20.8%	17%	31.6%	26%
Agree	84	57	59	13	57	6	276
Row %	30.4%	20.7%	21.4%	4.7%	20.7%	2.2%	100%
Column %	35%	37.3%	39.6%	54.2%	50.9%	31.6%	39.6%
Strongly agree	71	12	26	5	29	3	146
Row %	48.6%	8.2%	17.8%	3.4%	19.9%	2.1%	100%
Column %	29.6%	7.8%	17.4%	20.8%	25.9%	15.8%	20.9%
Total	240	153	149	24	112	19	697
Row %	34.4%	22%	21.4%	3.4%	16.1%	2.7%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

The response to question 13.8 presented in Table 7.111 referred to the definite need for a multicultural radio station that would help nurture or develop a unique South African culture that black and white South Africans could be proud to share.

In this case, 60.5% of the respondents agreed or strongly agreed with this point of view. Compared with the general trend, the subsamples produced the following results: African, 64.6%; White Afrikaans-speaking, 45.1%; White English-speaking, 57%; Coloured, 75%; Indian, 76.8%; 'Other', 47.4%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this factor, the presence of saturation was looked for. In this regard ℓ^* was calculated at 108.98, which was significant ($\ell^* = 108.98 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was required, as set out in Table 7.112.

Table 7.112 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λ_{A_1}	-1.417000	0.238873	-5.932022	Significant at 0.1% level
λ_{A_2}	-0.498430	0.188209	-2.648279	Significant at 0.1% level
λ_{A_3}	0.590818	0.122036	4.841342	Significant at 0.1% level
λ_{A_4}	0.068151	0.109668	0.621430	Insignificant
λ_{A_5}	0.256462	0.136491	1.878966	Insignificant
λ_{B_1}	1.121687	0.114638	9.784600	Significant at 0.1% level
λ_{B_2}	0.700868	0.124245	5.641016	Significant at 0.1% level
λ_{B_3}	0.604186	0.130090	4.644369	Significant at 0.1% level
λ_{B_4}	-0.266940	0.270098	-0.988308	Insignificant
λ_{B_5}	0.107765	0.168402	0.639927	Insignificant
λ_{B_6}	-1.267560	0.245428	-5.164692	Significant at 0.1% level
$\lambda_{A_1B_1}$	-0.182490	0.347050	-0.525832	Insignificant
$\lambda_{A_1B_2}$	0.084183	0.363679	0.231476	Insignificant
$\lambda_{A_1B_3}$	-0.001460	0.383513	-0.003807	Insignificant
$\lambda_{A_1B_4}$	0.260236	0.723265	0.359807	Insignificant
$\lambda_{A_1B_5}$	-0.421330	0.527748	-0.798355	Insignificant
$\lambda_{A_1B_6}$	0.260852	0.714418	0.365125	Insignificant
$\lambda_{A_2B_1}$	-0.002440	0.246395	-0.009903	Insignificant
$\lambda_{A_2B_2}$	0.870363	0.236810	3.675364	Significant at 0.1% level
$\lambda_{A_2B_3}$	-0.226880	0.292309	-0.776165	Insignificant
$\lambda_{A_2B_4}$	-0.658330	0.708148	-0.929650	Insignificant
$\lambda_{A_2B_5}$	-0.423600	0.369973	-1.144948	Insignificant
$\lambda_{A_2B_6}$	0.440896	0.471263	0.935563	Insignificant
$\lambda_{A_3B_1}$	-0.093160	0.167782	-0.555244	Insignificant
$\lambda_{A_3B_2}$	0.091267	0.179769	0.507690	Insignificant
$\lambda_{A_3B_3}$	0.273106	0.181873	1.501630	Insignificant
$\lambda_{A_3B_4}$	-0.138150	0.401178	-0.344361	Insignificant
$\lambda_{A_3B_5}$	-0.177850	0.239589	-0.742313	Insignificant
$\lambda_{A_3B_6}$	0.044792	0.367278	0.121957	Insignificant
$\lambda_{A_4B_1}$	-0.182730	0.151754	-1.204120	Insignificant
$\lambda_{A_4B_2}$	-0.149680	0.166072	-0.901296	Insignificant
$\lambda_{A_4B_3}$	-0.018510	0.169790	-0.109017	Insignificant
$\lambda_{A_4B_4}$	0.340033	0.329921	1.030650	Insignificant
$\lambda_{A_4B_5}$	0.443426	0.201252	2.203337	Insignificant
$\lambda_{A_4B_6}$	-0.432540	0.363355	-1.190406	Insignificant
$\lambda_{A_5B_1}$	0.460822	0.174654	2.638485	Significant at 0.1% level
$\lambda_{A_5B_2}$	-0.896130	0.245964	-3.643338	Significant at 0.1% level
$\lambda_{A_5B_3}$	-0.026260	0.209848	-0.125138	Insignificant
$\lambda_{A_5B_4}$	0.196211	0.405809	0.483506	Insignificant
$\lambda_{A_5B_5}$	0.579360	0.232122	2.495929	Insignificant
$\lambda_{A_5B_6}$	-0.314000	0.453097	-0.693008	Insignificant

Main effect A_i produced significant differences. In three of the five attitudinal categories, namely, Strongly Disagree, Disagree and Neutral, observed response patterns differed significantly from the respective group norms. The exceptions were categories Agree and Strongly Agree. In the case of the main effect B_j relating to population group, four significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites and 'Other'.

Three significant interaction effects A_iB_j occurred, in A_2B_2 , A_5B_1 and A_5B_2 respectively. The frequency of Afrikaans-speaking White respondents in A_2B_2 (33 or 21.6% of this subgroup) who disagreed with the content of question 13.8 (ℓ/s equal to +3.68) significantly exceeded the general norm of the complete sample. With regard to A_5B_1 , the frequency of African respondents (71 or 29.6% in this subgroup) who strongly agreed with the content of question 13.8 (ℓ/s equal to +2.64) was significantly higher than the group norm. Lastly, the frequency of Afrikaans-speaking White respondents in A_5B_2 (12 or 7.8% of this subgroup) who strongly agreed with the content of question 13.8 (ℓ/s equal to -3.64) was significantly lower than the group norm.

Table 7.113 Cross-tabulation of five attitudinal categories and population groups for **question 13.11**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	8	6	4	0	3	1	22
Row %	36.4%	27.3%	18.2%	0%	13.6%	4.5%	100%
Column %	3.3%	3.9%	2.6%	0%	2.7%	4.8%	3.1%
Disagree	19	19	17	2	7	3	67
Row %	28.4%	28.4%	25.4%	3%	10.4%	4.5%	100%
Column %	7.9%	12.3%	11.3%	8.3%	6.3%	14.3%	9.6%
Neutral	54	52	53	4	19	5	187
Row %	28.9%	27.8%	28.3%	2.1%	10.2%	2.7%	100%
Column %	22.5%	33.8%	35.1%	16.7%	17.1%	23.8%	26.7%
Agree	89	64	52	12	61	9	287
Row %	31%	22.3%	18.1%	4.2%	21.3%	3.1%	100%
Column %	37.1%	41.6%	34.4%	50%	55%	42.9%	40.9%
Strongly agree	70	13	25	6	21	3	138
Row %	50.7%	9.4%	18.1%	4.3%	15.2%	2.2%	100%
Column %	29.2%	8.4%	16.6%	25%	18.9%	14.3%	19.7%
Total	240	154	151	24	111	21	701
Row %	34.2%	22%	21.5%	3.4%	15.8%	3%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 13.11 in Table 7.113 referred to a radio station that serves a multicultural audience, which would definitely promote understanding between blacks and whites.

In the case of this variable, 60.6% of the respondents agreed or strongly agreed with the content of the statement. The subsamples figures were: African, 66.3%; White Afrikaans-speaking, 50%; White English-speaking, 51%; Coloured, 75%; Indian, 73.9%; 'Other', 57.2%.

The data were further analysed with regard to second main effect: a reflection of the respondents' population group. To measure whether 'Population Group' played an interactive part in the cross-tabulation, testing for the presence of saturation was done. In this regard ℓ^* was calculated at 85.25, which was significant ($\ell^* = 85.25 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was therefore required. The ensuing results are presented in Table 7.114.

Table 7.114 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_ℓ	ℓ/s	Conclusion
λ_{A_1}	-1.408170	0.232463	-6.057609	Significant at 0.1% level
λ_{A_2}	-0.390890	0.158515	-2.465950	Insignificant
λ_{A_3}	0.507595	0.124271	4.084581	Significant at 0.1% level
λ_{A_4}	0.097775	0.102003	0.958550	Insignificant
λ_{A_5}	0.193682	0.132047	1.466766	Insignificant
λ_{B_1}	1.082481	0.109699	9.867738	Significant at 0.1% level
λ_{B_2}	0.614737	0.122275	5.027495	Significant at 0.1% level
λ_{B_3}	0.604466	0.128220	4.714288	Significant at 0.1% level
λ_{B_4}	-1.196300	0.243836	-4.906166	Significant at 0.1% level
λ_{B_5}	0.161353	0.148093	1.089538	Insignificant
λ_{B_6}	-1.266740	0.242618	-5.221130	Significant at 0.1% level
$\lambda_{A_1B_1}$	-0.062390	0.331588	-0.188155	Insignificant
$\lambda_{A_1B_2}$	0.117405	0.359909	0.326207	Insignificant
$\lambda_{A_1B_3}$	-0.277520	0.405410	-0.684542	Insignificant
$\lambda_{A_1B_4}$	0.136947	0.712301	0.192260	Insignificant
$\lambda_{A_1B_5}$	-0.122090	0.450757	-0.270855	Insignificant
$\lambda_{A_1B_6}$	0.207391	0.711885	0.291327	Insignificant
$\lambda_{A_2B_1}$	-0.216700	0.228235	-0.949460	Insignificant
$\lambda_{A_2B_2}$	0.252809	0.234539	1.077897	Insignificant
$\lambda_{A_2B_3}$	0.152123	0.242847	0.626415	Insignificant
$\lambda_{A_2B_4}$	-0.187180	0.527694	-0.354713	Insignificant
$\lambda_{A_2B_5}$	-0.292207	0.313176	-0.933044	Insignificant
$\lambda_{A_2B_6}$	0.288728	0.459566	0.628262	Insignificant
$\lambda_{A_3B_1}$	-0.068610	0.169594	-0.404554	Insignificant
$\lambda_{A_3B_2}$	0.361126	0.178786	2.019879	Insignificant
$\lambda_{A_3B_3}$	0.390713	0.182506	2.140823	Insignificant
$\lambda_{A_3B_4}$	-0.392520	0.410824	-0.955446	Insignificant
$\lambda_{A_3B_5}$	-0.192030	0.228703	-0.839648	Insignificant
$\lambda_{A_3B_6}$	-0.098930	0.384947	-0.256996	Insignificant
$\lambda_{A_4B_1}$	-0.159140	0.144258	-1.103162	Insignificant
$\lambda_{A_4B_2}$	-0.021410	0.159635	-0.134118	Insignificant
$\lambda_{A_4B_3}$	-0.218510	0.168567	-1.296280	Insignificant
$\lambda_{A_4B_4}$	0.115910	0.311563	0.372027	Insignificant
$\lambda_{A_4B_5}$	0.384228	0.181028	2.122478	Insignificant
$\lambda_{A_4B_6}$	-0.101330	0.328009	-0.308924	Insignificant
$\lambda_{A_5B_1}$	0.504814	0.170475	2.961220	Significant at 0.1% level
$\lambda_{A_5B_2}$	-0.711260	0.238819	-2.978239	Significant at 0.1% level
$\lambda_{A_5B_3}$	-0.146790	0.209175	-0.701757	Insignificant
$\lambda_{A_5B_4}$	0.326856	0.370724	0.881669	Insignificant
$\lambda_{A_5B_5}$	0.221969	0.228676	0.970670	Insignificant
$\lambda_{A_5B_6}$	-0.295850	0.451121	-0.655811	Insignificant

Main effect A_i produced significant differences. In two of the five attitudinal categories, namely, Strongly Disagree and Neutral, response distribution, differed significantly from the respective group norms. The exceptions were the categories Disagree, Agree and Strongly Agree. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and 'Other'.

Two significant interaction effects A_iB_j occurred, in A_5B_1 , and A_5B_2 respectively. The frequency of African respondents in A_5B_1 (70 or 29.2% of this subgroup) who strongly agreed with the content of question 13.11 (ℓ/s equal to +2.96) was significantly higher than the group norm. In the case of A_5B_2 , the frequency of Afrikaans-speaking White respondents (13 or 8.4% in this subgroup) who strongly agreed with the content of question 13.11 (ℓ/s equal to -2.98) was significantly lower than the group norm.

Table 7.115 Cross-tabulation of five attitudinal categories and population groups for question 13.5

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	12	3	4	0	2	1	22
Row %	54.5%	13.6%	18.2%	0%	9.1%	4.5%	100%
Column %	5%	1.9%	2.7%	0%	1.8%	5%	3.1%
Disagree	11	15	11	3	7	3	50
Row %	22%	30%	22%	6%	14%	6%	100%
Column %	4.6%	9.7%	7.3%	12.5%	6.3%	15%	7.1%
Neutral	48	48	41	7	23	5	172
Row %	27.9%	27.9%	23.8%	4.1%	13.4%	2.9%	100%
Column %	20%	31.2%	27.3%	29.2%	20.5%	25%	24.6%
Agree	92	69	69	8	56	4	298
Row %	30.9%	23.2%	23.2%	2.7%	18.8%	1.3%	100%
Column %	38.3%	44.8%	46%	33.3%	50%	20%	42.6%
Strongly agree	77	19	25	6	24	7	158
Row %	48.7%	12.0%	15.8%	3.8%	15.2%	4.4%	100%
Column %	32.1%	12.3%	16.7%	25%	21.4%	35%	22.6%
Total	240	154	150	24	112	20	700
Row %	34.3%	22%	21.4%	3.4%	16%	2.9%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 13.5 that pertained to Table 7.115 referred to a radio station that serves a multicultural audience and would definitely help to promote tolerance between the various population groups in South Africa.

In this case, 65.2% of the respondents agreed or strongly agreed with the statement. Subgroup comparisons were as follows: African, 70.4%; White Afrikaans-speaking, 57.1%; White English-speaking, 62.7%; Coloured, 58.3%; Indian, 71.4%; 'Other', 55%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this factor, the presence of saturation was determined. In this regard ℓ^* was calculated at 81.21, which was significant ($\ell^* = 81.21 >$ critical $X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was done but produced no significant interaction. Four borderline but insignificant interactions occurred. The findings of the main effects are reported in Table 7.116.

Table 7.116 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the independent model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λA_1	-1.501529	0.242823	-6.183636	Significant at 0.1% level
λA_2	-0.504193	0.154333	-3.266916	Significant at 0.1% level
λA_3	0.579113	0.117154	4.943177	Significant at 0.1% level
λA_4	0.968159	0.115745	8.364586	Significant at 0.1% level
λA_5	0.458451	0.117467	3.902807	Significant at 0.1% level
λB_1	1.078568	0.109651	9.836372	Significant at 0.1% level
λB_2	0.525926	0.138554	3.795820	Significant at 0.1% level
λB_3	0.544793	0.131832	4.132479	Significant at 0.1% level
λB_4	-1.062211	0.230928	-4.599750	Significant at 0.1% level
λB_5	0.150235	0.161477	0.930380	Insignificant
λB_6	-1.237305	0.239896	-5.157672	Significant at 0.1% level

Main effect A_i produced significant differences. The observed frequencies in all five attitudinal categories – Never, Seldom, Sometimes, Often and Always – differed significantly from the respective group norms. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and 'Other'.

Table 7.117 Cross-tabulation of five attitudinal categories and population groups for **question 13.1**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	16	16	13	0	5	3	53
Row %	30.2%	30.2%	24.5%	0%	9.4%	5.7%	100%
Column %	6.6%	10.3%	8.7%	0%	4.4%	13.6%	7.5%
Disagree	24	33	25	3	9	2	96
Row %	25%	34.4%	26%	3.1%	9.4%	2.1%	100%
Column %	9.9%	21.3%	16.7%	12%	8%	9.1%	13.6%
Neutral	48	28	24	3	16	3	122
Row %	39.3%	23%	19.7%	2.5%	13.1%	2.5%	100%
Column %	19.8%	18.1%	16%	12%	14.2%	13.6%	17.2%
Agree	86	55	60	11	57	8	277
Row %	31%	19.9%	21.7%	4%	20.6%	2.9%	100%
Column %	35.4%	35.5%	40%	44%	50.4%	36.4%	39.1%
Strongly agree	69	23	28	8	26	6	160
Row %	43.1%	14.4%	17.5%	5%	16.3%	3.8%	100%
Column %	28.4%	14.8%	18.7%	32%	23%	27.3%	22.6%
Total	243	155	150	25	113	22	708
Row %	34.3%	21.9%	21.2%	3.5%	16%	3.1%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 13.1 that pertained to Table 7.117 referred to the person who could listen to any radio station as long as he or she understands the language that is used during the broadcast.

In this case, 61.7% of the respondents agreed or strongly agreed with the statement. The subgroups were calculated as follows: African, 63.8%; White Afrikaans-speaking, 50.3%; White English-speaking, 58.7%; Coloured, 76%; Indian, 73.4%; 'Other', 63.7%.

The second main effect was a reflection of the respondents' population group. To determine the part of the subcategories of 'Population Group', the usual testing for saturation was done. In this regard ℓ^* was calculated at 57.40, which was significant ($\ell^* = 57.40 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was therefore required and duly reported in Table 7.118.

Table 7.118 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λ_{A_1}	-0.828950	0.183641	-4.513970	Significant at 0.1% level
λ_{A_2}	-0.318240	0.149700	-2.125852	Insignificant
λ_{A_3}	-0.173430	0.136355	-1.271901	Insignificant
λ_{A_4}	0.880756	0.097307	9.051312	Significant at 0.1% level
λ_{A_5}	0.339870	0.109340	3.108378	Significant at 0.1% level
λ_{B_1}	1.070080	0.093984	11.385768	Significant at 0.1% level
λ_{B_2}	0.716846	0.099371	7.213835	Significant at 0.1% level
λ_{B_3}	0.645706	0.102122	6.322888	Significant at 0.1% level
λ_{B_4}	-1.297070	0.234532	-5.530461	Significant at 0.1% level
λ_{B_5}	0.144100	0.127513	1.130081	Insignificant
λ_{B_6}	-0.279670	0.209026	-1.337968	Insignificant
$\lambda_{A_1B_1}$	-0.100520	0.250507	-0.401266	Insignificant
$\lambda_{A_1B_2}$	0.252714	0.252578	1.000538	Insignificant
$\lambda_{A_1B_3}$	0.116214	0.264800	0.438875	Insignificant
$\lambda_{A_1B_4}$	-0.505960	0.695648	-0.727322	Insignificant
$\lambda_{A_1B_5}$	-0.337690	0.353809	-0.954442	Insignificant
$\lambda_{A_1B_6}$	0.575248	0.453813	1.267588	Insignificant
$\lambda_{A_2B_1}$	-0.205760	0.207621	-0.991037	Insignificant
$\lambda_{A_2B_2}$	0.465925	0.199004	2.341285	Insignificant
$\lambda_{A_2B_3}$	0.259433	0.209847	1.236296	Insignificant
$\lambda_{A_2B_4}$	0.081943	0.453812	0.180566	Insignificant
$\lambda_{A_2B_5}$	-0.260610	0.279841	-0.931279	Insignificant
$\lambda_{A_2B_6}$	-0.340920	0.511174	-0.666935	Insignificant
$\lambda_{A_3B_1}$	0.242476	0.175943	1.378151	Insignificant
$\lambda_{A_3B_2}$	0.056813	0.194807	0.291637	Insignificant
$\lambda_{A_3B_3}$	-0.026200	0.202201	-0.129574	Insignificant
$\lambda_{A_3B_4}$	-0.162870	0.449587	-0.362266	Insignificant
$\lambda_{A_3B_5}$	0.069943	0.234626	0.298104	Insignificant
$\lambda_{A_3B_6}$	-0.180270	0.436824	-0.412683	Insignificant
$\lambda_{A_4B_1}$	-0.128470	0.134721	-0.953600	Insignificant
$\lambda_{A_4B_2}$	-0.222250	0.147691	-1.504831	Insignificant
$\lambda_{A_4B_3}$	-0.064100	0.147517	-0.434526	Insignificant
$\lambda_{A_4B_4}$	0.182227	0.309894	0.588030	Insignificant
$\lambda_{A_4B_5}$	0.386216	0.167160	2.310457	Insignificant
$\lambda_{A_4B_6}$	-0.153630	0.313620	-0.489860	Insignificant
$\lambda_{A_5B_1}$	0.192177	0.147288	1.304770	Insignificant
$\lambda_{A_5B_2}$	-0.553200	0.185282	-2.985719	Significant at 0.1% level
$\lambda_{A_5B_3}$	-0.285350	0.178265	-1.600707	Insignificant
$\lambda_{A_5B_4}$	0.404659	0.334767	1.208778	Insignificant
$\lambda_{A_5B_5}$	0.142146	0.196743	0.722496	Insignificant
$\lambda_{A_5B_6}$	0.099574	0.342669	0.290584	Insignificant

Main effect A_3 produced significant differences. In three of the five attitudinal categories, namely, Strongly Disagree, Agree and Strongly Agree, observed response patterns differed significantly from the respective group norms. The exceptions were categories Disagree and Neutral. In the case of the main effect B_3 relating to population group, four significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites and Coloureds.

A single significant interaction effect A_iB_j occurred, in A_5B_2 . The frequency of Afrikaans-speaking White respondents (23 or 14.8% of this subgroup) who strongly agreed with the content of question 13.1 (ℓ/s equal to -2.99) was significantly lower than the group norm.

Table 7.119 Cross-tabulation of five attitudinal categories and population groups for **question 13.9**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	10	0	4	1	6	2	23
Row %	43.5%	0%	17.4%	4.3%	26.1%	8.7%	100%
Column %	4.2%	0%	2.6%	4.2%	5.4%	9.5%	3.3%
Disagree	26	22	21	6	11	4	90
Row %	28.9%	24.4%	23.3%	6.7%	12.2%	4.4%	100%
Column %	10.8%	14.3%	13.9%	25%	9.8%	19%	12.8%
Neutral	71	45	58	7	26	5	212
Row %	33.5%	21.2%	27.4%	3.3%	12.3%	2.4%	100%
Column %	29.6%	29.2%	38.4%	29.2%	23.2%	23.8%	30.2%
Agree	97	57	51	7	47	8	267
Row %	36.3%	21.3%	19.1%	2.6%	17.6%	3%	100%
Column %	40.4%	37%	33.8%	29.2%	42%	38.1%	38%
Strongly agree	36	30	17	3	22	2	110
Row %	32.7%	27.3%	15.5%	2.7%	20%	1.8%	110%
Column %	15%	19.5%	11.3%	12.5%	19.6%	9.5%	15.7%
Total	240	154	151	24	112	21	702
Row %	34.2%	21.9%	21.5%	3.4%	16%	3%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 13.9 in Table 7.119 referred to the opinion that South Africa can best be served by radio stations that serve different population groups.

In this instance, 53.7% of the respondents agreed or strongly agreed with the statement. Statistics for the subsamples were as follows: African, 55.4%; White Afrikaans-speaking, 56.5%; White English-speaking, 45.1%; Coloured, 41.7%; Indian, 61.6%; 'Other', 47.6%.

The second main effect was a reflection of the respondents' population group. To determine the interactive part of the subcategories 'Population Group', a test for the presence of saturation was done. In this regard ℓ^* was calculated at 59.67, which was significant ($\ell^* = 59.67 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation once again did produce a single borderline interaction. The

findings of the main effects are presented in Table 7.120.

Table 7.120 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the independent model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λA_1	-1.478118	0.237290	-6.229163	Significant at 0.1% level
λA_2	-0.012147	0.129154	-0.094051	Insignificant
λA_3	0.650123	0.115224	5.642253	Significant at 0.1% level
λA_4	0.897099	0.107883	8.315481	Significant at 0.1% level
λA_5	-0.056960	0.150580	-0.378271	Insignificant
λB_1	1.089237	0.105415	10.332846	Significant at 0.1% level
λB_2	0.361309	0.189359	1.908064	Insignificant
λB_3	0.544178	0.128517	4.234288	Significant at 0.1% level
λB_4	-1.150643	0.231620	-4.967805	Significant at 0.1% level
λB_5	0.370707	0.125310	2.958319	Significant at 0.1% level
λB_6	-1.214788	0.219155	-5.543054	Significant at 0.1% level

Main effect A_i produced significant differences. In three of the five attitudinal categories, namely, Strongly Disagree, Neutral and Agree, observed response patterns differed significantly from the respective group norms. The exceptions were categories Disagree and Strongly Agree. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, White English speakers, Coloureds, Indians and 'Other'.

7.4.3.2 Viability and/or Sustainability of a Multicultural Radio Station

The remaining five questions formed factor II.

Table 7.121 Cross-tabulation of five attitudinal categories and population groups for **question 13.4**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	91	22	37	7	36	6	199
Row %	45.7%	11.1%	18.6%	3.5%	18.1%	3%	100%
Column %	38.1%	14.4%	24.8%	29.2%	32.4%	28.6%	28.6%
Disagree	63	71	76	12	41	7	270
Row %	23.3%	26.3%	28.1%	4.4%	15.2%	2.6%	100%
Column %	26.4%	46.4%	51%	50%	36.9%	33.3%	38.7%
Neutral	45	34	30	4	14	3	130
Row %	34.6%	26.2%	23.1%	3.1%	10.8%	2.3%	100%
Column %	18.8%	22.2%	20.1%	16.7%	12.6%	14.3%	18.7%
Agree	25	16	4	0	17	5	67
Row %	37.3%	23.9%	6%	0%	25.4%	7.5%	100%
Column %	10.5%	10.5%	2.7%	0%	15.3%	23.8%	9.6%
Strongly agree	15	10	2	1	3	0	31
Row %	48.4%	32.3%	6.5%	3.2%	9.7%	0%	100%
Column %	6.3%	6.5%	1.3%	4.2%	2.7%	0%	4.4%
Total	239	153	149	24	111	21	697
Row %	34.3%	22%	21.4%	3.4%	15.9%	3%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 13.4 referred to a radio station that is designed to broadcast to a multicultural audience and would definitely not succeed in South Africa. The results of this variable are contained in Table 7.121.

In this case, 67.3% of the respondents strongly disagreed or disagreed with the statement in the questionnaire. The responses among subgroups were as follows: African, 64.5%; White Afrikaans-speaking, 60.8%; White English-speaking, 75.8%; Coloured, 79.2%; Indian, 69.3%; 'Other', 61.9%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this factor, testing for saturation was once again done. In this regard ℓ^* was calculated at 111.81, which was significant ($\ell^* = 111.81 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was therefore necessary, as set out in Table 7.122.

Table 7.122 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λA_1	0.625801	0.117270	5.336412	Significant at 0.1% level
λA_2	1.016956	0.107863	9.428219	Significant at 0.1% level
λA_3	0.179831	0.138088	1.302293	Insignificant
λA_4	-0.493130	0.183289	-2.690451	Significant at 0.1% level
λA_5	-1.329470	0.238200	-5.581318	Significant at 0.1% level
λB_1	1.214319	0.104369	11.634863	Significant at 0.1% level
λB_2	0.727854	0.115952	6.277201	Significant at 0.1% level
λB_3	0.221260	0.169411	1.306055	Insignificant
λB_4	-1.299780	0.269761	-4.818265	Significant at 0.1% level
λB_5	0.310397	0.143153	2.168288	Insignificant
λB_6	-1.174050	0.236394	-4.966497	Significant at 0.1% level
λA_1B_1	0.517306	0.149336	3.464041	Significant at 0.1% level
λA_1B_2	-0.725810	0.196569	-3.692393	Significant at 0.1% level
λA_1B_3	0.300659	0.215693	1.393921	Insignificant
λA_1B_4	0.156687	0.370036	0.423437	Insignificant
λA_1B_5	0.184123	0.196512	0.936956	Insignificant
λA_1B_6	-0.123190	0.359947	-0.342245	Insignificant
λA_2B_1	-0.551340	0.148785	-3.705615	Significant at 0.1% level
λA_2B_2	0.054672	0.154834	0.353101	Insignificant
λA_2B_3	0.629319	0.197124	3.192503	Significant at 0.1% level
λA_2B_4	0.304528	0.333166	0.914043	Insignificant
λA_2B_5	-0.076980	0.187467	-0.410632	Insignificant
λA_2B_6	-0.360190	0.343395	-1.048909	Insignificant
λA_3B_1	-0.050680	0.179194	-0.282822	Insignificant
λA_3B_2	0.155478	0.193748	0.802475	Insignificant
λA_3B_3	0.536909	0.233157	2.302779	Insignificant
λA_3B_4	0.043041	0.430233	0.100041	Insignificant
λA_3B_5	-0.314370	0.247776	-1.268767	Insignificant
λA_3B_6	-0.370360	0.448937	-0.824971	Insignificant
λA_4B_1	0.034491	0.231837	0.148773	Insignificant
λA_4B_2	0.074669	0.255539	0.292202	Insignificant
λA_4B_3	-0.805030	0.394405	-2.041125	Insignificant
λA_4B_4	-0.670290	0.706843	-0.948287	Insignificant
λA_4B_5	0.552750	0.266229	2.076220	Insignificant
λA_4B_6	0.813426	0.403408	2.016385	Insignificant
λA_5B_1	0.360001	0.295905	1.216610	Insignificant
λA_5B_2	0.441001	0.321628	1.371152	Insignificant
λA_5B_3	-0.661840	0.527920	-1.253675	Insignificant
λA_5B_4	0.166045	0.723029	0.229652	Insignificant
λA_5B_5	-0.345510	0.451471	-0.765298	Insignificant
λA_5B_6	0.040324	0.711254	0.056694	Insignificant

Main effect A_i produced significant differences. The observed frequencies in four of the five attitudinal categories, namely, Strongly Disagree, Disagree, Agree and Strongly Agree, differed significantly from the respective group norms. The exception was the category Neutral. In the case of the main effect B_j relating to population group, four significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, Coloureds and 'Other'.

Four significant interaction effects A_iB_j occurred, in A_1B_1 , A_1B_2 , A_2B_1 and A_2B_3 respectively. The frequency of African respondents in A_1B_1 (91 or 38.1% of this subgroup) who strongly disagreed with the content of question 13.4 (ℓ/s equal to +3.46) significantly exceeded the general norm of the complete sample. In the case of A_1B_2 , the frequency of Afrikaans-speaking White respondents (22 or 14.4% in this subgroup) who strongly disagreed with the content of question 13.4 (ℓ/s equal to -3.69) was significantly lower than the group norm.

In the case of A_2B_1 , the frequency of African respondents (63 or 26.4% of this subgroup) who disagreed with the content of question 13.4 (ℓ/s equal to -3.71) was significantly lower than the group norm. Lastly, the frequency of English-speaking White respondents in A_2B_3 (76 or 51% of this subgroup) who disagreed with the content of question 13.4 (ℓ/s equal to +3.19) significantly exceeded the general norm of the complete sample.

Table 7.123 Cross-tabulation of five attitudinal categories and population groups for question 13.3

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	82	23	37	4	35	6	187
Row %	43.9%	12.3%	19.8%	2.1%	18.7%	3.2%	100%
Column %	34%	14.7%	24.5%	16.7%	31.3%	28.6%	26.5%
Disagree	74	65	70	14	41	9	273
Row %	27.1%	23.8%	25.6%	5.1%	15%	3.3%	100%
Column %	30.7%	41.7%	46.4%	58.3%	36.6%	42.9%	38.7%
Neutral	39	42	32	3	12	3	131
Row %	29.8%	32.1%	24.4%	2.3%	9.2%	2.3%	100%
Column %	16.2%	26.9%	21.2%	12.5%	10.7%	14.3%	18.6%
Agree	32	19	8	1	20	1	81
Row %	39.5%	23.5%	9.9%	1.2%	24.7%	1.2%	100%
Column %	13.3%	12.2%	5.3%	4.2%	17.9%	4.8%	11.5%
Strongly agree	14	7	4	2	4	2	33
Row %	42.2%	21.2%	12.1%	6.1%	12.1%	6.1%	100%
Column %	5.8%	4.5%	2.6%	8.3%	3.6%	9.5%	4.7%
Total	241	156	151	24	112	21	705
Row %	34.2%	22.1%	21.4%	3.4%	15.9%	3%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 13.3 in Table 7.123 referred to a radio station that is designed to broadcast to a multicultural audience and would definitely not be suitable for South Africa.

In the case under consideration, 65.2% of the respondents strongly disagreed or disagreed

with the statement. The observations for the subgroups were as follows: African, 64.7%; White Afrikaans-speaking, 56.4%; White English-speaking, 70.9%; Coloured, 75%; Indian, 67.8%; 'Other', 71.5%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this factor, testing for the presence of saturation was done. In this regard ℓ^* was calculated at 83.79, which was significant ($\ell^* = 83.79 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was therefore necessary and duly reported in Table 7.124.

Table 7.124 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λ_{A_1}	0.483039	0.122479	3.943852	Significant at 0.1% level
λ_{A_2}	1.048084	0.101837	10.291780	Significant at 0.1% level
λ_{A_3}	0.093466	0.141588	0.660127	Insignificant
λ_{A_4}	-0.583830	0.209404	-2.788056	Significant at 0.1% level
λ_{A_5}	-1.040740	0.186477	-5.581064	Significant at 0.1% level
λ_{B_1}	1.197773	0.101536	11.796535	Significant at 0.1% level
λ_{B_2}	0.689526	0.116704	5.908332	Significant at 0.1% level
λ_{B_3}	0.460123	0.134674	3.416569	Significant at 0.1% level
λ_{B_4}	-1.334630	0.252314	-5.289560	Significant at 0.1% level
λ_{B_5}	0.329116	0.133554	2.464292	Insignificant
λ_{B_6}	-1.341910	0.249997	-5.367704	Significant at 0.1% level
$\lambda_{A_1B_1}$	0.227853	0.154876	1.471196	Insignificant
$\lambda_{A_1B_2}$	-0.535120	0.199525	-2.681970	Significant at 0.1% level
$\lambda_{A_1B_3}$	0.169702	0.194286	0.873465	Insignificant
$\lambda_{A_1B_4}$	-0.260170	0.415285	-0.626485	Insignificant
$\lambda_{A_1B_5}$	0.245138	0.195101	1.256467	Insignificant
$\lambda_{A_1B_6}$	0.152572	0.371435	0.410764	Insignificant
$\lambda_{A_2B_1}$	-0.439850	0.141009	-3.119304	Significant at 0.1% level
$\lambda_{A_2B_2}$	-0.061280	0.154733	-0.396037	Insignificant
$\lambda_{A_2B_3}$	0.242235	0.167392	1.447112	Insignificant
$\lambda_{A_2B_4}$	0.427552	0.310487	1.377037	Insignificant
$\lambda_{A_2B_5}$	-0.161680	0.178217	-0.907209	Insignificant
$\lambda_{A_2B_6}$	-0.007010	0.333334	-0.021030	Insignificant
$\lambda_{A_3B_1}$	-0.125730	0.185502	-0.677782	Insignificant
$\lambda_{A_3B_2}$	0.456623	0.192324	2.374238	Insignificant
$\lambda_{A_3B_3}$	0.414093	0.210908	1.963382	Insignificant
$\lambda_{A_3B_4}$	-0.158280	0.459174	-0.344706	Insignificant
$\lambda_{A_3B_5}$	-0.435730	0.254980	-1.708879	Insignificant
$\lambda_{A_3B_6}$	-0.151000	0.457905	-0.329763	Insignificant
$\lambda_{A_4B_1}$	0.353733	0.245881	1.438635	Insignificant
$\lambda_{A_4B_2}$	0.340684	0.268925	1.266836	Insignificant
$\lambda_{A_4B_3}$	-0.294910	0.325246	-0.906729	Insignificant
$\lambda_{A_4B_4}$	-0.579600	0.708033	-0.818606	Insignificant
$\lambda_{A_4B_5}$	-0.752387	0.274745	-2.738492	Significant at 0.1% level
$\lambda_{A_4B_6}$	-0.572320	0.707210	-0.809265	Insignificant

Table 7.124 (Cont.) Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λA_5B_1	-0.016030	0.259716	-0.061721	Insignificant
λA_5B_2	-0.200930	0.315173	-0.637523	Insignificant
λA_5B_3	-0.531140	0.383026	-1.386694	Insignificant
λA_5B_4	0.570467	0.540587	1.055273	Insignificant
λA_5B_5	-0.400130	0.382633	-1.045728	Insignificant
λA_5B_6	0.577740	0.539509	1.070863	Insignificant

Main effect A_i produced significant differences. In four of the five attitudinal categories, namely, Strongly Disagree, Disagree, Agree and Strongly Agree, the observed response patterns differed significantly from the respective group norms. The exception was category Neutral. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and 'Other'.

Three significant interaction effects A_iB_j occurred, in A_1B_2 , A_2B_1 , and A_4B_5 , respectively. The frequency of Afrikaans-speaking White respondents in A_1B_2 (23 or 14.7% of this subgroup) who strongly disagreed with the content of question 13.3 (ℓ/s equal to -2.68) was significantly lower than the group norm. In the case of African respondents (74 or 30.7% in this subgroup), the frequency of those who disagreed with the content of question 13.3 (ℓ/s equal to -3.12) was significantly lower than the group norm. Lastly, the frequency of Indian respondents (20 or 17.9% of this subgroup) who agreed with the content of question 13.3 (ℓ/s equal to -2.74) was significantly lower than the group norm.

Table 7.125 Cross-tabulation of five attitudinal categories and population groups for **question 13.10**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	50	16	28	6	27	3	130
Row %	38.5%	12.3%	21.5%	4.6%	20.8%	2.3%	100%
Column %	20.8%	10.3%	18.5%	25%	24.1%	14.3%	18.5%
Disagree	66	55	72	13	34	9	249
Row %	26.5%	22.1%	28.9%	5.2%	13.7%	3.6%	100%
Column %	27.5%	35.5%	47.7%	54.2%	30.4%	42.9%	35.4%
Neutral	64	45	33	2	26	3	173
Row %	37%	26%	19.1%	1.2%	15%	1.7%	100%
Column %	26.7%	29%	21.9%	8.3%	23.2%	14.3%	24.6%
Agree	44	26	14	2	19	6	111
Row %	39.6%	23.4%	12.6%	1.8%	17.1%	5.4%	100%
Column %	18.3%	16.8%	9.3%	8.3%	17%	28.6%	15.8%
Strongly agree	16	13	4	1	6	0	40
Row %	40%	32.5%	10%	2.5%	15%	0%	100%
Column %	6.7%	8.4%	2.6%	4.2%	5.4%	0%	5.7%
Total	240	155	151	24	112	21	703
Row %	34.1%	22%	21.5%	3.4%	15.9%	3%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 13.10 referred to in Table 7.125 was intended to elicit whether a radio station that serves a multicultural audience would definitely be seen as a threat to the cultures of the different population groups in South Africa.

In the case of this variable, 53.9% of the respondents strongly disagreed or disagreed with the statement in the questionnaire. Subgroup percentages were as follows: African, 48.3%; White Afrikaans-speaking, 45.8%; White English-speaking, 66.2%; Coloured, 79.2%; Indian, 54.5%; 'Other', 57.2%.

The second main effect was a reflection of the respondents' population group. To determine the interactive part of the subcategories 'Population Group', the presence of saturation was assessed. In this regard ℓ^* was calculated at 75.67, which was significant ($\ell^* = 75.67 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was required. The consequent results are presented in Table 7.126.

Table 7.126 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated mode

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λA_1	0.310394	0.129515	2.396587	Insignificant
λA_2	0.890255	0.101313	8.787174	Significant at 0.1% level
λA_3	0.181875	0.146693	1.239834	Insignificant
λA_4	-0.051660	0.141604	0.364820	Insignificant
λA_5	-1.150840	0.220124	-5.228144	Significant at 0.1% level
λB_1	1.193354	0.097365	12.256499	Significant at 0.1% level
λB_2	0.711813	0.108047	6.587994	Significant at 0.1% level
λB_3	0.456033	0.128668	3.544261	Significant at 0.1% level
λB_4	-1.421510	0.256285	-5.546599	Significant at 0.1% level
λB_5	0.393185	0.120411	3.265358	Significant at 0.1% level
λB_6	-1.332870	0.240219	-5.548562	Significant at 0.1% level
λA_1B_1	0.018161	0.168525	0.107764	Insignificant
λA_1B_2	-0.639730	0.218163	-2.932349	Significant at 0.1% level
λA_1B_3	0.175664	0.204358	0.859590	Insignificant
λA_1B_4	0.512765	0.378510	1.354693	Insignificant
λA_1B_5	0.221440	0.200585	1.103971	Insignificant
λA_1B_6	-0.269020	0.449399	-0.598622	Insignificant
λA_2B_1	-0.464070	0.141250	-3.285451	Significant at 0.1% level
λA_2B_2	-0.164850	0.152834	-1.078621	Insignificant
λA_2B_3	0.360265	0.162856	2.212169	Insignificant
λA_2B_4	0.526094	0.317589	1.656525	Insignificant
λA_2B_5	-0.327190	0.175142	-1.868141	Insignificant
λA_2B_6	0.069728	0.326436	0.213604	Insignificant
λA_3B_1	0.213540	0.177188	1.205161	Insignificant
λA_3B_2	0.342862	0.190339	1.801323	Insignificant
λA_3B_3	0.288487	0.210576	1.369990	Insignificant
λA_3B_4	-0.637330	0.530422	-1.201553	Insignificant
λA_3B_5	0.112923	0.213422	0.529107	Insignificant
λA_3B_6	-0.320500	0.454647	-0.704943	Insignificant
λA_4B_1	0.072384	0.181023	0.399861	Insignificant
λA_4B_2	0.027832	0.203119	0.137023	Insignificant
λA_4B_3	-0.335430	0.243568	-1.377151	Insignificant
λA_4B_4	-0.403790	0.529038	-0.763253	Insignificant
λA_4B_5	0.032802	0.223047	0.147063	Insignificant
λA_4B_6	0.606180	0.372250	1.628422	Insignificant
λA_5B_1	0.159966	0.277635	0.576174	Insignificant
λA_5B_2	0.433868	0.291625	1.487760	Insignificant
λA_5B_3	-0.489010	0.398945	-1.225758	Insignificant
λA_5B_4	0.002244	0.712940	0.003148	Insignificant
λA_5B_5	-0.020690	0.351805	-0.058811	Insignificant
λA_5B_6	-0.086400	0.707324	-0.122151	Insignificant

Main effect A_1 produced significant differences. In two of the five attitudinal categories, namely, Disagree and Strongly Agree, the observed frequencies differed significantly from the respective group norms. The exceptions were categories Strongly Disagree, Neutral and Agree. In the case of the main effect B_j relating to the various population groups – Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds, Indians and ‘Other’ – significant deviations from the general trend were observed in all six population groups.

Two significant interaction effects A_1B_3 occurred with respect to question 13.10, in A_1B_2 and A_2B_1 respectively. The frequency of Afrikaans-speaking White respondents (16 or 10.3% of this subgroup) who strongly disagreed with the content of question 13.10 (ℓ/s equal to -2.93) was significantly lower than the group norm. In the case of A_2B_1 , the frequency of African respondents (66 or 27.5% of this subgroup) who disagreed with the content of question 13.10 (ℓ/s equal to -3.29) was significantly lower than the group norm.

Table 7.127 Cross-tabulation of five attitudinal categories and population groups for **question 13.2**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	62	28	29	4	25	4	152
Row %	40.8%	18.4%	19.1%	2.6%	16.4%	2.6%	100%
Column %	25.7%	18.1%	19.3%	16%	22.3%	18.2%	21.6%
Disagree	77	56	58	10	34	6	241
Row %	32%	23.2%	24.1%	4.1%	14.1%	2.5%	100%
Column %	32%	36.1%	38.7%	40%	30.4%	27.3%	34.2%
Neutral	47	39	35	6	22	6	155
Row %	30.3%	25.2%	22.6%	3.9%	14.2%	3.9%	100%
Column %	19.5%	25.2%	23.3%	24%	19.6%	27.3%	22%
Agree	42	19	22	5	26	5	119
Row %	35.3%	16%	18.5%	4.2%	21.8%	4.2%	100%
Column %	17.4%	12.3%	14.7%	20%	23.2%	22.7%	16.9%
Strongly agree	13	13	6	0	5	1	38
Row %	34.2%	34.2%	15.8%	0%	13.2%	2.6%	100%
Column %	5.4%	8.4%	4%	0%	4.5%	4.5%	5.4%
Total	241	155	150	25	112	22	705
Row %	34.2%	22%	21.3%	3.5%	15.9%	3.1%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 13.2 in Table 7.127 referred to the person who might find it difficult to listen to a radio announcer who is not from the same population group as the one to which that person belongs, regardless of the announcer's ability to speak the person's home language fluently.

In this instance, 55.8% of the respondents disagreed or strongly disagreed with the in the statement in questionnaire. The different subgroups responded as follows: African, 57.7%; White Afrikaans-speaking, 54.2%; White English-speaking, 58%; Coloured, 56%; Indian, 52.7%; 'Other', 45.5%.

The second main effect was a reflection of the respondents' population group. To determine the interactive part of the subcategories 'Population Group', testing for the presence of saturation was done. In this regard ℓ^* was calculated at 44.56, which was significant ($\ell^* = 44.56 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. However, further loglinear analysis of the cross-tabulation produced no significant interaction. The results are duly reported in Table 7.128.

Table 7.128 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the independent model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λA_1	0.156576	0.124278	1.259885	Insignificant
λA_2	0.695277	0.103645	6.708254	Significant at 0.1% level
λA_3	0.310829	0.112150	2.771547	Significant at 0.1% level
λA_4	0.061913	0.119773	0.516920	Insignificant
λA_5	-1.224592	0.216829	-5.647732	Significant at 0.1% level
λB_1	1.078300	0.095059	11.343481	Significant at 0.1% level
λB_2	0.659660	0.102827	6.415241	Significant at 0.1% level
λB_3	0.526736	0.113155	4.654995	Significant at 0.1% level
λB_4	-1.228426	0.225353	-5.451119	Significant at 0.1% level
λB_5	0.294321	0.120118	2.450266	Insignificant
λB_6	-1.330591	0.229264	-5.803750	Significant at 0.1% level

Main effect A_i produced significant differences. In three of the five attitudinal categories, namely, Disagree, Neutral and Strongly Agree, observed response patterns differed significantly from the respective group norms. The exceptions were categories Strongly Disagree and Agree. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, White Afrikaans-speakers, White English-speakers, Coloureds and 'Other'.

Table 7.129 Cross-tabulation of five attitudinal categories and population groups for **question 13.6**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	15	8	9	1	2	1	36
Row %	41.7%	22.2%	25%	2.8%	5.6%	2.8%	100%
Column %	6.2%	5.2%	6%	4.2%	1.8%	4.8%	5.1%
Disagree	28	33	38	4	17	3	123
Row %	22.8%	26.8%	30.9%	3.3%	13.8%	2.4%	100%
Column %	11.6%	21.3%	25.3%	16.7%	15.3%	14.3%	17.5%
Neutral	72	35	56	7	38	6	214
Row %	33.6%	16.4%	26.2%	3.3%	17.8%	2.8%	100%
Column %	29.9%	22.6%	37.3%	29.2%	34.2%	28.6%	30.5%
Agree	79	40	30	8	33	8	198
Row %	39.9%	20.2%	15.2%	4%	16.7%	4%	100%
Column %	32.8%	25.8%	20%	33.3%	29.7%	38.1%	28.2%
Strongly agree	47	39	17	4	21	3	131
Row %	35.9%	29.8%	13%	3.1%	16%	2.3%	100%
Column %	19.5%	25.2%	11.3%	16.7%	18.9%	14.3%	18.7%
Total	241	155	150	24	111	21	702
Row %	34.3%	22.1%	21.4%	3.4%	15.8%	3%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

In Table 7.129 question 13.6 was addressed. It referred to the radio listener who says that nothing would change his or her loyalty to a favourite radio station.

In this case, 46.9% of the respondents agreed or strongly agreed with the statement. The responses among the subgroups were as follows: African, 52.3%; White Afrikaans-speaking, 51%; White English-speaking, 31.3%; Coloured, 50%; Indian, 48.6%; 'Other', 52.4%. High percentages of responses occurred in the category Neutral.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this dimension, the presence of saturation was determined. In this regard ℓ^* was calculated at 72.96, which was significant ($\ell^* = 72.96 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further loglinear analysis of the cross-tabulation was therefore necessary. The resultant analysis produced no significant interaction. Four insignificant borderline interactions were observed. The findings are presented in Table 7.130.

Table 7.130 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the independent model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λA_1	-1.309895	0.228675	-5.728195	Significant at 0.1% level
λA_2	0.041197	0.133495	0.308603	Insignificant
λA_3	0.615898	0.110372	5.580202	Significant at 0.1% level
λA_4	0.596280	0.106931	5.576306	Significant at 0.1% level
λA_5	0.056520	0.133632	0.422953	Insignificant
λB_1	1.117764	0.097902	11.417172	Significant at 0.1% level
λB_2	0.707209	0.108780	6.501278	Significant at 0.1% level
λB_3	0.629376	0.110353	5.703298	Significant at 0.1% level
λB_4	-1.229951	0.229613	-5.356626	Significant at 0.1% level
λB_5	0.151456	0.152516	0.993050	Insignificant
λB_6	-1.375854	0.240420	-5.722710	Significant at 0.1% level

Main effect A_i produced significant differences. The observed response patterns in three of the five attitudinal categories, namely, Strongly Disagree, Neutral and Agree, differed significantly from the respective group norms. The exceptions were categories Disagree and Strongly Agree. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, White Afrikaans-speakers, White English-speakers, Coloureds and 'Other'.

7.4.4 Influence of English and European Culture

The fourth factor analysis brought out four factors that in total explained 54.1% of the variance found in the overall response pattern in section 14 of the questionnaire.

7.4.4.1 Quality of English Language Usage

The first factor consisted of the responses to seven questions from the questionnaire, with question 14.14 as the first contributor.

Table 7.131 Cross-tabulation of five attitudinal categories and population groups for **question 14.14**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	39	36	36	4	22	4	141
Row %	27.7%	25.5%	25.5%	2.8%	15.6%	2.8%	100%
Column %	16%	23.8%	23.7%	15.4%	19.6%	22.2%	20.1%
Disagree	58	44	46	9	28	1	186
Row %	31.2%	23.7%	24.7%	4.8%	15.1%	.5%	100%
Column %	23.9%	29.1%	30.3%	34.6%	25%	5.6%	26.5%
Neutral	78	46	46	8	43	7	228
Row %	34.2%	20.2%	20.2%	3.5%	18.9%	3.1%	100%
Column %	32.1%	30.5%	30.3%	30.8%	38.4%	38.9%	32.5%
Agree	46	16	16	4	13	4	99
Row %	46.5%	16.2%	16.2%	4%	13.1%	4%	100%
Column %	18.9%	10.6%	10.5%	15.4%	11.6%	22.2%	14.1%
Strongly agree	22	9	8	1	6	2	48
Row %	45.8%	18.8%	16.7%	2.1%	12.5%	4.2%	100%
Column %	9.1%	6%	5.3%	3.8%	5.4%	11.1%	6.8%
Total	243	151	152	26	112	18	702
Row %	34.6%	21.5%	21.7%	3.7%	16%	2.6%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

In Table 7.131 question 14.14 was addressed. It referred to the high status the listener enjoys in South African society that strengthens his or her need to listen to an English radio station constantly.

In this case, 46.6% of the respondents disagreed or strongly disagreed with the statement. Compared with the general norm, the subsamples responded as follows: African, 39.9%; White Afrikaans-speaking, 52.9%; White English-speaking, 54%; Coloured, 50%; Indian, 44.6%; 'Other', 27.8%.

The data were further analysed with regard to the second main effect: a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this factor, the presence of saturation was once again looked for. In this regard ℓ^* was calculated at 60.09, which was significant ($\ell^* = 60.09 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. However, further analysis of the cross-tabulation produced no significant interaction. The ensuing results are reported in Table 7.132.

The response to question 14.15 presented in Table 7.133 referred to the person who always finds listening to an English radio station a ‘cool’ thing to do.

In the case under consideration, 46.5% of the respondents disagreed or strongly disagreed with the content of the statement. Compared with the general trend, the subsamples produced the following results: African, 37.6%; White Afrikaans-speaking, 55%; White English-speaking, 56.2%; Coloured, 30.7%; Indian, 47.7%; ‘Other’, 30%.

The second main effect was a reflection of the respondents’ population group. To measure whether ‘Population Group’ played a part in this dimension, the usual test was done. In this regard ℓ^* was calculated at 80.52, which was significant ($\ell^* = 80.52 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further analysis of the cross-tabulation was required. The ensuing results are presented in Table 7.134.

Table 7.134 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	S_ℓ	ℓ/s	Conclusion
λA_1	0.150292	0.131319	1.144480	Insignificant
λA_2	0.242184	0.122395	1.978708	Insignificant
λA_3	0.634311	0.097504	6.505487	Significant at 0.1% level
λA_4	-0.084050	0.128607	-0.653541	Insignificant
λA_5	-0.942740	0.168026	-5.610679	Significant at 0.1% level
λB_1	1.194569	0.085956	13.897448	Significant at 0.1% level
λB_2	0.591714	0.104256	5.675587	Significant at 0.1% level
λB_3	0.461439	0.116878	3.948040	Significant at 0.1% level
λB_4	-1.161360	0.199094	-5.833225	Significant at 0.1% level
λB_5	0.262471	0.122418	2.144056	Insignificant
λB_6	-1.348560	0.207880	-6.487204	Significant at 0.1% level
λA_1B_1	-0.138050	0.169760	-0.813207	Insignificant
λA_1B_2	0.421318	0.180770	2.330685	Insignificant
λA_1B_3	0.433810	0.191259	2.268181	Insignificant
λA_1B_4	-0.533390	0.431151	-1.237130	Insignificant
λA_1B_5	0.162774	0.209537	0.776827	Insignificant
λA_1B_6	-0.346460	0.435278	-0.795951	Insignificant
λA_2B_1	-0.273430	0.164112	-1.666118	Insignificant
λA_2B_2	0.160350	0.179028	0.895670	Insignificant
λA_2B_3	0.481680	0.181691	2.651094	Significant at 0.1% level
λA_2B_4	-0.114450	0.360962	-0.317069	Insignificant
λA_2B_5	0.184211	0.199818	0.921894	Insignificant
λA_2B_6	-0.438350	0.432669	-1.013130	Insignificant

Table 7.134 (Cont.) Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
$\lambda_{A_3B_1}$	-0.252710	0.135840	-1.860350	Insignificant
$\lambda_{A_3B_2}$	-0.108160	0.159228	-0.679278	Insignificant
$\lambda_{A_3B_3}$	0.172935	0.163836	1.055537	Insignificant
$\lambda_{A_3B_4}$	0.281878	0.284928	0.989296	Insignificant
$\lambda_{A_3B_5}$	-0.244280	0.187037	-1.306052	Insignificant
$\lambda_{A_3B_6}$	0.150353	0.313681	0.479318	Insignificant
$\lambda_{A_4B_1}$	0.340489	0.162079	2.100760	Insignificant
$\lambda_{A_4B_2}$	-0.378410	0.219280	-1.725693	Insignificant
$\lambda_{A_4B_3}$	-0.535820	0.243328	-2.202048	Insignificant
$\lambda_{A_4B_4}$	0.211784	0.363116	0.583241	Insignificant
$\lambda_{A_4B_5}$	0.474079	0.204977	2.312840	Insignificant
$\lambda_{A_4B_6}$	-0.112110	0.434467	-0.258040	Insignificant
$\lambda_{A_5B_1}$	0.323710	0.217476	1.488486	Insignificant
$\lambda_{A_5B_2}$	-0.095090	0.281463	-0.337842	Insignificant
$\lambda_{A_5B_3}$	-0.552600	0.342882	-1.611633	Insignificant
$\lambda_{A_5B_4}$	0.154182	0.513367	0.300335	Insignificant
$\lambda_{A_5B_5}$	-0.576770	0.372684	-1.547611	Insignificant
$\lambda_{A_5B_6}$	0.746575	0.447722	1.667497	Insignificant

Main effect A_i produced significant differences. The observed frequencies in two of the five attitudinal categories, namely, Neutral and Strongly Agree, differed significantly from the respective group norms. The exceptions were categories Strongly Disagree, Disagree and Agree. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and 'Other'.

A single significant interaction effect A_iB_j occurred, in A_2B_3 . The frequency of English-speaking White respondents (46 or 30.1% of this subgroup) who disagreed with the content of question 14.15 (ℓ/s equal to +2.65) was significantly higher than the group norm.

Table 7.135 Cross-tabulation of five attitudinal categories and population groups for **question 14.16**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	64	37	57	3	29	2	192
Row %	33.3%	19.3%	29.7%	1.6%	15.1%	1%	100%
Column %	26.2%	24.2%	37.5%	11.1%	25.9%	10.5%	27.2%
Disagree	50	32	42	10	31	3	168
Row %	29.8%	19%	25%	6%	18.5%	1.8%	100%
Column %	20.5%	20.9%	27.6%	37%	27.7%	15.8%	23.8%
Neutral	61	41	34	6	33	7	182
Row %	33.5%	22.5%	18.7%	3.3%	18.1%	3.8%	100%
Column %	25%	26.8%	22.4%	22.2%	29.5%	36.8%	25.7%
Agree	43	37	12	7	13	4	116
Row %	37.1%	31.9%	10.3%	6%	11.2%	3.4%	100%
Column %	17.6%	24.2%	7.9%	25.9%	11.6%	21.1%	16.4%
Strongly agree	26	6	7	1	6	3	49
Row %	53.1%	12.2%	14.3%	2%	12.2%	6.1%	100%
Column %	10.7%	3.9%	4.6%	3.7%	5.4%	15.8%	6.9%
Total	244	153	152	27	112	19	707
Row %	34.5%	21.6%	21.5%	3.8%	15.8%	2.7%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 14.16 that pertained to Table 7.135 referred to listening to an English radio station because it helps the listener to speak English like an English citizen.

In this case, 51% of the respondents disagreed or strongly disagreed with statement in the questionnaire. The subsample figures were: African, 46.7%; White Afrikaans-speaking, 45.1%; White English-speaking, 65.1%; Coloured, 48.1%; Indian, 53.6%; ‘Other’, 26.3%.

The second main effect was a reflection of the respondents’ population group. To determine the interactive part of the subcategories ‘Population Group’, statistical testing for saturation was done. In this regard ℓ^* was calculated at 72.62, which was significant ($\ell^* = 72.62 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further analysis of the cross-tabulation was therefore necessary and duly reported in Table 7.136.

Table 7.136 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λA_1	0.155031	0.141724	1.093894	Insignificant
λA_2	0.318149	0.116746	2.725138	Significant at 0.1% level
λA_3	0.423877	0.107017	3.960838	Significant at 0.1% level
λA_4	-0.047920	0.121142	-0.395569	Insignificant
λA_5	-0.849120	0.180372	-4.707604	Significant at 0.1% level
λB_1	1.166592	0.087475	13.336290	Significant at 0.1% level
λB_2	0.564958	0.109492	5.159811	Significant at 0.1% level
λB_3	0.473957	0.111972	4.232817	Significant at 0.1% level
λB_4	-1.245850	0.226042	-5.511586	Significant at 0.1% level
λB_5	0.411915	0.106345	3.873384	Significant at 0.1% level
λB_6	-1.371570	0.209724	-6.539881	Significant at 0.1% level
λA_1B_1	0.163637	0.171373	0.954859	Insignificant
λA_1B_2	0.217306	0.195617	1.110875	Insignificant
λA_1B_3	0.740440	0.187142	3.956568	Significant at 0.1% level
λA_1B_4	-0.484190	0.447096	-1.082967	Insignificant
λA_1B_5	0.126727	0.210418	0.602263	Insignificant
λA_1B_6	-0.763940	0.509363	-1.499795	Insignificant
λA_2B_1	-0.246340	0.157044	-1.568605	Insignificant
λA_2B_2	-0.090990	0.183028	-0.497137	Insignificant
λA_2B_3	0.271941	0.176274	1.542718	Insignificant
λA_2B_4	0.556663	0.316395	1.759393	Insignificant
λA_2B_5	0.030300	0.182273	0.166234	Insignificant
λA_2B_6	-0.521590	0.431657	-1.208344	Insignificant
λA_3B_1	-0.153220	0.145062	-1.056238	Insignificant
λA_3B_2	0.051114	0.169051	0.302358	Insignificant
λA_3B_3	-0.045100	0.176454	-0.255591	Insignificant
λA_3B_4	-0.059890	0.352981	-0.169669	Insignificant
λA_3B_5	-0.012910	0.173966	-0.074210	Insignificant
λA_3B_6	0.219981	0.328573	0.669504	Insignificant
λA_4B_1	-0.031090	0.164350	-0.189169	Insignificant
λA_4B_2	0.420261	0.181262	2.318528	Insignificant
λA_4B_3	-0.614750	0.236490	-2.599476	Significant at 0.1% level
λA_4B_4	0.566060	0.343940	1.645810	Insignificant
λA_4B_5	-0.472660	0.228331	-2.070065	Insignificant
λA_4B_6	0.132166	0.392480	0.336746	Insignificant
λA_5B_1	0.267000	0.225725	1.182855	Insignificant
λA_5B_2	-0.597700	0.326451	-1.830903	Insignificant
λA_5B_3	-0.352550	0.312403	-1.128510	Insignificant
λA_5B_4	-0.578660	0.692106	-0.836086	Insignificant
λA_5B_5	0.328530	0.264563	1.241784	Insignificant
λA_5B_6	0.933361	0.414607	2.251195	Insignificant

Main effect A_i produced significant differences in three of the five attitudinal categories, namely, Disagree, Neutral and Strongly Agree. The observed frequencies of those three attitudinal categories differed significantly from the respective group norms. The exceptions were categories Strongly Disagree and Agree. Regarding the main effect B_j relating to population group, significant deviations from the general trend were observed in all six groups: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds, Indians and 'Other'.

Two significant interaction effects A_iB_j occurred, in A_1B_3 and A_4B_3 respectively. The frequency of English-speaking White respondents (57 or 37.5% of this subgroup) who strongly disagreed with the content of question 14.16 (ℓ/s equal to +3.96) significantly exceeded the general norm of the complete sample. With regard to A_4B_3 , the frequency of English-speaking White respondents (12 or 7.9% in this subgroup) who agreed with the content of question 14.16 (ℓ/s equal to -2.60) was significantly lower than the group norm.

Table 7.137 Cross-tabulation of five attitudinal categories and population groups for **question 14.19**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	32	30	21	3	13	1	100
Row %	32%	30%	21%	3%	13%	1%	100%
Column %	13.1%	19.9%	14%	11.1%	11.6%	5%	14.2%
Disagree	42	37	23	5	19	1	127
Row %	33.1%	29.1%	18.1%	3.9%	15%	.8%	100%
Column %	17.2%	24.5%	15.3%	18.5%	17%	5%	18%
Neutral	81	42	61	8	36	9	237
Row %	34.2%	17.7%	25.7%	3.4%	15.2%	3.8%	100%
Column %	33.2%	27.8%	40.7%	29.6%	32.1%	45%	33.7%
Agree	56	27	26	8	36	7	160
Row %	35%	16.9%	16.3%	5%	22.5%	4.4%	100%
Column %	23%	17.9%	17.3%	29.6%	32.1%	35%	22.7%
Strongly agree	33	15	19	3	8	2	80
Row %	41.3%	18.8%	23.8%	3.8%	10%	2.5%	100%
Column %	13.5%	9.9%	12.7%	11.1%	7.1%	10%	11.4%
Total	244	151	150	27	112	20	704
Row %	34.7%	21.4%	21.3%	3.8%	15.9%	2.8%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 14.19 referenced in Table 7.137 referred to the fact that the English language enjoys a high status internationally, which makes one feel good about listening to a good English radio station.

In this case, 34.1% of the respondents agreed or strongly agreed and 32.2% disagreed or strongly disagreed with the statement in the questionnaire. In other words, there was no majority support for the statement. The comparable figures for the subgroups were: African, 36.5%; White Afrikaans-speaking, 27.8%; White English-speaking 30.0%; Coloured, 40.7%; Indian, 39.2%; ‘Other’, 45%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this dimension, the presence of saturation was determined. In this regard ℓ^* was calculated at 61.25, which was significant ($\ell^* = 61.25 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further analysis of the cross-tabulation was therefore necessary. No significant interaction was traced. Two borderline cases occurred. The consequent results are presented in Table 7.138.

Table 7.138 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the independent model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λA_1	-0.401647	0.174864	-2.296911	Insignificant
λA_2	-0.157824	0.166289	-0.949095	Insignificant
λA_3	0.686380	0.102357	6.705746	Significant at 0.1% level
λA_4	0.367209	0.108103	3.396844	Significant at 0.1% level
λA_5	-0.494117	0.153846	-3.211764	Significant at 0.1% level
λB_1	1.159793	0.091021	12.742038	Significant at 0.1% level
λB_2	0.686584	0.101060	6.793825	Significant at 0.1% level
λB_3	0.634535	0.102463	6.192821	Significant at 0.1% level
λB_4	-1.071041	0.187032	-5.726512	Significant at 0.1% level
λB_5	0.287023	0.116072	2.472801	Insignificant
λB_6	-1.696894	0.280432	-6.051000	Significant at 0.1% level

Main effect A_i produced significant differences. The observed frequencies in three of the five attitudinal categories, namely, Neutral, Agree and Strongly Agree, differed significantly from the respective group norms. The exceptions were categories Strongly Disagree and Disagree. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and 'Other'.

Table 7.139 Cross-tabulation of five attitudinal categories and population groups for **question 14.13**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	53	30	32	4	23	1	143
Row %	37.1%	21%	22.4%	2.8%	16.1%	.7%	100%
Column %	21.6%	19.9%	21.1%	14.8%	20.9%	4.8%	20.3%
Disagree	61	36	27	7	24	8	163
Row %	37.4%	22.1%	16.6%	4.3%	14.7%	4.9%	100%
Column %	24.9%	23.8%	17.8%	25.9%	21.8%	38.1%	23.1%
Neutral	69	46	55	10	38	5	223
Row %	30.9%	20.6%	24.7%	4.5%	17%	2.2%	100%
Column %	28.2%	30.5%	36.2%	37%	34.5%	23.8%	31.6%
Agree	39	27	19	5	21	6	117
Row %	33.3%	23.1%	16.2%	4.3%	17.9%	5.1%	100%
Column %	15.9%	17.9%	12.5%	18.5%	19.1%	28.6%	16.6%
Strongly agree	23	12	19	1	4	1	60
Row %	38.3%	20%	31.7%	1.7%	6.7%	1.7%	100%
Column %	9.4%	7.9%	12.5%	3.7%	3.6%	4.8%	8.5%
Total	245	151	152	27	110	21	706
Row %	34.7%	21.4%	21.5%	3.8%	15.6%	3%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

The response to question 14.13 presented in Table 7.139 referred to the radio listener who resolutely listens to an English radio station in order to maintain a high standard of English because he or she takes pride in speaking good English.

In this case, 43.4% of the respondents disagreed or strongly disagreed with the statement. The different subgroups responded as follows: African, 46.5%; White Afrikaans-speaking, 43.7%; White English-speaking, 38.9%; Coloured, 40.7%; Indian, 42.7%; 'Other', 42.9%.

The data were further analysed with regard to the second main effect: a reflection of the respondents' population group. To measure whether 'Population Group' played a part in the cross-tabulation, a pretest of dependence or independence was done. In this regard ℓ^* was calculated at 51.17, which was significant ($\ell^* = 51.17 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further analysis of the cross-tabulation was therefore required. No significant interaction was noticed in the calculations. Three insignificant but borderline cases were present. The results are reported in Table 7.140.

Table 7.140 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the independent model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λ_{A_1}	-0.089265	0.169186	-0.527615	Insignificant
λ_{A_2}	0.383172	0.110395	3.470918	Insignificant
λ_{A_3}	0.620847	0.109638	5.662699	Significant at 0.1% level
λ_{A_4}	0.075825	0.120422	0.629661	Significant at 0.1% level
λ_{A_5}	-0.990579	0.214862	-4.610303	Significant at 0.1% level
λ_{B_1}	1.173756	0.094047	12.480526	Significant at 0.1% level
λ_{B_2}	0.669719	0.105329	6.358353	Significant at 0.1% level
λ_{B_3}	0.682456	0.103864	6.570669	Significant at 0.1% level
λ_{B_4}	-1.200256	0.225428	-5.324343	Significant at 0.1% level
λ_{B_5}	0.227289	0.128778	1.764968	Insignificant
λ_{B_6}	-1.552973	0.268550	-5.782808	Significant at 0.1% level

Main effect A_i produced significant differences. The observed frequencies in three of the five attitudinal categories, namely, Disagree, Neutral and Strongly Agree, differed significantly from the respective group norms. The exceptions were categories Strongly Disagree and Agree. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and 'Other'.

Table 7.141 Cross-tabulation of five attitudinal categories and population groups for **question 14.8**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	71	42	43	7	32	0	195
Row %	36.4%	21.5%	22.1%	3.6%	16.4%	0%	100%
Column %	28.7%	27.5%	28.7%	25.9%	28.8%	0%	27.5%
Disagree	58	38	41	8	32	4	181
Row %	32%	21%	22.7%	4.4%	17.7%	2.2%	100%
Column %	23.5%	24.8%	27.3%	29.6%	28.8%	20%	25.6%
Neutral	62	45	36	7	31	9	190
Row %	32.6%	23.7%	18.9%	3.7%	16.3%	4.7%	100%
Column %	25.1%	29.4%	24%	25.9%	27.9%	45%	26.8%
Agree	40	22	21	4	15	3	105
Row %	38.1%	21%	20%	3.8%	14.3%	2.9%	100%
Column %	16.2%	14.4%	14%	14.8%	13.5%	15%	14.8%
Strongly agree	16	6	9	1	1	4	37
Row %	43.2%	16.2%	24.3%	2.7%	2.7%	10.8%	100%
Column %	6.5%	3.9%	6%	3.7%	.9%	20%	5.2%
Total	247	153	150	27	111	20	708
Row %	34.9%	21.6%	21.2%	3.8%	15.7%	2.8%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 14.8 in Table 7.141 referred to the person who listens to an English radio station

like most of the educated élite in South Africa.

In the case of this variable, 53.1% of the respondents disagreed or strongly disagreed with the content of the statement. The responses among the subgroups were as follows:

African, 52.2%; White Afrikaans-speaking, 52.3%; White English-speaking, 56%; Coloured, 55.5%; Indian, 57.6%; 'Other', 20%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played an interactive part, a test for the presence of saturation was done. In this regard ℓ^* was calculated at 45.37, which was significant ($\ell^* = 47.37 >$ critical $X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further analysis of the cross-tabulation was therefore required and duly reported in Table 7.142.

Table 7.142 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λA_1	0.269667	0.163126	1.653121	Insignificant
λA_2	0.464647	0.118007	3.937453	Significant at 0.1% level
λA_3	0.589874	0.109064	5.408512	Significant at 0.1% level
λA_4	-0.089632	0.137199	-0.653299	Insignificant
λA_5	-1.234554	0.221797	-5.566144	Significant at 0.1% level
λB_1	1.189813	0.098088	12.130057	Significant at 0.1% level
λB_2	0.620412	0.116654	5.318395	Significant at 0.1% level
λB_3	0.667475	0.110754	6.026645	Significant at 0.1% level
λB_4	-1.121021	0.224295	-4.997976	Significant at 0.1% level
λB_5	0.022169	0.192338	0.115261	Insignificant
λB_6	-1.378847	0.240571	-5.731559	Significant at 0.1% level
λA_1B_1	0.210668	0.189321	1.112756	Insignificant
λA_1B_2	0.255058	0.209092	1.219836	Insignificant
λA_1B_3	0.231525	0.205320	1.127630	Insignificant
λA_1B_4	0.204732	0.357825	0.572157	Insignificant
λA_1B_5	0.581367	0.264729	2.196084	Insignificant
λA_1B_6	-1.483352	0.691709	-2.144474	Insignificant
λA_2B_1	-0.186549	0.156272	-1.193746	Insignificant
λA_2B_2	-0.040005	0.178991	-0.223503	Insignificant
λA_2B_3	-0.011083	0.172991	-0.064067	Insignificant
λA_2B_4	0.143284	0.328955	0.435573	Insignificant
λA_2B_5	0.386387	0.239577	1.612788	Insignificant
λA_2B_6	-0.292037	0.407158	-0.717257	Insignificant

Table 7.142 (Cont.) Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λA_3B_1	-0.245085	0.148140	-1.654415	Insignificant
λA_3B_2	0.003844	0.168433	0.022822	Insignificant
λA_3B_3	-0.266363	0.171027	-1.557432	Insignificant
λA_3B_4	-0.115475	0.336636	-0.343026	Insignificant
λA_3B_5	0.229411	0.236156	0.971438	Insignificant
λA_3B_6	0.393665	0.328924	1.196827	Insignificant
λA_4B_1	-0.003834	0.180062	-0.021293	Insignificant
λA_4B_2	-0.032270	0.211166	-0.152818	Insignificant
λA_4B_3	-0.125854	0.210037	-0.599199	Insignificant
λA_4B_4	0.004415	0.403868	0.010932	Insignificant
λA_4B_5	0.182980	0.276517	0.661731	Insignificant
λA_4B_6	-0.025441	0.451673	-0.056326	Insignificant
λA_5B_1	0.224798	0.278913	0.805979	Insignificant
λA_5B_2	-0.186630	0.351349	-0.531181	Insignificant
λA_5B_3	0.171771	0.316042	0.543507	Insignificant
λA_5B_4	-0.236957	0.702481	-0.337314	Insignificant
λA_5B_5	-1.380148	0.692939	-1.991731	Insignificant
λA_5B_6	1.407164	0.448381	3.138322	Significant at 0.1% level

Main effect A_i produced significant differences. The observed frequencies in three of the five attitudinal categories, namely, Disagree, Neutral and Strongly Agree, differed significantly from the respective group norms. The exceptions were categories Strongly Disagree and Agree. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and 'Other'.

A single significant interaction effect A_iB_j occurred in A_5B_6 . The frequency of 'Other' respondents (4 or 20% of this subgroup) who strongly agreed with the content of question 14.8 (ℓ/s equal to +3.14) significantly exceeded the general norm of the complete sample.

Table 7.143 Cross-tabulation of five attitudinal Categories and population groups for **question 14.17**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	64	40	13	3	13	5	138
Row %	46.4%	29%	9.4%	2.2%	9.4%	3.6%	100%
Column %	27.7%	27.6%	8.5%	11.1%	11.6%	23.8%	20%
Disagree	55	32	25	7	24	2	145
Row %	37.9%	22.1%	17.2%	4.8%	16.6%	1.4%	100%
Column %	23.8%	22.1%	16.3%	25.9%	21.4%	9.5%	21%
Neutral	74	46	31	6	28	9	194
Row %	38.1%	23.7%	16%	3.1%	14.4%	4.6%	100%
Column %	32%	31.7%	20.3%	22.2%	25%	42.9%	28.2%
Agree	20	21	54	10	36	4	145
Row %	13.8%	14.5%	37.2%	6.9%	24.8%	2.8%	100%
Column %	8.7%	14.5%	35.3%	37%	32.1%	19%	21%
Strongly agree	18	6	30	1	11	1	67
Row %	26.9%	9%	44.8%	1.5%	16.4%	1.5%	100%
Column %	7.8%	4.1%	19.6%	3.7%	9.8%	4.8%	9.7%
Total	231	145	153	27	112	21	689
Row %	33.5%	21%	22.2%	3.9%	16.3%	3%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 14.17 in Table 7.143 referred to the person whose home language is mainly English and who finds it appropriate to listen to an English radio station.

In this case, 41% of the respondents disagreed or strongly disagreed with the statement. Percentages among the subgroups were: African, 51.5%; White Afrikaans-speaking, 49.7%; White English-speaking, 24.8%; Coloured, 37%; Indian, 33%; 'Other', 33.3%.

The second main effect was a reflection of the respondents' population. To measure whether 'Population Group' played a part in this factor, testing for saturation was done. In this regard ℓ^* was calculated at 168.14, which was significant ($\ell^* = 168.14 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further analysis of the cross-tabulation was required, as set out in Table 7.144.

Table 7.144 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λA_1	-0.014560	0.131826	-0.110449	Insignificant
λA_2	0.122659	0.134712	0.910528	Insignificant
λA_3	0.519130	0.107694	4.820417	Significant at 0.1% level
λA_4	0.254756	0.116103	2.194224	Insignificant
λA_5	-0.881980	0.210608	-4.187780	Significant at 0.1% level
λB_1	1.042427	0.096564	10.795193	Significant at 0.1% level
λB_2	0.535057	0.114201	4.685222	Significant at 0.1% level
λB_3	0.692748	0.102999	6.725774	Significant at 0.1% level
λB_4	-1.201080	0.227429	-5.281121	Significant at 0.1% level
λB_5	0.382474	0.111927	3.417174	Significant at 0.1% level
λB_6	-1.451630	0.245379	-5.915869	Significant at 0.1% level
λA_1B_1	0.502171	0.166447	3.017002	Significant at 0.1% level
λA_1B_2	0.539537	0.187542	2.876886	Significant at 0.1% level
λA_1B_3	-0.742080	0.231318	-3.208051	Significant at 0.1% level
λA_1B_4	-0.314600	0.444058	-0.708466	Insignificant
λA_1B_5	-0.431810	0.235429	-1.834141	Insignificant
λA_1B_6	0.446782	0.390309	1.144688	Insignificant
λA_2B_1	0.213397	0.171746	1.242515	Insignificant
λA_2B_2	0.179169	0.196064	0.913829	Insignificant
λA_2B_3	-0.225380	0.198766	-1.133896	Insignificant
λA_2B_4	0.395477	0.348950	1.133334	Insignificant
λA_2B_5	0.044070	0.205167	0.214801	Insignificant
λA_2B_6	-0.606730	0.522599	-1.160986	Insignificant
λA_3B_2	0.145603	0.167594	0.868784	Insignificant
λA_3B_3	-0.406740	0.172807	-2.353724	Insignificant
λA_3B_4	-0.155140	0.353187	-0.439257	Insignificant
λA_3B_5	-0.198250	0.182108	-1.088640	Insignificant
λA_3B_6	0.500873	0.333175	1.503333	Insignificant
λA_4B_1	-0.930300	0.193795	-4.800433	Significant at 0.1% level
λA_4B_2	-0.374140	0.200802	-1.863228	Insignificant
λA_4B_3	0.412629	0.162013	2.546888	Insignificant
λA_4B_4	0.620056	0.316158	1.961222	Insignificant
λA_4B_5	0.317438	0.178524	1.778125	Insignificant
λA_4B_6	-0.045680	0.410418	-0.111301	Insignificant
λA_5B_1	0.101074	0.265809	0.380250	Insignificant
λA_5B_2	-0.490170	0.344697	-1.422032	Insignificant
λA_5B_3	0.961578	0.251097	3.829508	Significant at 0.1% level
λA_5B_4	-0.545790	0.700594	-0.779039	Insignificant
λA_5B_5	0.268550	0.296646	0.905288	Insignificant
λA_5B_6	-0.295240	0.706625	-0.417817	Insignificant

Main effect A_i produced significant differences. The observed frequencies in two of the five attitudinal categories, namely, Neutral and Strongly Agree, differed significantly from the respective group norms. The exceptions were categories Strongly Disagree, Disagree and Agree. In the case of the main effect B_j relating to the various population groups – Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds, Indians and ‘Other’ – significant deviations from the general trend were observed in all six groups.

Five significant interaction effects A_iB_j occurred, in A_1B_1 , A_1B_2 , A_1B_3 , A_4B_1 and A_5B_3 respectively. The frequency of African respondents (64 or 27.7% of this subgroup) who strongly disagreed with the content of question 14.17 (ℓ/s equal to +3.01) significantly exceeded the general norm of the complete sample. In the case of A_1B_2 , the frequency of Afrikaans-speaking White respondents (40 or 27.6% in this subgroup) who strongly disagreed with the content of question 14.17 (ℓ/s equal to +2.88) was significantly higher than the group norm.

The frequency of English-speaking White respondents in A_1B_3 (13 or 8.5% of this subgroup) who strongly disagreed with the content of question 14.17 (ℓ/s equal to -3.21) was significantly lower than the group norm. In the case of A_4B_1 , the frequency of African respondents (20 or 8.7% of this subgroup) who agreed with the content of question 14.17 (ℓ/s equal to -4.80) was significantly lower than the group norm. Lastly, the frequency of English-speaking White respondents (30 or 19.6% of this subgroup) who strongly agreed with the content of question 14.17 (ℓ/s equal to +3.83) significantly exceeded the general norm of the complete sample.

7.4.4.2 Identification with English Culture

The second factor involved eight questions from the questionnaire.

Table 7.145 Cross-tabulation of five attitudinal categories and population groups for **question 14.3**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	33	21	1	0	13	2	70
Row %	47.1%	30%	1.4%	0%	18.6%	2.9%	100%
Column %	13.4%	13.7%	.7%	0%	11.6%	9.5%	9.8%
Disagree	45	20	9	4	23	4	105
Row %	42.9%	19%	8.6%	3.8%	21.9%	3.8%	100%
Column %	18.3%	13.1%	5.9%	14.8%	20.5%	19%	14.8%
Neutral	84	44	29	6	28	9	200
Row %	42%	22%	14.5%	3%	14%	4.5%	100%
Column %	34.1%	28.8%	19.1%	22.2%	25%	42.9%	28.1%
Agree	56	44	67	14	35	4	220
Row %	25.5%	20%	30.5%	6.4%	15.9%	1.8%	100%
Column %	22.8%	28.8%	44.1%	51.9%	31.3%	19%	30.9%
Strongly agree	28	24	46	3	13	2	116
Row %	24.1%	20.7%	39.7%	2.6%	11.2%	1.7%	100%
Column %	11.4%	15.7%	30.3%	11.1%	11.6%	9.5%	16.3%
Total	246	153	152	27	112	21	711
Row %	34.6%	21.5%	21.4%	3.8%	15.8%	3%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 14.3 referred to in Table 7.145 was aimed at the person who listens to an English radio station because he or she can identify with what the station represents.

In this case, 47.2% of the respondents agreed or strongly agreed with the statement in the questionnaire. Statistics for the subsamples were as follows: African, 34.2%; White Afrikaans-speaking, 44.5%; White English-speaking, 74.4%; Coloured, 63%; Indian, 42.9%; 'Other', 28.5%.

The data were further analysed with regard to the second main effect: a reflection of the respondents' population group. To measure whether 'Population Group' played a part in the cross-tabulation, the usual test for saturation was done. In this regard ℓ^* was calculated at 109.66, which was significant ($\ell^* = 109.66 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further analysis of the cross-tabulation was necessary and the results are contained in Table 7.146.

Table 7.146 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λA_1	-0.936351	0.223611	-4.187410	Significant at 0.1% level
λA_2	-0.112080	0.133672	-0.838470	Insignificant
λA_3	0.553882	0.110143	5.028754	Significant at 0.1% level
λA_4	0.669122	0.111862	5.981674	Significant at 0.1% level
λA_5	-0.147430	0.150258	-0.981179	Insignificant
λB_1	1.221613	0.094347	12.948085	Significant at 0.1% level
λB_2	0.760642	0.103349	7.359936	Significant at 0.1% level
λB_3	0.122875	0.193084	0.636381	Insignificant
λB_4	-1.213550	0.233079	-5.206604	Significant at 0.1% level
λB_5	0.433894	0.112831	3.845521	Significant at 0.1% level
λB_6	-1.325470	0.220721	-6.005183	Significant at 0.1% level
λA_1B_1	0.641711	0.255480	2.511786	Insignificant
λA_1B_2	0.650697	0.271985	2.392400	Insignificant
λA_1B_3	-1.756060	0.693923	-2.530627	Insignificant
λA_1B_4	-0.419630	0.706097	-0.594295	Insignificant
λA_1B_5	0.497873	0.296222	1.680743	Insignificant
λA_1B_6	0.385438	0.541262	0.712110	Insignificant
λA_2B_1	0.100437	0.172927	0.580806	Insignificant
λA_2B_2	-0.249520	0.206868	-1.206180	Insignificant
λA_2B_3	-0.410260	0.306332	-1.339266	Insignificant
λA_2B_4	0.115233	0.407970	0.282455	Insignificant
λA_2B_5	0.216988	0.205513	1.055836	Insignificant
λA_2B_6	0.227156	0.401038	0.566420	Insignificant
λA_3B_1	0.058626	0.141563	0.414134	Insignificant
λA_3B_2	-0.127030	0.161706	-0.785561	Insignificant
λA_3B_3	0.093843	0.239690	0.391518	Insignificant
λA_3B_4	-0.145270	0.356889	-0.407045	Insignificant
λA_3B_5	-0.252270	0.182739	-1.380493	Insignificant
λA_3B_6	0.372121	0.315498	1.179472	Insignificant
λA_4B_1	-0.462080	0.151006	-3.060011	Significant at 0.1% level
λA_4B_2	-0.242270	0.162882	-1.487396	Insignificant
λA_4B_3	0.815999	0.223629	3.648896	Significant at 0.1% level
λA_4B_4	0.586790	0.299426	1.959716	Insignificant
λA_4B_5	-0.144360	0.175835	-0.820997	Insignificant
λA_4B_6	-0.554050	0.394305	-1.405131	Insignificant
λA_5B_1	-0.338670	0.200025	-1.693138	Insignificant
λA_5B_2	-0.031850	0.210168	-0.151545	Insignificant
λA_5B_3	1.256502	0.250599	5.013994	Significant at 0.1% level
λA_5B_4	-0.137100	0.452197	-0.303186	Insignificant
λA_5B_5	-0.318210	0.245608	-1.295601	Insignificant
λA_5B_6	-0.430640	0.515306	-0.835698	Insignificant

Main effect A_i produced significant differences. The observed frequencies of three of the five attitudinal categories, namely, Strongly Disagree, Neutral and Agree, differed significantly from the respective group norms. The exceptions were categories Disagree and Strongly Agree. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, Coloureds, Indians and 'Other'.

Three significant interaction effects A_iB_j occurred with respect to question 14.3, in A_4B_1 , A_4B_3 and A_5B_3 respectively. The frequency of African respondents (56 or 22.8% of this subgroup) who agreed with the content of question 14.3 (ℓ/s equal to -3.06) was significantly lower than the group norm. Regarding English-speaking Whites in A_4B_3 (67 or 44.1% of this subgroup), the frequency of those who agreed with the content of question 14.3 (ℓ/s equal to +3.65) significantly exceeded the general norm of the complete sample. The frequency of English-speaking White respondents in A_5B_3 (46 or 30.3% of this subgroup) who strongly agreed with the content of question 14.3 (ℓ/s equal to +5.01) significantly exceeded the general norm of the complete sample.

Table 7.147 Cross-tabulation of five attitudinal categories and population groups for **question 14.4**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	41	31	4	1	13	2	92
Row %	44.6%	33.7%	4.3%	1.1%	14.1%	2.2%	100%
Column %	16.6%	20.4%	2.6%	3.7%	11.5%	9.5%	12.9%
Disagree	44	29	12	3	23	5	116
Row %	37.9%	25%	10.3%	2.6%	19.8%	4.3%	100%
Column %	17.8%	19.1%	7.9%	11.1%	20.4%	23.8%	16.3%
Neutral	95	54	59	8	45	5	266
Row %	35.7%	20.3%	22.2%	3%	16.9%	1.9%	100%
Column %	38.5%	35.5%	38.8%	29.6%	39.8%	23.8%	37.4%
Agree	51	24	46	13	22	5	161
Row %	31.7%	14.9%	28.6%	8.1%	13.7%	3.1%	100%
Column %	20.6%	15.8%	30.3%	48.1%	19.5%	23.8%	22.6%
Strongly agree	16	14	31	2	10	4	77
Row %	20.8%	18.2%	40.3%	2.6%	13%	5.2%	100%
Column %	6.5%	9.2%	20.4%	7.4%	8.8%	19%	10.8%
Total	247	152	152	27	113	21	712
Row %	34.7%	21.3%	21.3%	3.8%	15.9%	2.9%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

In Table 7.147 question 14.4 was addressed. It referred to a person's readily feeling a sense of belonging when listening to an English radio station.

In this case, 33.4% of the respondents agreed or strongly agreed with the statement in the questionnaire. In other words, there was no majority support for the statement. Subgroups were judged as follows: African, 27.1%; White Afrikaans-speaking, 25%; White English-speaking, 50.7%; Coloured, 55.5%; Indian, 28.3%; 'Other', 42.8%.

The second main effect was a reflection of the respondents' population group. To determine whether 'Population Group' played a part in this factor, the suggested test for saturation was done. In this regard ℓ^* was calculated at 90.10, which was significant ($\ell^* = 90.10 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further analysis of the cross-tabulation was required, as set out in Table 7.148.

Table 7.148 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λA_1	-0.661980	0.190524	-3.474523	Significant at 0.1% level
λA_2	-0.047320	0.129855	-0.364406	Insignificant
λA_3	0.725347	0.107051	6.775714	Significant at 0.1% level
λA_4	0.406682	0.107995	3.765748	Significant at 0.1% level
λA_5	-0.422700	0.147793	-2.860081	Significant at 0.1% level
λB_1	1.123896	0.092914	12.096089	Significant at 0.1% level
λB_2	0.694161	0.100974	6.874651	Significant at 0.1% level
λB_3	0.141959	0.125248	1.133423	Insignificant
λB_4	-1.340080	0.243269	-5.508634	Significant at 0.1% level
λB_5	0.352832	0.112198	3.144726	Significant at 0.1% level
λB_6	-1.245760	0.202253	-6.159414	Significant at 0.1% level
λA_1B_1	0.624346	0.223119	2.798265	Significant at 0.1% level
λA_1B_2	0.774497	0.233435	3.317827	Significant at 0.1% level
λA_1B_3	-0.993990	0.383510	-2.591823	Significant at 0.1% level
λA_1B_4	-0.625250	0.700409	-0.892693	Insignificant
λA_1B_5	0.246788	0.273405	0.902646	Insignificant
λA_1B_6	-0.026420	0.521823	-0.050630	Insignificant
λA_2B_1	0.080300	0.172279	0.466104	Insignificant
λA_2B_2	0.093141	0.189591	0.491273	Insignificant
λA_2B_3	-0.510050	0.246934	-2.065532	Insignificant
λA_2B_4	-0.141300	0.452183	-0.312484	Insignificant
λA_2B_5	0.202668	0.204782	0.989677	Insignificant
λA_2B_6	0.275207	0.364503	0.755020	Insignificant
λA_3B_1	0.077320	0.139274	0.555165	Insignificant
λA_3B_2	-0.057840	0.155425	-0.372141	Insignificant
λA_3B_3	0.309917	0.170035	1.822666	Insignificant
λA_3B_4	0.066865	0.340196	0.196548	Insignificant
λA_3B_5	0.101169	0.167424	0.604268	Insignificant
λA_3B_6	-0.497460	0.357015	-1.393387	Insignificant
λA_4B_1	-0.226070	0.152423	-1.483175	Insignificant
λA_4B_2	-0.550100	0.183355	-3.000191	Significant at 0.1% level
λA_4B_3	0.379686	0.176463	2.151647	Insignificant
λA_4B_4	0.871037	0.310975	2.800987	Significant at 0.1% level
λA_4B_5	-0.295790	0.193718	-1.526910	Insignificant
λA_4B_6	-0.178790	0.357299	-0.500393	Insignificant
λA_5B_1	-0.555920	0.224877	-2.472107	Insignificant
λA_5B_2	-0.259720	0.236016	-1.100434	Insignificant
λA_5B_3	0.814414	0.213370	3.816910	Significant at 0.1% level
λA_5B_4	-0.171380	0.525468	-0.326147	Insignificant
λA_5B_5	-0.254860	0.263676	-0.966565	Insignificant
λA_5B_6	0.427443	0.397294	1.075886	Insignificant

Main effect A_i produced significant differences. Four of the five attitudinal categories, namely, Strongly Disagree, Neutral, Agree and Strongly Agree, differed significantly from the respective group norms. The exception was category Disagree. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, Coloureds, Indians and 'Other'.

Six significant interaction effects A_iB_j occurred, in A_1B_1 , A_1B_2 , A_1B_3 , A_4B_2 , A_4B_4 and A_5B_3 respectively. The frequency of African respondents in A_1B_1 (41 or 16.6% of this subgroup) who strongly disagreed with the content of question 14.4 (ℓ/s equal to +2.80) was significantly higher than the group norm. In the case of A_1B_2 , the frequency of Afrikaans-speaking White respondents (31 or 20.4% in this subgroup) who strongly disagreed with the content of question 14.4 (ℓ/s equal to +3.32) significantly exceeded the general norm of the complete sample.

With regard to A_1B_3 , the frequency of English-speaking White respondents (4 or 2.6% of this subgroup) who strongly disagreed with the content of question 14.4 (ℓ/s equal to -2.59) was significantly lower than the group norm.

In the case of A_4B_2 , the frequency of Afrikaans-speaking White respondents (24 or 15.8% of this subgroup) who agreed with the content of question 14.4 (ℓ/s equal to -3.00) was significantly lower than the group norm. In the case of A_4B_4 , the frequency of Coloured respondents (13 or 48.1% in this subgroup) who agreed with the content of question 14.4 (ℓ/s equal to +2.80) was significantly higher than the group norm. Regarding A_5B_3 , the frequency of English-speaking White respondents (31 or 20.4% in this subgroup) who strongly agreed with the content of question 14.4 (ℓ/s equal to +3.82) significantly exceeded the general norm of the complete sample.

Table 7.149 Cross-tabulation of five attitudinal categories and population groups for **question 14.10**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	34	21	3	2	12	0	72
Row %	47.2%	29.2%	4.2%	2.8%	16.7%	0%	100%
Column %	13.9%	14%	2%	7.4%	10.7%	0%	10.2%
Disagree	35	23	13	3	21	2	97
Row %	36.1%	23.7%	13.4%	3.1%	21.6%	2.1%	100%
Column %	14.3%	15.3%	8.6%	11.1%	18.8%	9.5%	13.8%
Neutral	54	32	45	10	27	9	177
Row %	30.5%	18.1%	25.4%	5.6%	15.3%	5.1%	100%
Column %	22.1%	21.3%	29.8%	37%	24.1%	42.9%	25.1%
Agree	82	51	52	8	32	7	232
Row %	35.3%	22%	22.4%	3.4%	13.8%	3%	100%
Column %	33.6%	34%	34.4%	29.6%	28.6%	33.3%	32.9%
Strongly agree	39	23	38	4	20	3	127
Row %	30.7%	18.1%	29.9%	3.1%	15.7%	2.4%	100%
Column %	16%	15.3%	25.2%	14.8%	17.9%	14.3%	18%
Total	244	150	151	27	112	21	705
Row %	34.6%	21.3%	21.4%	3.8%	15.9%	3%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 14.10 that pertained to Table 7.149 referred to the notion that the English language enjoys a high status internationally, and that it therefore makes sense to listen to a good English radio station.

In the case of this variable 50.9% of the respondents agreed or strongly agreed with the contents of the statement. Subgroup comparisons were as follows: African, 49.6%; White Afrikaans-speaking, 49.3%; White English-speaking, 59.6%; Coloured, 44.4%; Indian, 46.5%; 'Other', 47.6%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this dimension, testing for saturation was done. In this regard ℓ^* was calculated at 67.43, which was significant ($\ell^* = 67.43 >$ critical $X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further analysis of the cross-tabulation was required, as set out in Table 7.150.

Table 7.150 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λ_{A_1}	-0.848570	0.195301	-4.344934	Significant at 0.1% level
λ_{A_2}	-0.307810	0.148592	-2.071511	Insignificant
λ_{A_3}	0.519681	0.101241	5.133108	Significant at 0.1% level
λ_{A_4}	0.640323	0.103681	6.175895	Significant at 0.1% level
λ_{A_5}	-0.003610	0.130615	-0.027638	Insignificant
λ_{B_1}	1.171701	0.089236	13.130362	Significant at 0.1% level
λ_{B_2}	0.686121	0.099292	6.910134	Significant at 0.1% level
λ_{B_3}	0.355317	0.132896	2.673647	Significant at 0.1% level
λ_{B_4}	-0.144480	0.199507	-0.724185	Insignificant
λ_{B_5}	0.400853	0.107520	3.728172	Significant at 0.1% level
λ_{B_6}	-1.469510	0.246121	-5.970681	Significant at 0.1% level
$\lambda_{A_1B_1}$	0.546731	0.230122	2.375831	Insignificant
$\lambda_{A_1B_2}$	0.550473	0.249270	2.208340	Insignificant
$\lambda_{A_1B_3}$	-1.064630	0.429212	-2.480429	Insignificant
$\lambda_{A_1B_4}$	0.029696	0.522524	0.056832	Insignificant
$\lambda_{A_1B_5}$	0.276125	0.279503	0.987914	Insignificant
$\lambda_{A_1B_6}$	-0.338410	0.702712	-0.481577	Insignificant
$\lambda_{A_2B_1}$	0.034964	0.191199	0.182867	Insignificant
$\lambda_{A_2B_2}$	0.100691	0.210750	0.477775	Insignificant
$\lambda_{A_2B_3}$	-0.139050	0.256117	-0.542916	Insignificant
$\lambda_{A_2B_4}$	-0.105590	0.436236	-0.242048	Insignificant
$\lambda_{A_2B_5}$	0.294987	0.218572	1.349610	Insignificant
$\lambda_{A_2B_6}$	-0.186020	0.527011	-0.352972	Insignificant
$\lambda_{A_3B_1}$	-0.358890	0.143896	-2.494093	Insignificant
$\lambda_{A_3B_2}$	-0.396560	0.166417	-2.382930	Insignificant
$\lambda_{A_3B_3}$	0.275170	0.178566	1.540999	Insignificant
$\lambda_{A_3B_4}$	0.270887	0.291785	0.928379	Insignificant
$\lambda_{A_3B_5}$	-0.281190	0.178076	-1.579045	Insignificant
$\lambda_{A_3B_6}$	0.490564	0.332198	1.476722	Insignificant
$\lambda_{A_4B_1}$	-0.061800	0.136663	-0.452207	Insignificant
$\lambda_{A_4B_2}$	-0.051110	0.153420	-0.333138	Insignificant
$\lambda_{A_4B_3}$	0.299110	0.176605	1.693667	Insignificant
$\lambda_{A_4B_4}$	-0.072900	0.309255	-0.235728	Insignificant
$\lambda_{A_4B_5}$	-0.231930	0.172905	-1.341372	Insignificant
$\lambda_{A_4B_6}$	0.118609	0.351502	0.337435	Insignificant
$\lambda_{A_5B_1}$	-0.161020	0.174257	-0.924037	Insignificant
$\lambda_{A_5B_2}$	-0.203510	0.198485	-1.025317	Insignificant
$\lambda_{A_5B_3}$	0.629385	0.200833	3.133872	Significant at 0.1% level
$\lambda_{A_5B_4}$	-0.122110	0.389807	-0.313258	Insignificant
$\lambda_{A_5B_5}$	-0.058000	0.209061	-0.277431	Insignificant
$\lambda_{A_5B_6}$	-0.084760	0.453933	-0.186724	Insignificant

Main effect A_i produced significant differences. The observed frequencies in three of the five attitudinal categories, namely, Strongly Disagree, Neutral and Agree, differed significantly from the respective group norms. The exceptions were categories Disagree and Strongly Agree. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-

speaking Whites, English-speaking Whites, Indians and 'Other'.

A single significant interaction effect A_iB_j occurred, in A_5B_3 . The frequency of English-speaking White respondents (38 or 25.2% of this subgroup) who strongly agreed with the content of question 14.10 (ℓ/s equal to +3.13) significantly exceeded the general norm of the complete sample.

Table 7.151 Cross-tabulation of five attitudinal categories and population groups for **question 14.11**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	37	14	1	1	7	0	60
Row %	61.7%	23.3%	1.7%	1.7%	11.7%	0%	100%
Column %	15.2%	9.3%	.7%	3.7%	6.3%	0%	8.5%
Disagree	44	20	12	4	25	4	109
Row %	40.4%	18.3%	11%	3.7%	22.9%	3.7%	100%
Column %	18.1%	13.2%	7.9%	14.8%	22.5%	20%	15.5%
Neutral	71	39	34	7	23	5	179
Row %	39.7%	21.8%	19%	3.9%	12.8%	2.8%	100%
Column %	29.2%	25.8%	22.4%	25.9%	20.7%	25%	25.4%
Agree	56	54	66	10	45	7	238
Row %	23.5%	22.7%	27.7%	4.2%	18.9%	2.9%	100%
Column %	23%	35.8%	43.4%	37%	40.5%	35%	33.8%
Strongly agree	35	24	39	5	11	4	118
Row %	29.7%	20.3%	33.1%	4.2%	9.3%	3.4%	100%
Column %	14.4%	15.9%	25.7%	18.5%	9.9%	20%	16.8%
Total	243	151	152	27	111	20	704
Row %	34.5%	21.4%	21.6%	3.8%	15.8%	2.8%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 14.11 referred to the person who would continue listening to an English radio station as long as it catered for the needs and tastes of any English-speaking South African. The results of this variable are contained in Table 151.

In this case, 50.6% of the respondents agreed or strongly agreed with the statement in the questionnaire. Compared with the general norm, the subsamples responded as follows: African, 37.4%; White Afrikaans-speaking, 51.7%; White English-speaking, 69.1%; Coloured, 55.5%; Indian, 50.4%; 'Other', 55%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this factor, the possibility of saturation was

looked for. In this regard ℓ^* was calculated at 101.33, which was significant ($\ell^* = 101.33 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further analysis of the cross-tabulation was therefore necessary and duly reported in Table 7.152.

Table 7.152 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_ℓ	ℓ/s	Conclusion
λ_{A_1}	-1.222200	0.244872	-4.991179	Significant at 0.1% level
λ_{A_2}	-0.045460	0.132443	-0.343242	Insignificant
λ_{A_3}	0.435727	0.116325	3.745773	Significant at 0.1% level
λ_{A_4}	0.788345	0.105911	7.443467	Significant at 0.1% level
λ_{A_5}	0.043585	0.128660	0.338761	Insignificant
λ_{B_1}	1.259519	0.094238	13.365298	Significant at 0.1% level
λ_{B_2}	0.704899	0.107084	6.582673	Significant at 0.1% level
λ_{B_3}	0.184718	0.191576	0.964202	Insignificant
λ_{B_4}	0.184718	0.226016	0.817278	Insignificant
λ_{B_5}	0.312789	0.122445	2.554527	Insignificant
λ_{B_6}	-1.322590	0.234698	-5.635284	Significant at 0.1% level
$\lambda_{A_1B_1}$	0.985420	0.271502	3.629513	Significant at 0.1% level
$\lambda_{A_1B_2}$	0.568179	0.306693	1.852599	Insignificant
$\lambda_{A_1B_3}$	-1.550700	0.700516	-2.213654	Insignificant
$\lambda_{A_1B_4}$	-0.226650	0.710707	-0.318908	Insignificant
$\lambda_{A_1B_5}$	0.267142	0.355186	0.752119	Insignificant
$\lambda_{A_1B_6}$	-0.043390	0.713516	-0.060812	Insignificant
$\lambda_{A_2B_1}$	-0.018040	0.171967	-0.104904	Insignificant
$\lambda_{A_2B_2}$	-0.251880	0.207528	-1.213716	Insignificant
$\lambda_{A_2B_3}$	-0.242530	0.285719	-0.848841	Insignificant
$\lambda_{A_2B_4}$	-0.017090	0.403341	-0.042371	Insignificant
$\lambda_{A_2B_5}$	0.363373	0.206382	1.760682	Insignificant
$\lambda_{A_2B_6}$	0.166171	0.408270	0.407013	Insignificant
$\lambda_{A_3B_1}$	-0.020740	0.148680	-0.139494	Insignificant
$\lambda_{A_3B_2}$	-0.065240	0.171215	-0.381041	Insignificant
$\lambda_{A_3B_3}$	0.317736	0.236764	1.341995	Insignificant
$\lambda_{A_3B_4}$	0.061337	0.340319	0.180234	Insignificant
$\lambda_{A_3B_5}$	-1.201200	0.199938	-6.007862	Significant at 0.1% level
$\lambda_{A_3B_6}$	-0.091880	0.377723	-0.243247	Insignificant
$\lambda_{A_4B_1}$	-0.610690	0.145946	-4.184356	Significant at 0.1% level
$\lambda_{A_4B_2}$	-0.092440	0.155407	-0.594825	Insignificant
$\lambda_{A_4B_3}$	0.628413	0.219177	2.867148	Significant at 0.1% level
$\lambda_{A_4B_4}$	0.065395	0.310419	0.210667	Insignificant
$\lambda_{A_4B_5}$	0.117350	0.170758	0.687230	Insignificant
$\lambda_{A_4B_6}$	-0.108020	0.342787	-0.315123	Insignificant
$\lambda_{A_5B_1}$	-0.335930	0.175848	-1.910343	Insignificant
$\lambda_{A_5B_2}$	-0.158610	0.196842	-0.805773	Insignificant
$\lambda_{A_5B_3}$	0.847080	0.239939	3.530397	Significant at 0.1% level
$\lambda_{A_5B_4}$	0.117007	0.376426	0.310837	Insignificant
$\lambda_{A_5B_5}$	-0.546660	0.248937	-2.195977	Insignificant
$\lambda_{A_5B_6}$	0.077122	0.407058	0.189462	Insignificant

Main effect A_1 produced significant differences. In three of the five attitudinal categories, namely, Strongly Disagree, Neutral and Agree, the observed frequencies differed

significantly from the respective group norms. The exceptions were categories Disagree and Strongly Agree. In the case of the main effect B_j relating to population group, three significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites and 'Other'.

Five significant interaction effects A_iB_j occurred, in A_1B_1 , A_3B_5 , A_4B_1 , A_4B_3 and A_5B_3 respectively. The frequency of African respondents in A_1B_1 (37 or 15.2% of this subgroup) who strongly disagreed with the content of question 14.11 (ℓ/s equal to +3.63) significantly exceeded the general norm of the complete sample. In the case of A_3B_5 , the frequency of Indian respondents (23 or 20.7% of this subgroup) who were neutral regarding the content of question 14.11 (ℓ/s equal to -6.01) was significantly lower than the group norm.

With regard to A_4B_1 , the frequency of African respondents (56 or 23% in this subgroup) who agreed with the content of question 14.11 (ℓ/s equal to -4.19) was significantly lower than the group norm. In A_4B_3 , the frequency of English-speaking White respondents (66 or 43.4% of this subgroup) who agreed with the content of question 14.11 (ℓ/s equal to +2.87) was significantly higher than the group norm. In the case of A_5B_3 , the frequency of English-speaking White respondents (39 or 25.7% in this subgroup) who strongly agreed with the content of question 14.11 (ℓ/s equal to +3.53) significantly exceeded the general norm of the complete sample.

Table 7.153 Cross-tabulation of five attitudinal categories and population groups for **question 14.12**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	62	26	5	3	19	2	117
Row %	53%	22.2%	4.3%	2.6%	16.2%	1.7%	100%
Column %	26.1%	17.8%	3.3%	11.1%	17.1%	9.5%	16.8%
Disagree	51	23	6	9	31	8	128
Row %	39.8%	18%	4.7%	7%	24.2%	6.3%	100%
Column %	21.4%	15.8%	3.9%	33.3%	27.9%	38.1%	18.4%
Neutral	71	50	35	10	32	6	204
Row %	34.8%	24.5%	17.2%	4.9%	15.7%	2.9%	100%
Column %	29.8%	34.2%	23%	37%	28.8%	28.6%	29.4%
Agree	38	34	73	3	24	2	174
Row %	21.8%	19.5%	42%	1.7%	13.8%	1.1%	100%
Column %	16%	23.3%	48%	11.1%	21.6%	9.5%	25%
Strongly agree	16	13	33	2	5	3	72
Row %	22.2%	18.1%	45.8%	2.8%	6.9%	4.2%	100%
Column %	6.7%	8.9%	21.7%	7.4%	4.5%	14.3%	10.4%
Total	238	146	152	27	111	21	695
Row %	34.2%	21%	21.9%	3.9%	16%	3%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 14.12 referenced in Table 7.153 referred to the English-speaking South African who has a typical European lifestyle and finds that listening to an English radio station fits that lifestyle.

In this case, 35.4% of the respondents agreed or strongly agreed and 35.2% disagreed or strongly disagreed with the statement in the questionnaire. In other words, there was no majority support for the statement. Other observations were: African, 22.7%; White Afrikaans-speaking, 32.2%; White English-speaking, 69.7%; Coloured 18.5%, Indian, 26.1%; 'Other', 23.8%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played an interactive part in the cross-tabulation, the impact of saturation was calculated. In this regard ℓ^* was calculated at 191.06, which was significant ($\ell^* = 191.06 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further analysis of the cross-tabulation was therefore necessary, as set out in Table 7.154.

Table 7.154 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λ_{A_1}	-0.319860	0.153677	-2.081378	Insignificant
λ_{A_2}	0.153282	0.113620	1.349076	Insignificant
λ_{A_3}	0.606682	0.103039	5.887887	Significant at 0.1% level
λ_{A_4}	0.129030	0.142646	0.904547	Insignificant
λ_{A_5}	-0.569130	0.157030	-3.624339	Significant at 0.1% level
λ_{B_1}	1.138023	0.091129	12.488044	Significant at 0.1% level
λ_{B_2}	0.671045	0.100804	6.656928	Significant at 0.1% level
λ_{B_3}	0.340363	0.127752	2.664248	Significant at 0.1% level
λ_{B_4}	-1.130300	0.203343	-5.558588	Significant at 0.1% level
λ_{B_5}	0.317991	0.118950	2.673317	Significant at 0.1% level
λ_{B_6}	-1.337120	0.218954	-6.106853	Significant at 0.1% level
$\lambda_{A_1B_1}$	0.700634	0.183753	3.812912	Significant at 0.1% level
$\lambda_{A_1B_2}$	0.298574	0.211081	1.414500	Insignificant
$\lambda_{A_1B_3}$	-1.019400	0.339602	-3.001749	Significant at 0.1% level
$\lambda_{A_1B_4}$	-0.059560	0.440103	-0.135332	Insignificant
$\lambda_{A_1B_5}$	0.337970	0.232832	1.451562	Insignificant
$\lambda_{A_1B_6}$	-0.258210	0.516672	-0.499756	Insignificant
$\lambda_{A_2B_1}$	0.032181	0.156364	0.205808	Insignificant
$\lambda_{A_2B_2}$	-0.297170	0.189354	-1.569389	Insignificant
$\lambda_{A_2B_3}$	-1.310230	0.302141	-4.336485	Significant at 0.1% level
$\lambda_{A_2B_4}$	0.565906	0.302141	1.872986	Insignificant
$\lambda_{A_2B_5}$	0.354374	0.188027	1.884697	Insignificant
$\lambda_{A_2B_6}$	0.654938	0.325949	2.009327	Insignificant
$\lambda_{A_3B_1}$	-0.090370	0.141237	-0.639846	Insignificant
$\lambda_{A_3B_2}$	0.025956	0.155470	0.166952	Insignificant
$\lambda_{A_3B_3}$	-0.000004	0.183735	-0.000022	Insignificant
$\lambda_{A_3B_4}$	0.217867	0.295563	0.737125	Insignificant
$\lambda_{A_3B_5}$	-0.067280	0.180717	-0.372295	Insignificant
$\lambda_{A_3B_6}$	-0.086140	0.347300	-0.248028	Insignificant
$\lambda_{A_4B_1}$	-0.237810	0.185933	-1.279009	Insignificant
$\lambda_{A_4B_2}$	0.117946	0.194079	0.607722	Insignificant
$\lambda_{A_4B_3}$	1.212727	0.193754	6.259107	Significant at 0.1% level
$\lambda_{A_4B_4}$	-0.508450	0.436374	-1.165170	Insignificant
$\lambda_{A_4B_5}$	0.122693	0.215769	0.568631	Insignificant
$\lambda_{A_4B_6}$	-0.707100	0.513499	-1.377023	Insignificant
$\lambda_{A_5B_1}$	-0.404640	0.230988	-1.751779	Insignificant
$\lambda_{A_5B_2}$	-0.145300	0.246945	-0.588390	Insignificant
$\lambda_{A_5B_3}$	1.116938	0.220211	5.072126	Significant at 0.1% level
$\lambda_{A_5B_4}$	-0.215760	0.511272	-0.422006	Insignificant
$\lambda_{A_5B_5}$	-0.477760	0.337935	-1.413763	Insignificant
$\lambda_{A_5B_6}$	0.396524	0.448693	0.883731	Insignificant

Main effect A_i produced significant differences. Two of the five attitudinal categories, namely, Neutral and Strongly Agree, differed significantly from the respective group norms. The exceptions were categories Strongly Disagree, Disagree and Agree. In the case of the main effect B_j relating to the various population groups – Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds, Indians and ‘Other’ – significant deviations from the general trend were observed in all six groups.

Five significant interaction effects A_iB_j occurred, in A_1B_1 , A_1B_3 , A_2B_3 , A_4B_3 and A_5B_3

respectively. The frequency of African respondents in A_1B_1 (62 or 26.1% of this subgroup) who strongly disagreed with the content of question 14.12 (ℓ/s equal to +3.81) significantly exceeded the general norm of the complete sample.

In the case of English-speaking White respondents in A_1B_3 (5 or 3.3% in this subgroup), the frequency of those who strongly disagreed with the content of question 14.12 (ℓ/s equal to -3.00) was significantly lower than the group norm. The frequency of English-speaking White respondents in A_2B_3 (6 or 3.9% of this subgroup) who disagreed with the content of question 14.12 (ℓ/s equal to -4.34) was significantly lower than the group norm. In the case of A_4B_3 , the frequency of English-speaking White respondents (73 or 48% of this subgroup) who agreed with the content of question 14.12 (ℓ/s equal to +6.23) significantly exceeded the general norm of the complete sample. Similarly, the frequency of English-speaking White respondents in A_5B_3 (33 or 21.7% of this subgroup) who strongly agreed with the content of question 14.12 (ℓ/s equal to +5.07) significantly exceeded the general norm of the complete sample.

Table 7.155 Cross-tabulation of five attitudinal categories and population groups for **question 14.18**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	31	33	8	2	10	1	85
Row %	36.5%	38.8%	9.4%	2.4%	11.8%	1.2%	100%
Column %	12.9%	22%	5.2%	7.4%	8.9%	4.8%	12.1%
Disagree	36	26	9	4	17	3	95
Row %	37.9%	27.4%	9.5%	4.2%	17.9%	3.2%	100%
Column %	14.9%	17.3%	5.9%	14.8%	15.2%	14.3%	13.5%
Neutral	70	31	22	7	22	6	158
Row %	44.3%	19.6%	13.9%	4.4%	13.9%	3.8%	100%
Column %	29%	20.7%	14.4%	25.9%	19.6%	28.6%	22.4%
Agree	70	39	68	11	44	7	239
Row %	29.3%	16.3%	28.5%	4.6%	18.4%	2.9%	100%
Column %	29%	26%	44.4%	40.7%	39.3%	33.3%	33.9%
Strongly agree	34	21	46	3	19	4	127
Row %	26.8%	16.5%	36.2%	2.4%	15%	3.1%	100%
Column %	14.1%	14%	30.1%	11.1%	17%	19%	18%
Total	241	150	153	27	112	21	704
Row %	34.2%	21.3%	21.7%	3.8%	15.9%	3%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 14.18 referred to the person who listens to an English radio station regardless of where he or she is in South Africa. The results of this variable are contained in Table

7.155.

In this case, 51.9% of the respondents agreed or strongly agreed with the statement. The responses among subgroups were as follows: African, 43.1%; White Afrikaans-speaking, 40%; White English-speaking, 74.5%; Coloured, 51.8%; Indian, 56.3%; ‘Other’, 52.3%.

The second main effect was a reflection of the respondents’ population. To measure whether ‘Population Group’ played a part in this dimension, testing for saturation was once again done. In this regard ℓ^* was calculated at 98.27, which was significant ($\ell^* = 98.27 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further analysis of the cross-tabulation was required. The ensuing results are presented in Table 7.156.

Table 7.156 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_ℓ	ℓ/s	Conclusion
λ_{A_1}	-0.667500	0.185333	-3.601625	Significant at 0.1% level
λ_{A_2}	-0.275610	0.134959	-2.042176	Insignificant
λ_{A_3}	0.265266	0.109568	2.421017	Insignificant
λ_{A_4}	0.708153	0.098696	7.175093	Significant at 0.1% level
λ_{A_5}	-0.030300	0.129619	-0.233762	Insignificant
λ_{B_1}	1.139728	0.087765	12.986133	Significant at 0.1% level
λ_{B_2}	0.710892	0.095932	7.410374	Significant at 0.1% level
λ_{B_3}	0.414728	0.114174	3.632421	Significant at 0.1% level
λ_{B_4}	-0.164070	0.199194	-0.823669	Insignificant
λ_{B_5}	0.322651	0.109601	2.943869	Significant at 0.1% level
λ_{B_6}	-1.123930	0.234588	-4.791081	Significant at 0.1% level
$\lambda_{A_1B_1}$	0.293311	0.224496	1.306531	Insignificant
$\lambda_{A_1B_2}$	0.784668	0.226090	3.470600	Significant at 0.1% level
$\lambda_{A_1B_3}$	-0.336230	0.304678	-1.103559	Insignificant
$\lambda_{A_1B_4}$	-0.143730	0.519106	-0.276880	Insignificant
$\lambda_{A_1B_5}$	-0.021010	0.286016	-0.073457	Insignificant
$\lambda_{A_1B_6}$	-0.577020	0.696293	-0.828703	Insignificant
$\lambda_{A_2B_1}$	0.050961	0.180200	0.282802	Insignificant
$\lambda_{A_2B_2}$	0.154375	0.195566	0.789375	Insignificant
$\lambda_{A_2B_3}$	-0.610330	0.266718	-2.288297	Insignificant
$\lambda_{A_2B_4}$	0.157536	0.391582	0.402307	Insignificant
$\lambda_{A_2B_5}$	0.117733	0.221811	0.530781	Insignificant
$\lambda_{A_2B_6}$	0.129710	0.449470	0.288584	Insignificant
$\lambda_{A_3B_1}$	0.175058	0.144452	1.211877	Insignificant
$\lambda_{A_3B_2}$	-0.210610	0.171918	-1.225061	Insignificant
$\lambda_{A_3B_3}$	-0.257400	0.196640	-1.308991	Insignificant
$\lambda_{A_3B_4}$	0.176272	0.322910	0.545886	Insignificant
$\lambda_{A_3B_5}$	-0.165320	0.194020	-0.852077	Insignificant
$\lambda_{A_3B_6}$	0.281978	0.359372	0.784641	Insignificant

Table 7.156 (Cont.) Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
$\lambda_{A_4B_1}$	-0.267830	0.136390	-1.963707	Insignificant
$\lambda_{A_4B_2}$	-0.423930	0.156987	-2.700415	Significant at 0.1% level
$\lambda_{A_4B_3}$	0.428183	0.155253	2.757969	Significant at 0.1% level
$\lambda_{A_4B_4}$	0.185370	0.285004	0.650412	Insignificant
$\lambda_{A_4B_5}$	0.084942	0.162138	0.523887	Insignificant
$\lambda_{A_4B_6}$	-0.006760	0.342578	-0.019733	Insignificant
$\lambda_{A_5B_1}$	-0.251520	0.178081	-1.412391	Insignificant
$\lambda_{A_5B_2}$	-0.304520	0.201237	-1.513241	Insignificant
$\lambda_{A_5B_3}$	0.775765	0.184328	4.208612	Significant at 0.1% level
$\lambda_{A_5B_4}$	-0.375460	0.430415	-0.872321	Insignificant
$\lambda_{A_5B_5}$	-0.016360	0.212863	-0.076857	Insignificant
$\lambda_{A_5B_6}$	0.172074	0.408995	0.420724	Insignificant

Main effect A_i produced significant differences. The observed frequencies in two of the five attitudinal categories, namely, Strongly Disagree and Agree, differed significantly from the respective group norms. The exceptions were categories Disagree, Neutral and Strongly Agree. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Indians and 'Other'.

Four significant interaction effects A_iB_j occurred, in A_1B_2 , A_4B_2 , A_4B_3 and A_5B_3 respectively. The frequency of Afrikaans-speaking White respondents in A_1B_2 (33 or 22% of this subgroup) who strongly disagreed with the content of question 14.18 (ℓ/s equal to +3.47) significantly exceeded the general norm of the complete sample. In the case of A_4B_2 , the frequency of Afrikaans-speaking White respondents (39 or 26% in this subgroup) who agreed with the content of question 14.18 (ℓ/s equal to -2.70) was significantly lower than the group norm.

The frequency of English-speaking White respondents in A_4B_3 (68 or 44.4% of this subgroup) who agreed with the content of question 14.18 (ℓ/s equal to +2.76) was significantly higher than the group norm. Lastly, the frequency of English-speaking White respondents in A_5B_3 (46 or 30.1% of this subgroup) who strongly agreed with the content of question 14.18 (ℓ/s equal to +4.21) significantly exceeded the general norm of the complete sample.

Table 7.157 Cross-tabulation of five attitudinal categories and population groups for **question 14.2**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	125	69	10	2	31	5	242
Row %	51.7%	28.5%	4.1%	.8%	12.8%	2.1%	100%
Column %	50.6%	44.8%	6.6%	7.4%	27.4%	22.7%	33.8%
Disagree	58	44	13	13	34	8	170
Row %	34.1%	25.9%	7.6%	7.6%	20%	4.7%	100%
Column %	23.5%	28.6%	8.6%	48.1%	30.1%	36.4%	23.8%
Neutral	37	28	26	3	24	5	123
Row %	30.1%	22.8%	21.1%	2.4%	19.5%	4.1%	100%
Column %	15%	18.2%	17.1%	11.1%	21.2%	22.7%	17.2%
Agree	21	9	43	8	20	2	103
Row %	20.4%	8.7%	41.7%	7.8%	19.4%	1.9%	100%
Column %	8.5%	5.8%	28.3%	29.6%	17.7%	9.1%	14.4%
Strongly agree	6	4	60	1	4	2	77
Row %	7.8%	5.2%	77.9%	1.3%	5.2%	2.6%	100%
Column %	2.4%	2.6%	39.5%	3.7%	3.5%	9.1%	10.8%
Total	247	154	152	27	113	22	715
Row %	34.5%	21.5%	21.3%	3.8%	15.8%	3.1%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

The response to question 14.2 presented in Table 7.157 referred to listening to an English radio station because one considers oneself to be English.

In the case of this variable, 57.6% of the respondents disagreed or strongly disagreed with the statement in the questionnaire. The observations for the subgroups were as follows: African, 74.1%; White Afrikaans-speaking, 73.4%; White English-speaking, 15.2%; Coloured, 55.5%; Indian, 57.5%; 'Other', 59.1%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this dimension, the normal test for saturation was done. In this regard ℓ^* was calculated at 278.03, which was significant ($\ell^* = 278.03 >$ critical $X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further analysis of the cross-tabulation was therefore necessary. The consequent results are presented in Table 7.158.

Table 7.158 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λA_1	0.320523	0.140399	2.282944	Insignificant
λA_2	0.566982	0.106160	5.340825	Significant at 0.1% level
λA_3	0.151480	0.129368	1.170923	Insignificant
λA_4	-0.067860	0.140532	-0.482879	Insignificant
λA_5	-0.971100	0.204585	-4.746682	Significant at 0.1% level
λB_1	0.937447	0.112135	8.359986	Significant at 0.1% level
λB_2	0.457059	0.130540	3.501295	Significant at 0.1% level
λB_3	0.666490	0.110789	6.015850	Significant at 0.1% level
λB_4	-1.242510	0.244417	-5.083566	Significant at 0.1% level
λB_5	0.374341	0.127365	2.939120	Significant at 0.1% level
λB_6	-1.192820	0.214785	-5.553554	Significant at 0.1% level
λA_1B_1	1.040599	0.173263	6.005893	Significant at 0.1% level
λA_1B_2	0.926780	0.192710	4.809195	Significant at 0.1% level
λA_1B_3	1.214170	0.257915	-4.707636	Significant at 0.1% level
λA_1B_4	-0.914610	0.523436	-1.747320	Insignificant
λA_1B_5	0.209379	0.208257	1.005388	Insignificant
λA_1B_6	-0.048010	0.374671	-0.128139	Insignificant
λA_2B_1	0.026269	0.158980	0.165235	Insignificant
λA_2B_2	0.230403	0.178705	1.289292	Insignificant
λA_2B_3	-1.198270	0.221014	-5.421693	Significant at 0.1% level
λA_2B_4	0.710737	0.310343	2.290166	Insignificant
λA_2B_5	0.055293	0.183821	0.300798	Insignificant
λA_2B_6	0.175537	0.319275	0.549799	Insignificant
λA_3B_1	-0.007750	0.186159	-0.041631	Insignificant
λA_3B_2	0.193920	0.206389	0.939585	Insignificant
λA_3B_3	-0.089620	0.197304	-0.454223	Insignificant
λA_3B_4	-0.340100	-0.452043	-0.752362	Insignificant
λA_3B_5	0.122488	0.210139	0.582890	Insignificant
λA_3B_6	0.121035	0.370679	0.326522	Insignificant
λA_4B_1	-0.354810	0.214254	-1.656025	Insignificant
λA_4B_2	-0.721720	0.275260	-2.621957	Significant at 0.1% level
λA_4B_3	0.632827	0.189367	3.341802	Significant at 0.1% level
λA_4B_4	0.860073	0.352169	2.442217	Insignificant
λA_4B_5	0.159509	0.224733	0.709771	Insignificant
λA_4B_6	-0.575910	0.510310	-1.128549	Insignificant
λA_5B_1	-0.704330	0.340044	-2.071291	Insignificant
λA_5B_2	-0.629410	0.391701	-1.606863	Insignificant
λA_5B_3	1.869209	0.235223	7.946540	Significant at 0.1% level
λA_5B_4	-0.316130	0.704364	-0.448816	Insignificant
λA_5B_5	-0.546690	0.390654	-1.399423	Insignificant
λA_5B_6	0.327325	0.531528	0.615819	Insignificant

Main effect A_i produced significant differences. Two of the five attitudinal categories, namely, Disagree and Strongly Agree, differed significantly from the respective group norms. The exceptions were categories Strongly Disagree, Neutral and Agree.

In the case of the main effect B_j relating to the various population groups – Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds, Indians and ‘Other’ – significant deviations from the general trend were observed in all six groups.

Seven significant interaction effects A_iB_j occurred, in A_1B_1 , A_1B_2 , A_1B_3 , A_2B_3 , A_4B_2 , A_4B_3 and A_5B_3 respectively. The frequency of African respondents in A_1B_1 (125 or 50.6% of this subgroup) who strongly disagreed with the content of question 14.2 (ℓ/s equal to +6.01) significantly exceeded the general norm of the complete sample. In the case of A_1B_2 , the frequency of Afrikaans-speaking White respondents (69 or 44.8% in this subgroup) who strongly disagreed with the content of question 14.2 (ℓ/s equal to +4.81) significantly exceeded the general norm of the complete sample.

The frequency of English-speaking White respondents in A_1B_3 (10 or 6.6% of this subgroup) who strongly disagreed with the content of question 14.2 (ℓ/s equal to -4.71) was significantly lower than the group norm. Regarding A_2B_3 , the frequency of English-speaking White respondents (13 or 8.6% in this subgroup) who disagreed with the content of question 14.2 (ℓ/s equal to -5.42) was significantly lower than the group norm. In the case of A_4B_2 , the frequency of Afrikaans-speaking White respondents (9 or 5.8% in this subgroup) who agreed with the content of question 14.2 (ℓ/s equal to -2.62) was significantly lower than the group norm. The frequency of English-speaking White respondents in A_4B_3 (43 or 28.3% of this subgroup) who agreed with the content of question 14.2 (ℓ/s equal to +3.34) significantly exceeded the general norm of the complete sample. Regarding A_5B_3 , the frequency of English-speaking White respondents (60 or 39.5% of this subgroup) who strongly agreed with the content of question 14.2 (ℓ/s equal to +7.95) significantly exceeded the general norm of the complete sample.

Table 7.159 Cross-tabulation of five attitudinal categories and population groups for **question 14.9**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	56	36	19	4	20	1	136
Row %	41.2%	26.5%	14%	2.9%	14.7%	.7%	100%
Column %	22.7%	23.7%	12.5%	14.8%	17.9%	4.8%	19.1%
Disagree	55	39	29	5	22	3	153
Row %	35.9%	25.5%	19%	3.3%	14.4%	2%	100%
Column %	22.3%	25.7%	19.1%	18.5%	19.6%	14.3%	21.5%
Neutral	63	32	39	7	27	6	174
Row %	36.2%	18.4%	22.4%	4%	15.5%	3.4%	100%
Column %	25.5%	21.1%	25.7%	25.9%	24.1%	28.6%	24.5%
Agree	42	33	39	8	31	7	160
Row %	26.3%	20.6%	24.4%	5%	19.4%	4.4%	100%
Column %	17%	21.7%	25.7%	29.6%	27.7%	33.3%	22.5%
Strongly agree	31	12	26	3	12	4	88
Row %	35.2%	13.6%	29.5%	3.4%	13.6%	4.5%	100%
Column %	12.6%	7.9%	17.1%	11.1%	10.7%	19%	12.4%
Total	247	152	152	27	112	21	711
Row %	34.7%	21.4%	21.4%	3.8%	15.8%	3%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 14.9 that pertained to Table 7.159 referred to the radio listener who feels comfortable listening to an English radio station because he or she will always be in the company of people who speak English.

In this case, 40.6% of the respondents disagreed or strongly disagreed with the statement in the questionnaire. The different subgroups responded as follows: African, 45%; White Afrikaans-speaking, 49.4%; White English-speaking, 31.6%; Coloured, 33.3%; Indian, 37.5%; 'Other', 19.1%.

The second main effect was a reflection of the respondents' population group. To determine the interactive part of the subcategories 'Population Group', a test was done for the presence or absence of saturation. In this regard ℓ^* was calculated at 45.51, which was significant ($\ell^* = 45.51 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further analysis of the cross-tabulation was therefore necessary, as set out in Table 7.160.

Table 7.160 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λ_{A_1}	-0.263525	0.165493	-1.592363	Insignificant
λ_{A_2}	0.053466	0.122618	0.436037	Insignificant
λ_{A_3}	0.298242	0.105225	2.834326	Significant at 0.1% level
λ_{A_4}	0.306765	0.102053	3.005938	Significant at 0.1% level
λ_{A_5}	-0.394947	0.133275	-2.963399	Significant at 0.1% level
λ_{B_1}	1.116747	0.083445	13.383031	Significant at 0.1% level
λ_{B_2}	0.586098	0.096808	6.054231	Significant at 0.1% level
λ_{B_3}	0.626643	0.093808	6.680059	Significant at 0.1% level
λ_{B_4}	-1.128809	0.179208	-6.298876	Significant at 0.1% level
λ_{B_5}	0.307553	0.103437	2.973336	Significant at 0.1% level
λ_{B_6}	-1.508233	0.233580	-6.457030	Significant at 0.1% level
$\lambda_{A_1B_1}$	0.419382	0.193418	2.168268	Insignificant
$\lambda_{A_1B_2}$	0.508198	0.209254	2.428618	Insignificant
$\lambda_{A_1B_3}$	-0.171427	0.230558	-0.743531	Insignificant
$\lambda_{A_1B_4}$	0.025881	0.394233	0.065649	Insignificant
$\lambda_{A_1B_5}$	0.198957	0.232387	0.856145	Insignificant
$\lambda_{A_1B_6}$	-0.980990	0.691277	-1.419098	Insignificant
$\lambda_{A_2B_1}$	0.084372	0.158705	0.531628	Insignificant
$\lambda_{A_2B_2}$	0.271250	0.174871	1.551143	Insignificant
$\lambda_{A_2B_3}$	-0.065561	0.183152	-0.357960	Insignificant
$\lambda_{A_2B_4}$	-0.067967	0.350809	-0.193744	Insignificant
$\lambda_{A_2B_5}$	-0.022724	0.199581	-0.113859	Insignificant
$\lambda_{A_2B_6}$	-0.199369	0.445920	-0.447096	Insignificant
$\lambda_{A_3B_1}$	-0.024602	0.142482	-0.172667	Insignificant
$\lambda_{A_3B_2}$	-0.171352	0.169884	-1.008641	Insignificant
$\lambda_{A_3B_3}$	-0.014071	0.161385	-0.087189	Insignificant
$\lambda_{A_3B_4}$	0.023729	0.310237	0.076487	Insignificant
$\lambda_{A_3B_5}$	-0.062706	0.180285	-0.347816	Insignificant
$\lambda_{A_3B_6}$	0.249003	0.358072	0.695399	Insignificant
$\lambda_{A_4B_1}$	-0.438590	0.151056	-2.903493	Significant at 0.1% level
$\lambda_{A_4B_2}$	-0.149103	0.166806	-0.893871	Insignificant
$\lambda_{A_4B_3}$	-0.022594	0.159334	-0.141803	Insignificant
$\lambda_{A_4B_4}$	0.148738	0.297400	0.500128	Insignificant
$\lambda_{A_4B_5}$	0.066921	0.173013	0.386798	Insignificant
$\lambda_{A_4B_6}$	0.394630	0.343561	1.148646	Insignificant
$\lambda_{A_5B_1}$	-0.040560	0.183153	-0.221454	Insignificant
$\lambda_{A_5B_2}$	-0.458992	0.237453	-1.932980	Insignificant
$\lambda_{A_5B_3}$	0.273653	0.194584	1.406349	Insignificant
$\lambda_{A_5B_4}$	-0.130379	0.423234	-0.308054	Insignificant
$\lambda_{A_5B_5}$	-0.180447	0.240232	-0.751136	Insignificant
$\lambda_{A_5B_6}$	0.536727	0.410169	1.308551	Insignificant

Main effect A_i produced significant differences. Three of the five attitudinal categories, namely, Neutral, Agree and Strongly Agree, differed significantly from the respective group norms. The exceptions were categories Strongly Disagree and Disagree. In the case of the main effect B_j relating to the various population groups – Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds, Indians and ‘Other’ – significant deviations from the general trend were observed in all six groups.

A single significant interaction effect A_1B_j occurred in A_4B_1 . The frequency of African respondents in A_4B_1 (42 or 17% of this subgroup) who strongly agreed with the content of question 14.9 (ℓ/s equal to -2.90) was significantly lower than the group norm.

7.4.4.3 Improving One's Use of English

Two questions were interrelated with factor III.

Table 7.161 Cross-tabulation of five attitudinal categories and population groups for **question 14.1**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	31	37	72	2	32	5	179
Row %	17.3%	20.7%	40.2%	1.1%	17.9%	2.8%	100%
Column %	12.5%	24.2%	47.7%	7.4%	28.3%	23.8%	25.1%
Disagree	33	37	39	6	34	2	151
Row %	21.9%	24.5%	25.8%	4%	22.5%	1.3%	100%
Column %	13.3%	24.2%	25.8%	22.2%	30.1%	9.5%	21.2%
Neutral	77	32	27	9	24	3	172
Row %	44.8%	18.6%	15.7%	5.2%	14%	1.7%	100%
Column %	31%	20.9%	17.9%	33.3%	21.2%	14.3%	24.1%
Agree	52	30	8	5	13	4	112
Row %	46.4%	26.8%	7.1%	4.5%	11.6%	3.6%	100%
Column %	21%	19.6%	5.3%	18.5%	11.5%	19%	15.7%
Strongly agree	55	17	5	5	10	7	99
Row %	55.6%	17.2%	5.1%	5.1%	10.1%	7.1%	100%
Column %	22.2%	11.1%	3.3%	18.5%	8.8%	33.3%	13.9%
Total	248	153	151	27	113	21	713
Row %	34.8%	21.5%	21.2%	3.8%	15.8%	2.9%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 14.1 referred to in Table 7.161 was aimed at the person who listens to an English radio station in order to improve his or her English.

In this case, 46.3% of the respondents disagreed or strongly disagreed with the statement in the questionnaire. Subgroup percentages were as follows: African, 25.8%; White Afrikaans-speaking, 48.4%; White English-speaking, 73.5%; Coloured, 29.6%; Indian, 58.4%; 'Other', 33.3%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this factor, the presence of the saturated model of the hierarchical loglinear analysis was traced in this instance. In this regard ℓ^*

was calculated at 145.38, which was significant ($\ell^* = 145.38 > \text{critical } X_2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further analysis of the cross-tabulation was required and duly reported in Table 7.162.

Table 7.162 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_ℓ	ℓ/s	Conclusion
λ_{A_1}	0.156585	0.131831	1.187771	Insignificant
λ_{A_2}	0.105312	0.130218	0.808736	Insignificant
λ_{A_3}	0.238148	0.115883	2.055073	Insignificant
λ_{A_4}	-0.192970	0.125355	-1.539388	Insignificant
λ_{A_5}	-0.307080	0.126373	-2.429949	Insignificant
λ_{B_1}	1.154846	0.083575	13.818080	Significant at 0.1% level
λ_{B_2}	0.692667	0.093299	7.424163	Significant at 0.1% level
λ_{B_3}	0.293259	0.121165	2.420328	Insignificant
λ_{B_4}	-1.111530	0.188095	-5.909407	Significant at 0.1% level
λ_{B_5}	0.315807	0.106860	2.955334	Significant at 0.1% level
λ_{B_6}	-1.345050	0.204949	-6.562852	Significant at 0.1% level
$\lambda_{A_1B_1}$	-0.569170	0.182469	-3.119270	Significant at 0.1% level
$\lambda_{A_1B_2}$	0.069936	0.181446	0.385437	Insignificant
$\lambda_{A_1B_3}$	1.135092	0.183422	6.188418	Significant at 0.1% level
$\lambda_{A_1B_4}$	-1.043640	0.198785	-5.250094	Significant at 0.1% level
$\lambda_{A_1B_5}$	0.301614	0.193200	1.561149	Insignificant
$\lambda_{A_1B_6}$	0.106172	0.367983	0.288524	Insignificant
$\lambda_{A_2B_1}$	-0.455380	0.179137	-2.542077	Insignificant
$\lambda_{A_2B_2}$	0.121209	0.180277	0.672349	Insignificant
$\lambda_{A_2B_3}$	0.573260	0.194734	2.943811	Significant at 0.1% level
$\lambda_{A_2B_4}$	0.106246	0.339162	0.313260	Insignificant
$\lambda_{A_2B_5}$	0.413511	0.190179	2.174325	Insignificant
$\lambda_{A_2B_6}$	-0.758850	0.504964	-1.502780	Insignificant
$\lambda_{A_3B_2}$	-0.156810	0.175103	-0.895530	Insignificant
$\lambda_{A_3B_3}$	0.072700	0.197363	0.368357	Insignificant
$\lambda_{A_3B_4}$	0.378875	0.298799	1.267993	Insignificant
$\lambda_{A_3B_5}$	-0.067630	0.193758	-0.349044	Insignificant
$\lambda_{A_3B_6}$	-0.486220	0.429877	-1.131068	Insignificant
$\lambda_{A_4B_1}$	0.297638	0.162538	1.831190	Insignificant
$\lambda_{A_4B_2}$	0.209770	0.183792	1.141345	Insignificant
$\lambda_{A_4B_3}$	-0.712580	0.276446	-2.577646	Significant at 0.1% level
$\lambda_{A_4B_4}$	0.222206	0.356541	0.623227	Insignificant
$\lambda_{A_4B_5}$	-0.249620	0.232228	-1.074892	Insignificant
$\lambda_{A_4B_6}$	0.232583	0.392104	0.593167	Insignificant
$\lambda_{A_5B_1}$	0.467835	0.162034	2.887264	Significant at 0.1% level
$\lambda_{A_5B_2}$	-0.244110	0.210314	-1.160693	Insignificant
$\lambda_{A_5B_3}$	-1.068470	0.326617	-3.271324	Significant at 0.1% level
$\lambda_{A_5B_4}$	0.336314	0.356900	0.942320	Insignificant
$\lambda_{A_5B_5}$	0.397870	0.251827	-1.579934	Insignificant
$\lambda_{A_5B_6}$	0.906307	0.333384	2.718508	Significant at 0.1% level

There were no significant differences regarding the main effect A_i for this question. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, Coloureds,

Indians and 'Other'.

There were eight significant interaction effects A_1B_j that were observed, in A_1B_1 , A_1B_3 , A_1B_4 , A_2B_3 , A_4B_3 , A_5B_1 , A_5B_3 and A_5B_6 respectively. The frequency of African respondents in A_1B_1 (31 or 12.5% of this subgroup) who strongly disagreed with the content of question 14.1 (ℓ/s equal to -3.12) was significantly lower than the group norm. In the case of A_1B_3 , the frequency of English-speaking White respondents (72 or 47.7% in this subgroup) who strongly disagreed with the content of question 14.1 (ℓ/s equal to +6.19) significantly exceeded the general norm of the complete sample.

The frequency of Coloured respondents in A_1B_4 (2 or 7.4% of this subgroup) who strongly disagreed with the content of question 14.1 (ℓ/s equal to -5.25) was significantly lower than the group norm. Regarding A_2B_3 , the frequency of English-speaking White respondents (39 or 25.8% in this subgroup) who disagreed with the content of question 14.1 (ℓ/s equal to +2.94) was significantly higher than the group norm.

In the case of A_4B_3 , the frequency of English-speaking White respondents (8 or 5.3% in this subgroup) who agreed with the content of question 14.1 (ℓ/s equal to -2.58) was significantly lower than the group norm. In the case of A_5B_1 , the frequency of African respondents (55 or 22.2% in this subgroup) who strongly agreed with the content of question 14.1 (ℓ/s equal to +2.89) was significantly higher than the group the norm. The frequency of English-speaking White respondents in A_5B_6 (5 or 3.3% in this subgroup) who strongly agreed with the content of question 14.1 (ℓ/s equal to -3.27) was significantly lower than the group norm. Regarding A_5B_6 , the frequency of 'Other' respondents (7 or 33.3% in this subgroup) who agreed with the content of question 14.1 (ℓ/s equal to +2.72) was significantly higher than the group norm.

Table 7.163 Cross-tabulation of five attitudinal categories and population groups for **question 14.7**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	38	31	60	2	30	3	164
Row %	23.2%	18.9%	36.6%	1.2%	18.3%	1.8%	100%
Column %	15.4%	20.3%	39.7%	7.4%	26.5%	14.3%	23.1%
Disagree	45	36	41	12	36	4	174
Row %	25.9%	20.7%	23.6%	6.9%	20.7%	2.3%	100%
Column %	18.3%	23.5%	27.2%	44.4%	31.9%	19%	24.5%
Neutral	68	33	32	4	28	3	168
Row %	40.5%	19.6%	19%	2.4%	16.7%	1.8%	100%
Column %	27.6%	21.6%	21.2%	14.8%	24.8%	14.3%	23.6%
Agree	62	38	13	6	15	8	142
Row %	43.7%	26.8%	9.2%	4.2%	10.6%	5.6%	100%
Column %	25.2%	24.8%	8.6%	22.2%	13.3%	38.1%	20%
Strongly agree	33	15	5	3	4	3	63
Row %	52.4%	23.8%	7.9%	4.8%	6.3%	4.8%	100%
Column %	13.4%	9.8%	3.3%	11.1%	3.5%	14.3%	8.9%
Total	246	153	151	27	113	21	711
Row %	34.6%	21.5%	21.2%	3.8%	15.9%	3%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 14.7 referenced in Table 7.163 referred to the person who listens to an English radio station because it helps to refine his or her English.

In this case, 47.6% of the respondents disagreed or strongly disagreed with the statement. The different subgroups responded as follows: African, 33.7%; White Afrikaans-speaking, 43.8%; White English-speaking, 66.9%; Coloured, 51.8%; Indian, 58.4%; 'Other', 33.3%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this factor, the presence of saturation was once again looked for. In this regard ℓ^* was calculated at 101.06, which was significant ($\ell^* = 101.06 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further analysis of the cross-tabulation was required, as set out in Table 7.164.

Table 7.164 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λ_{A_1}	0.052389	0.140999	0.371556	Insignificant
λ_{A_2}	0.418989	0.106961	3.917213	Significant at 0.1% level
λ_{A_3}	0.159054	0.125582	1.266535	Insignificant
λ_{A_4}	0.144064	0.110200	1.307296	Insignificant
λ_{A_5}	-0.774500	0.156236	-4.957244	Significant at 0.1% level
λ_{B_1}	1.183391	0.084303	14.037353	Significant at 0.1% level
λ_{B_2}	0.697842	0.095241	7.327118	Significant at 0.1% level
λ_{B_3}	0.415520	0.116168	3.576889	Significant at 0.1% level
λ_{B_4}	-1.183140	0.199344	-5.935167	Significant at 0.1% level
λ_{B_5}	0.208165	0.123324	1.687952	Insignificant
λ_{B_6}	-1.321770	0.202111	-6.539822	Significant at 0.1% level
$\lambda_{A_1B_1}$	-0.272280	0.182570	-1.491373	Insignificant
$\lambda_{A_1B_2}$	0.009668	0.194094	0.049811	Insignificant
$\lambda_{A_1B_3}$	0.952347	0.189368	5.029081	Significant at 0.1% level
$\lambda_{A_1B_4}$	-0.850190	0.505407	-1.682189	Insignificant
$\lambda_{A_1B_5}$	0.466555	0.210334	2.218163	Insignificant
$\lambda_{A_1B_6}$	-0.306090	0.435753	-0.702439	Insignificant
$\lambda_{A_2B_1}$	-0.469810	0.152493	-3.080863	Significant at 0.1% level
$\lambda_{A_2B_2}$	-0.207400	0.165651	-1.252030	Insignificant
$\lambda_{A_2B_3}$	0.204975	0.174670	1.173499	Insignificant
$\lambda_{A_2B_4}$	0.574974	0.283425	2.028664	Insignificant
$\lambda_{A_2B_5}$	0.282277	0.183244	1.540443	Insignificant
$\lambda_{A_2B_6}$	-0.385010	0.384847	-1.000424	Insignificant
$\lambda_{A_3B_1}$	0.202974	0.156773	1.294700	Insignificant
$\lambda_{A_3B_2}$	-0.034480	0.181054	-0.190440	Insignificant
$\lambda_{A_3B_3}$	0.217074	0.193865	1.119717	Insignificant
$\lambda_{A_3B_4}$	-0.263700	0.389007	-0.677880	Insignificant
$\lambda_{A_3B_5}$	0.290898	0.202689	1.435194	Insignificant
$\lambda_{A_3B_6}$	-0.412760	0.431011	-0.957655	Insignificant
$\lambda_{A_4B_1}$	0.125591	0.146698	0.856119	Insignificant
$\lambda_{A_4B_2}$	0.121593	0.166009	0.732448	Insignificant
$\lambda_{A_4B_3}$	-0.668720	0.228530	-2.926180	Significant at 0.1% level
$\lambda_{A_4B_4}$	0.156752	0.338181	0.463515	Insignificant
$\lambda_{A_4B_5}$	-0.318270	0.223242	-1.425673	Insignificant
$\lambda_{A_4B_6}$	0.583063	0.314342	1.854868	Insignificant
$\lambda_{A_5B_1}$	0.413532	0.198634	2.081879	Insignificant
$\lambda_{A_5B_2}$	0.110624	0.236569	0.467618	Insignificant
$\lambda_{A_5B_3}$	-0.705670	0.337227	-2.092567	Insignificant
$\lambda_{A_5B_4}$	0.382173	0.439657	0.869253	Insignificant
$\lambda_{A_5B_5}$	-0.721450	0.368016	-1.960377	Insignificant
$\lambda_{A_5B_6}$	0.520802	0.440919	1.181174	Insignificant

Main effect A_i produced significant differences. Two of the five attitudinal categories, namely, Disagree and Strongly Agree, differed significantly from the respective group norms. The exceptions were categories Strongly Disagree, Neutral and Agree. In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and 'Other'.

There were three significant interaction effects A_iB_j that occurred with respect to question

14.7. The first significant interaction occurred in A₁B₃, the second in A₂B₁ and the third in A₄B₃. The frequency of English-speaking White respondents in A₁B₃ (60 or 39.7% of this subgroup) who strongly disagreed with the content of question 14.7 (*ℓ/s* equal to +5.03) significantly exceeded the general norm of the complete sample. In the case of African respondents in A₂B₁ (45 or 18.3% of this subgroup), the frequency of those who disagreed with the content of question 14.7 (*ℓ/s* equal to -3.08) was significantly lower than the group norm. Regarding the English-speaking White respondents in A₄B₃ (13 or 8.6% of this subgroup), the frequency of those who agreed with the content of question 14.7 (*ℓ/s* equal to -2.93) was significantly lower than the group norm.

7.4.4.4 Use of European Presenters

Two questions, 14.5 and 14.6, resorted under factor IV.

Table 7.165 Cross-tabulation of five attitudinal categories and population groups for **question 14.6**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	96	23	12	7	36	3	177
Row %	54.2%	13%	6.8%	4%	20.3%	1.7%	100%
Column %	39%	15.1%	7.9%	25.9%	32.4%	14.3%	25%
Disagree	69	39	32	12	36	6	194
Row %	35.6%	20.1%	16.5%	6.2%	18.6%	3.1%	100%
Column %	28%	25.7%	21.1%	44.4%	32.4%	28.6%	27.4%
Neutral	53	47	51	4	27	6	188
Row %	28.2%	25%	27.1%	2.1%	14.4%	3.2%	100%
Column %	21.5%	30.9%	33.6%	14.8%	24.3%	28.6%	26.5%
Agree	20	27	37	3	12	4	103
Row %	19.4%	26.2%	35.9%	2.9%	11.7%	3.9%	100%
Column %	8.1%	17.8%	24.3%	11.1%	10.8%	19%	14.5%
Strongly agree	8	16	20	1	0	2	47
Row %	17%	34%	42.6%	2.1%	0%	4.3%	100%
Column %	3.3%	10.5%	13.2%	3.7%	0%	9.5%	6.6%
Total	246	152	152	27	111	21	709
Row %	34.7%	21.4%	21.4%	3.8%	15.7%	3%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

In Table 7.165 question 14.6 was addressed. It referred to the preference for listening to an English radio station that broadcasts programmes that are typically European.

In this case, 52.4% of the respondents disagreed or strongly disagreed with the statement in the questionnaire. The responses among the subgroups were as follows: African, 67%;

White Afrikaans-speaking, 40.8%; White English-speaking, 29%; Coloured, 70.3%; Indian, 64.8%; ‘Other’, 42.9%.

The second main effect was a reflection of the respondents’ population group. To measure whether ‘Population Group’ played an interactive part in the cross-tabulation, testing was done for the presence of saturation. In this regard ℓ^* was calculated at 129.43, which was significant ($\ell^* = 129.43 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further analysis of the cross-tabulation was necessary. The findings are reported in Table 7.166.

Table 7.166 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
λ_{A_1}	0.212942	0.127541	1.669596	Insignificant
λ_{A_2}	0.614742	0.106768	5.757736	Significant at 0.1% level
λ_{A_3}	0.448503	0.118902	3.772039	Significant at 0.1% level
λ_{A_4}	-0.110470	0.136353	-0.810177	Insignificant
λ_{A_5}	-1.165710	0.226285	-5.151512	Significant at 0.1% level
λ_{B_1}	0.979593	0.106837	9.169043	Significant at 0.1% level
λ_{B_2}	0.754334	0.103174	7.311280	Significant at 0.1% level
λ_{B_3}	0.708632	0.105889	6.692215	Significant at 0.1% level
λ_{B_4}	-1.206050	0.232022	-5.197998	Significant at 0.1% level
λ_{B_5}	0.000356	0.192193	0.001852	Insignificant
λ_{B_6}	-0.236880	0.208225	-1.137616	Insignificant
$\lambda_{A_1B_1}$	0.782622	0.162072	4.828854	Significant at 0.1% level
$\lambda_{A_1B_2}$	-0.420970	0.196781	-2.139282	Insignificant
$\lambda_{A_1B_3}$	-1.025860	0.235016	-4.365065	Significant at 0.1% level
$\lambda_{A_1B_4}$	0.349824	0.348803	1.002927	Insignificant
$\lambda_{A_1B_5}$	0.781021	0.242355	3.222632	Significant at 0.1% level
$\lambda_{A_1B_6}$	-0.466640	0.432872	-1.078009	Insignificant
$\lambda_{A_2B_1}$	0.050581	0.151758	0.333300	Insignificant
$\lambda_{A_2B_2}$	-0.294710	0.163465	-1.802894	Insignificant
$\lambda_{A_2B_3}$	-0.446830	0.171848	-2.600147	Significant at 0.1% level
$\lambda_{A_2B_4}$	0.487020	0.304937	1.597117	Insignificant
$\lambda_{A_2B_5}$	0.379221	0.232096	1.633897	Insignificant
$\lambda_{A_2B_6}$	-0.175300	0.340358	-0.515046	Insignificant
$\lambda_{A_3B_1}$	-0.046990	0.165888	-0.283263	Insignificant
$\lambda_{A_3B_2}$	0.055812	0.166473	0.335262	Insignificant
$\lambda_{A_3B_3}$	0.185499	0.166172	1.116307	Insignificant
$\lambda_{A_3B_4}$	-0.445350	0.402978	-1.105147	Insignificant
$\lambda_{A_3B_5}$	0.257778	0.245582	1.049662	Insignificant
$\lambda_{A_3B_6}$	-0.009060	0.344358	-0.026310	Insignificant

Table 7.166 (Cont.) Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	S_{ℓ}	ℓ/s	Conclusion
$\lambda_{A_4B_1}$	-0.462580	0.210775	-2.194663	Insignificant
$\lambda_{A_4B_2}$	0.062784	0.196143	0.320093	Insignificant
$\lambda_{A_4B_3}$	0.423567	0.187178	2.262910	Insignificant
$\lambda_{A_4B_4}$	-0.174060	0.447414	-0.389036	Insignificant
$\lambda_{A_4B_5}$	0.005824	0.288589	0.020181	Insignificant
$\lambda_{A_4B_6}$	0.144453	0.395436	0.365301	Insignificant
$\lambda_{A_5B_1}$	-0.323640	0.327168	-0.989217	Insignificant
$\lambda_{A_5B_2}$	0.594768	0.285079	2.086327	Insignificant
$\lambda_{A_5B_3}$	0.863614	0.277196	3.115536	Significant at 0.1% level
$\lambda_{A_5B_4}$	-0.217440	0.706724	-0.307673	Insignificant
$\lambda_{A_5B_5}$	-1.423850	0.694668	-2.049684	Insignificant
$\lambda_{A_5B_6}$	0.506538	0.537571	0.942272	Insignificant

Main effect A_i produced significant differences. Three of the five attitudinal categories, namely, Disagree, Neutral and Strongly Agree, differed significantly from the respective group norms. The exceptions were categories Strongly Disagree and Agree.

In the case of the main effect B_j relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and 'Other'.

Five significant interaction effects A_iB_j occurred, in A_1B_1 , A_1B_3 , A_1B_5 , A_2B_3 and A_5B_3 respectively. The frequency of African respondents in A_1B_1 (96 or 39% of this subgroup) who strongly disagreed with the content of question 14.6 (ℓ/s equal to +4.83) significantly exceeded the general norm of the complete sample. In the case of A_1B_3 , the frequency of English-speaking White respondents (12 or 7.9% in this subgroup) who strongly disagreed with the content of question 14.6 (ℓ/s equal to -4.37) was significantly lower than the group norm.

Regarding A_1B_5 , the frequency of Indian respondents (36 or 32.4% in this subgroup) who strongly disagreed with the content of question 14.6 (ℓ/s equal to +3.22) significantly exceeded the general norm of the complete sample. In the case of A_2B_3 , the frequency of the English-speaking White respondents (32 or 21.1% in this subgroup) who disagreed with the content of question 14.6 (ℓ/s equal to -2.60) was significantly lower than the group norm. Finally, regarding A_5B_3 , the frequency of English-speaking White respondents (20 or 13.2% in this subgroup) who strongly agreed with the content of

question 14.6 (ℓ/s equal to +3.12) significantly exceeded the general norm of the complete sample.

Table 7.167 Cross-tabulation of five attitudinal categories and population groups for **question 14.5**

Scale Point	Population Group						Total
	African	White-Afrikaans	White-English	Coloured	Indian	Other	
Strongly disagree	76	33	17	9	40	6	181
Row %	42%	18.2%	9.4%	5%	22.1%	3.3%	100%
Column %	31.1%	21.6%	11.2%	33.3%	35.4%	27.3%	25.5%
Disagree	69	39	34	10	34	4	190
Row %	36.3%	20.5%	17.9%	5.3%	17.9%	2.1%	100%
Column %	28.3%	25.5%	22.4%	37%	30.1%	18.2%	26.7%
Neutral	58	42	42	3	30	7	182
Row %	31.9%	23.1%	23.1%	1.6%	16.5%	3.8%	100%
Column %	23.8%	27.5%	27.6%	11.1%	26.5%	31.8%	25.6%
Agree	22	29	37	4	5	3	100
Row %	22%	29%	37%	4%	5%	3%	100%
Column %	9%	19%	24.3%	14.8%	4.4%	13.6%	14.1%
Strongly agree	19	10	22	1	4	2	58
Row %	32.8%	17.2%	37.9%	1.7%	6.9%	3.4%	100%
Column %	7.8%	6.5%	14.5%	3.7%	3.5%	9.1%	8.2%
Total	244	153	152	27	113	22	711
Row %	34.3%	21.5%	21.4%	3.8%	15.9%	3.1%	100%
Column %	100%	100%	100%	100%	100%	100%	100%

Question 14.5 in Table 7.167 referred to the person who listens to an English radio station because he or she can identify with white radio presenters.

In this case, 52.2% of the respondents disagreed or strongly disagreed with the statement. Percentages among the subgroups were: African, 59.4%; White Afrikaans-speaking, 47.1%; White English-speaking, 33.6%; Coloured, 70.3%; Indian, 65.5%; 'Other', 45.5%.

The second main effect was a reflection of the respondents' population group. To measure whether 'Population Group' played a part in this dimension, the presence of saturation was tested for. In this regard ℓ^* was calculated at 87.38, which was significant ($\ell^* = 87.38 > \text{critical } X^2 = 37.566$ with 20 degrees of freedom). The saturated model of the hierarchical loglinear analysis applied in this instance. Further analysis of the cross-tabulation was required and the results are contained in Table 7.168.

Table 7.168 Estimated λ effects, standard deviations of ℓ estimates and standardized ℓ values for the loglinear analysis of the saturated model

Effect	ℓ	s_{ℓ}	ℓ/s	Conclusion
λA_1	0.405046	0.107200	3.778414	Significant at 0.1% level
λA_2	0.455205	0.110560	4.117267	Significant at 0.1% level
λA_3	0.345577	0.119641	2.888450	Significant at 0.1% level
λA_4	-0.290740	0.139992	-2.076833	Insignificant
λA_5	-0.915090	0.192896	-4.743955	Significant at 0.1% level
λB_1	1.080813	0.092486	11.686234	Significant at 0.1% level
λB_2	0.662184	0.102244	6.476507	Significant at 0.1% level
λB_3	0.708501	0.098293	7.208051	Significant at 0.1% level
λB_4	-1.254400	0.229331	-5.469823	Significant at 0.1% level
λB_5	0.071094	0.138133	0.514678	Insignificant
λB_6	-1.268200	0.204655	-6.196770	Significant at 0.1% level
λA_1B_1	0.193534	0.143415	1.349468	Insignificant
λA_1B_2	-0.222060	0.171249	-1.296708	Insignificant
λA_1B_3	-0.931670	0.199855	-4.661730	Significant at 0.1% level
λA_1B_4	0.395235	0.322162	1.226821	Insignificant
λA_1B_5	0.561399	0.189293	2.965767	Significant at 0.1% level
λA_1B_6	0.003568	0.339561	0.010508	Insignificant
λA_2B_1	0.046749	0.147761	0.316383	Insignificant
λA_2B_2	-0.105170	0.167907	-0.626359	Insignificant
λA_2B_3	-0.288690	0.170026	-1.697917	Insignificant
λA_2B_4	0.450437	0.316347	1.423870	Insignificant
λA_2B_5	0.348722	0.195776	1.781230	Insignificant
λA_2B_6	-0.452060	0.386479	-1.169688	Insignificant
λA_3B_1	-0.017290	0.158187	-0.109301	Insignificant
λA_3B_2	0.078569	0.171903	0.457054	Insignificant
λA_3B_3	0.032252	0.169583	0.190184	Insignificant
λA_3B_4	-0.643910	0.442153	-1.456306	Insignificant
λA_3B_5	0.333186	0.204908	1.626027	Insignificant
λA_3B_6	0.217188	0.329545	0.659054	Insignificant
λA_4B_1	-0.350370	0.203896	-1.718376	Insignificant
λA_4B_2	0.344512	0.197700	1.742600	Insignificant
λA_4B_3	0.541817	0.187911	2.883370	Significant at 0.1% level
λA_4B_4	0.280091	0.409183	0.684513	Insignificant
λA_4B_5	-0.822260	0.337519	-2.436189	Insignificant
λA_4B_6	0.006207	0.435953	0.014238	Insignificant
λA_5B_1	0.127375	0.249147	0.511244	Insignificant
λA_5B_2	-0.095850	0.287962	-0.332856	Insignificant
λA_5B_3	0.646290	0.245584	2.631645	Significant at 0.1% level
λA_5B_4	-0.481850	0.696463	-0.691853	Insignificant
λA_5B_5	-0.421050	0.389293	-1.081576	Insignificant
λA_5B_6	0.225091	0.523786	0.429738	Insignificant

Main effect A_1 produced significant differences. In four of the five attitudinal categories, namely, Strongly Disagree, Disagree, Neutral and Strongly Agree, the observed frequencies differed significantly from the respective group norms. The exception was the category Agree. In the case of the main effect B_3 relating to population group, five significant deviations from the general trend were observed: among Africans, Afrikaans-speaking Whites, English-speaking Whites, Coloureds and 'Other'.

Four significant interaction effects A_iB_j occurred, in A_1B_3 , A_1B_5 , A_4B_3 and A_5B_3 respectively. The frequency of English-speaking White respondents in A_1B_3 (17 or 11.2% of this subgroup) who strongly disagreed with the content of question 14.5 (ℓ/s equal to -4.66) was significantly lower than the group norm. In the case of A_1B_5 , the frequency of Indian respondents (40 or 35.4% of this subgroup) who strongly disagreed with the content of question 14.5 (ℓ/s equal to $+2.97$) was significantly higher than the group norm.

The frequency of English-speaking White respondents in A_4B_3 (37 or 24.3% of this subgroup) who agreed with the content of question 14.5 (ℓ/s equal to $+2.88$) was significantly higher than the group norm. Similarly, in the case of A_5B_3 , the frequency of English-speaking White respondents (22 or 14.5% in this subgroup) who strongly agreed with the content of question 14.5 (ℓ/s equal to $+2.63$) was significantly higher than the group norm.

CHAPTER 8

DISCUSSION

8.1 Introduction

This chapter is intended to provide information on what has been learnt in this study about radio broadcasting and communication in general, with special focus on SAfm. The presentation of this chapter will begin with a discussion of aspects of radio programming that appeal simultaneously to both blacks and whites. This part of the chapter is paramount because it is both a presentation and a discussion of the most important attributes of a presenter who is most likely to succeed in attracting a multicultural and multiracial audience to SAfm. This will be followed by a discussion that will bring to the fore some interesting insights that presenters - as communicators - need to take into consideration in order to appeal to their listeners. In essence, this will be a discussion of some of the factors identified in this study of which communicators or radio presenters should be mindful of so as to ensure successful communication between themselves and the audience.

The next section will determine the extent to which group membership had an influence on the importance, or a lack of influence, on certain aspects of radio programming. This information would enable one to know whether the five cultural groups that would comprise SAfm's audience differ in what they regard as important aspects of radio programming. This part of the chapter will then be followed by an examination of the emotional and mental readiness of South Africans to have a multicultural English radio station, including the secondary part that SAfm could play in nation building. Cross-cultural differences in the level of support for this kind of radio station will also be examined.

The following section, which is on the influence of English culture, will examine the standing of English and its influence as a language of radio communication. Issues of cultural identity and their influence on potential listeners' need to identify with English culture, or readiness to listen to an English radio station, will also be discussed. This part of the chapter is intended to highlight some weighty considerations and insights based on

the respondents' reactions and attitudes to a typical English radio station, including the current SAfm. In closing, a number of recommendations for SAfm, including some of the important factors identified in this study that could contribute to the success of (radio) communications in a multicultural environment, will also be presented.

8.2 Aspects of Radio Programming that Appeal Simultaneously to both Blacks and Whites

In the light of what has been discussed in chapters 1 and 2, this researcher believes that there is now ample evidence, based on the research results, that SAfm could be steered to become a truly multicultural radio station and one that could succeed in South Africa. One of the main goals of this research was to provide a practical solution to the problems facing the station. Given the responsibility and challenge for SAfm to serve a multicultural audience, and the absence of any practical guidelines that could be used to solve this problem, research had to be undertaken to identify common elements of radio programming that would appeal to all the segments of SAfm's audience.

It is important, however, to note that the aspects of radio programming that will be discussed and presented in this section are those that have been identified in this study as crucial to the success of any radio programme or presenter by both black and white potential listeners. An insightful and more in-depth discussion that is based on most, if not all, the elements of radio programming that were included in this study will be discussed in the sections to follow.

There are three major aspects of radio programming that have been identified in this research as being likely to play a significant part in attracting a culturally diverse listenership to SAfm: (1) quality of broadcasting atmosphere; (2) emotional reaction to an announcer; and (3) knowledge and professionalism of an announcer.

Whatever the reasons for people to listen to a radio station or programme, the kind of atmosphere that presenters create for their listeners and the manner in which they deal with them are crucial to the success of any programme. The kind of atmosphere presenters create is particularly valuable in setting the mood for a programme in a way that would

result in the listener's developing a positive or negative attitude to the presenter or programme.

Creating a type of atmosphere for a radio broadcast that would give the listener a positive experience would most probably require (1) a presenter with a good sense of humour; (2) a presenter who can make people laugh; (3) a presenter who is able to capture listeners' imagination; (4) programmes that interest listeners; and (5) an announcer with a creative flair in programme presentation.

Whereas these attributes of a presenter are crucial in terms of what potential listeners to SAfm would expect from their presenters, they are in no way sufficient to guarantee success for the station. Therefore, there is a second category of aspects of radio programming, mainly to do with qualities of presenters that are also regarded as extremely important by potential listeners to SAfm. These are: (1) announcers who come across naturally on air; (2) presenters who speak good English; (3) presenters who give background information on music, artists, celebrities and so on; (4) announcers who do not talk to the listeners as if they were reading to them; and (5) announcers who are themselves during broadcasts.

Similarly, emotional reaction to an announcer, which has to do with the manner in which presenters deal with their listeners, could also be a major determinant of whether people would listen to a presenter or programme. This research has shown in particular that an announcer with a good voice makes listening to a radio a pleasant experience. There was also overwhelming support among respondents for radio announcers who are polite when talking to listeners. The attributes of presenters that were ranked second in importance by close to a majority of respondents were patience and sensitivity towards their listeners.

The third aspect of radio programming, namely, a presenters' knowledge and professionalism, says a lot about the type of person who would listen to SAfm, and especially about the kind of presenter that he or she wants. More will be said on this important aspect of radio programming in the next section of this chapter.

Since most of the aspects of radio programming that have been presented here deal mainly with the attributes of presenters, SAfm management would have to make every effort to find the right calibre of presenters with these attributes, and to invest in their training and development. This excludes the high salaries they would have to be paid. The natural abilities of the presenters in terms of their aptitude for this kind of work, as well as training to ensure that they act as professionals, are therefore crucial.

8.3 A Perspective on Certain Programming Issues

This section of the chapter is vital to this research in more than one way. First of all, it provides presenters with information on the desirable elements of programme presentation, and on those aspects of programme presentation that they should avoid or take certain precautions in dealing with. Secondly, by examining the respondent's reactions to certain aspects of the standard of English that was deemed undesirable or unacceptable on SAfm, this researcher has been able to identify the possible cause of this problem as well as the solution to it. Thirdly, it has enabled this researcher to identify a new programme opportunity for SAfm that could be used to increase public awareness of certain issues that are of concern to the nation. Finally, it provides insights into the kind of music or programmes that would be suitable to a multicultural English radio station such as SAfm.

As in any job, a certain level of professionalism is required of presenters if they are to do their job well and to the best of their ability. This research has shown clearly that listeners regard professionalism of radio announcers as one of the things that are very high in the list of what they want or expect from them. There are several aspects of the professionalism of a radio announcer that have been identified in this study: (1) a good voice; (2) the ability to capture the imagination of listeners; (3) knowledge of what he or she is talking about; (4) creative flair in programme presentation; (5) politeness when talking to listeners; (6) good interviewing skills; and (7) the ability to say constructive things on air. The content of these aspects of professionalism appears to emphasise the importance of radio announcing as the delicate vehicle that transports information from a source to a listener, and this puts announcers in a position where they are the masters of

their own destiny.

What is patent in some of these aspects of professionalism is that presenters must also be seen as knowledgeable. This is vital because listeners tend to like and respect presenters who are well informed, or those from whom they can learn something. In addition, such a presenter could also play a crucial part in making a radio station a credible source of information that listeners can rely on. Another point worth mentioning, which has to do with presenters who have good interviewing skills as mentioned above, is that listeners in general acknowledge the crucial role of presenters as a link between themselves and a third party.

In the light of what has just been discussed, it is important for SAfm management to make certain that the presenters they employ for the station have the right qualities and training or experience to allow them to do their work as professionals.

Another important finding that has emerged from this study has to do with the tendency of presenters to impose themselves on the listeners. Self-imposition is denoted in the Concise Oxford Dictionary as 'a task or condition imposed on or by oneself, not externally'.

Presenters can impose themselves on listeners, to a greater or lesser extent, and this could irritate listeners to a point where some stop listening to the radio station or programme. Some aspects of radio programming and/or programme presentation where announcers do not impose themselves that have been identified in this study are: (1) not talking a lot about themselves on air; (2) not making listeners feel that they are being lectured at; (3) sensitivity to listeners; (4) patience with listeners; (5) being themselves during a radio broadcast; (6) a well-modulated voice; (7) giving good but brief background information; and (8) coming across as natural, on the air.

The self-imposing manner of programme presentation that is of a gross nature and could lead to a loss of listeners to the station or programme, is best represented in the following behaviours of presenters that have been identified in this study: (1) intellectualising issues; (2) sensationalising issues on air; (3) impartiality in almost everything that is done on radio; and (4) rudeness. One of the best ways to minimise the negative effects of a

presenter who is self-imposing is to conduct research aimed at eliminating those aspects of a programme or programme presentation that contain self-imposing elements. Given that the above facets of a self-imposing personality were less popular among respondents in this study, it is imperative for presenters always to guard against adopting this heavy-handed approach in their programmes.

The self-imposing style of presenters, and the risk that it could alienate most listeners from the station, was well demonstrated in one of the image studies that this author conducted for Ikwekwezi FM. Ikwekwezi FM is one of the African language stations that was targeted for this kind of research because of the pressing need to align the station's programmes and presenters with the needs and tastes of its listeners (DSI, 2000). The results of this research showed that the station had a greater appeal to groups of older listeners because most of the station's older presenters provided them with programmes that were more in tune with their needs. This group of listeners seemed to enjoy the station's primary focus on promoting the Ndebele culture, language and traditions in addition to broadcasting dramas or stories, music and other programmes (e.g. funeral notices) that were geared to their tastes.

However, the same older presenters on the station were not popular with younger listeners, who perceived the station as 'too cultural'. Although younger listeners to the station tended to recognise the importance of culture and tradition, such emphasis was too heavy for them, especially the way things were put to them. The station's presenters tended to be dogmatic, heavy-handed and self-righteous in their approach to programme presentation. For example, some of them would say things such as, 'ancestors will curse you if you don't go to initiation school' and 'if you have not done this or that you are not a woman'. The presenters also criticised young people for abandoning their culture when they spoke English during a phone-in programme. Young people on this station tended to resent being forced into a pattern, or what they considered a narrow-minded approach to life. What young people wanted on this station was something that would educate them, or open their eyes. This self-imposing approach of presenters was one of the primary factors that caused young people to stop listening to the station.

One of the interesting observations that has come out of this study is the manner in which potential audience members have reacted to what they regard as humour and wit.

The Concise Oxford Dictionary denotes humour as ‘the quality of being amusing or comic’. The same source denotes wit as ‘the unexpected, quick, and humorous combining or contrasting of ideas and expressions’. Humour has the announcer as a target, and wit is more likely to have a member of an audience as a target. The overwhelming support that respondents in this study have shown for announcers who have a good sense of humour or can make people laugh, as opposed to announcers who are witty, indicates listeners’ clear preference for humour over wit.

Perhaps the main reason for listeners to be more in favour of humour than wit is that humour can be linked to a person’s ‘natural’ quality of being amusing or humorous, whereas wit involves the clever use of words that may be intended as a joke or ‘humour’ but is aimed at another person and can often be hurtful. The main problem with someone who is considered witty is that targets of the wit are often left to interpret for themselves what is being said. In many instances people see wit as a way of making someone feel foolish. Another reason for wit being less popular than humour could be that it has the elements of a self-imposing personality that have been discussed.

However, there are situations where presenters with a good sense of humour can also get themselves into trouble. Consider, for example, a situation where such presenters make a joke about something to their multicultural group of listeners. The cultural angle from which the joke is being told could lead to confusion or even misunderstanding among the listeners because they may be operating from a different frame of reference. This could easily make what was intended as a joke mean something else, or nothing at all, in another person’s culture. To be on the safe side, communicators or radio presenters should make sure that those for whom a joke was intended understand it and the message behind it. Another significant finding that has emerged from this study is that traditionally African and European music would not appeal to potential listeners of SAfm. This is understandable, especially in the context of a multicultural audience where it would be easy to alienate listeners who did not identify with this kind of music. The lack of enthusiasm among the respondents could also be an indication that traditional music in

general has fallen out of favour among a significant number of radio listeners.

Contrary to what some may believe, the popularity of international music was shown to be limited in this study. This is important because it means that South African presenters also have wider scope for putting local music on their play-list as well. However, something that presenters or radio stations need to guard against, because of its potential to reduce the appeal of music, is that they should not get into the habit of overplaying certain music or songs to their listeners. Doing this also has the potential for killing the songs or music concerned.

Yet another of the significant findings of this study is that there was general support among respondents for programmes that would appeal to a multicultural audience on SAfm. The percentage of respondents who resisted multicultural programmes outright was small. This is a positive sign that programmes with wider appeal across cultures on SAfm would contribute to the station's success. Such programmes would have a greater chance of succeeding, especially if they were of such a nature that listeners could relate to them, or if they dealt with issues or topics of national importance that could be of interest to both blacks and whites.

The issue of topics of national importance indicates clearly the significance of programmes that listeners can relate to, or those that are relevant to them. Relate is denoted in the Concise Oxford Dictionary as 'bring into relation to or with anything we know'. The same source defines the term relevant as something that has 'bearing on or is pertinent to the matter'. With these definitions in mind, it therefore means that SAfm would have a better chance to succeed if it featured programmes that related to, or were pertinent to listeners' experience or condition, and/or those that dealt with things that were familiar to them. By implication, programmes that were devoid of these important elements would be meaningless to the listeners, or of no value to them. This would be tantamount to broadcasting in a vacuum.

The importance of programmes that listeners can relate to was also evident in the response pattern of respondents in this study with regard to announcers that are perceived to be 'too

black' or 'too white' in their programme presentation. The low level of support that potential audience members of SAfm showed for such presenters indicates that they would not be suitable to work for SAfm. It simply means that potential listeners to SAfm would have difficulty accepting presenters who were seen as biased in their programme presentation. This also points to the importance of programmes that are balanced and inclusive, in tune with the needs and tastes of a multiracial audience.

One of the key components of this research that has been a major cause for concern is the standard of English usage on SAfm. The main problem here had to do primarily with the 'bad pronunciation' and 'foreign accents' attributed to the black presenters who were employed on SAfm after its relaunch. Regarding English, the results of this research demonstrated clearly a general preference for presenters who spoke good English. However, the findings also showed a low level of support among respondents for presenters who spoke English with an accent, which clearly indicated a dislike of presenters from other cultures. The general resistance or unwillingness that was shown by a significant number of respondents in this study to listen to a radio announcer who was not from the same population group as the one to which that person belonged, regardless of the announcer's ability to speak the person's home language fluently, could be one of the reasons for the prevalence of negative perceptions of presenters who speak English with an accent. A corrective measure than could be taken in the case of SAfm where a team of multicultural presenters would be employed, would be to offer them English language training aimed at reducing the negative effects of heavy accents to a generally acceptable level and improving their pronunciation. This key component of multicultural radio announcing could lead to a sizeable loss of potential audience if it were not handled well.

Another significant finding that has come out of this research project is that controversial topics that are of a dramatic or traumatic nature, such as too much open sex talk on radio and those that deal with killings and violence, often lead to a split and a diversified response from the audience members. Since sizeable proportions of proponents, opponents, and persons with a neutral stance always accompany controversies, this makes them ideally suited to programmes that will accommodate listeners with different

opinions. Such programmes that allow for a difference of opinion may be the key to setting up a fruitful debate on certain important issues. This could also be a useful approach to the combating of HIV/Aids.

The different levels of response that were observed in this research to the reporting of events that have taken, or are taking, place has yielded noteworthy finding. Altogether 71% of respondents in this study indicated that they preferred to get facts about events that had taken place as opposed to 65% who preferred on-the-scene reporting. This indicates that delayed interpretations or reinterpretations of events are preferred by a sizeable number of potential listeners, compared with the need for up-to-date factual coverage. In addition, this also means that listeners do not necessarily like the type of information that is overwhelming, as is the case with on-the-scene reporting. This is definitely something that broadcasters should try to guard against.

Apart from what has been discussed so far, there are certain aspects of radio programming that have been identified in this research that are worth commenting on. These comments will address certain challenges that a radio stations and presenters in particular may regard as the role of radio and will also examine the appropriateness of taking an educational approach to programme presentation. Besides the self-imposing elements that are present in what will be discussed, there are still certain valuable lessons to be learned on how presenters can approach their programme presentation.

Another important finding in this study that was not unexpected was the support that potential audience members expressed in their belief that: (a) it is the responsibility of any radio station in the country to promote good societal values which are a foundation of every nation; and (b) it is the duty of every radio station to broadcast programmes that could mould listeners to be responsible citizens. These two responses regarding the positive role that radio could play in instilling or promoting good societal values could serve as good indicators of possible programme content that could be broadcast on radio.

Radio stations or presenters could run into a big problem, if their approach to radio programming and presentation were to teach or educate listeners. For example, there is

already compelling evidence in this study that most listeners dislike presenters who tend to lecture to them, or intellectualise about issues on radio.

It appears that listeners prefer to experience what is offered on radio in their own way and resist what they might see as a conscious effort to educate and/or influence them. This is no different from the psychological phenomenon of invading personal space. According to Sommer (1969, cited by Kahn et al, 1984), personal space is an area encircling the body, which others typically don't enter. Some people have referred to it as a body buffer zone into which others may not intrude (Saks & Krupat, 1988). The natural reaction when one's personal space is being invaded would be to say, 'keep out', 'don't tell me what to do', 'this is none of your business' or 'this is mine - tread carefully'. This is certainly one of the pitfalls that SAfm presenters should try to avoid as far as possible. In conclusion, the kind of information that has just been presented shows how important it is for presenters and broadcasters in general to understand their listeners and the way they function. It is through this that broadcasters would be in a position to provide their listeners with relevant programmes that are in tune with what they want.

8.4 Cultural Influence on Certain Aspects of Radio Programming

Given the multicultural nature of SAfm's audience, it was vital to examine further the extent to which group membership had an influence on the importance, or lack thereof, of certain aspects of radio programming in this study. This information would enable one to know whether the five cultural groups that would comprise SAfm's audience differ in what they regard as important aspects of radio programming. This would undoubtedly have implications for the station, especially the presenters in terms of how they prepare for or present their programmes. Probably the most crucial aspect of their job in this regard is how they would be able to deal with a multicultural and racially diverse listenership.

As a starting point, let us examine the importance attached to presenters who speak English with an accent and who are also good at pronouncing words in English. This study has shown that White English-speakers, Indians and to a lesser extent Coloureds, would have serious problems with such presenters. However, given the lackadaisical

attitude that Africans have shown towards the quality and standard of English and the prominent part that SAfm would play as a flagship English radio station in South Africa, it would be wise for the station management to maintain the high quality and standard of English as desired by White English-speakers. This is also important because the station would not be faced with the risk of losing them, as they are a part of its core listenership.

Since English is the second language for most Africans, it is not surprising that they do not attach any particular significance to it. The importance that White English-speakers attach to having presenters on SAfm who are generally good at English was to be expected. English is not just their mother tongue: they also have strong cultural ties to it.

Regarding the role that radio can play in instilling or promoting certain cultural values, both Indians and Africans were shown to ascribe greater significance to radio stations or presenters that instil certain societal values in their listeners, whereas both White Afrikaans-speakers and White English-speakers were shown to be strongly opposed to this. One way to explain this is that Indians and Africans on one hand, and white South Africans in general on the other, have different expectations of what radio can do for them. This may also suggest the presence of external locus of control among Africans and Indians in as far as cultural values are concerned. According to Plotnik (1993), the locus of control that is referred to here has to do with our beliefs about whether we have control over situations, or the situations control us. If people believe they are in control of life's events, and what they do influences what happens, such people are said to have internal locus of control. If people believe that chance and luck mainly determine what happens, and that they do not have much influence, they are said to have an external locus of control. Plotnik (1993) contends that locus of control should be thought of as a continuum, with internal on one end and external on the other (Lefcourt, 1982, cited by Plotnik 1993). What this implies is that both Africans and Indians depend on others to provide direction or guidance in their own lives on how to behave in a way that conforms to societal values or expectations. One can attribute this largely to the apartheid policies in which both Africans and Indians were conditioned to believe that they had no control of their own lives, whereas had complete control of their own destiny and freedom. Though

it may be difficult to speculate why this is the case, what seems to be very clear is that it is important for SAfm presenters to be made aware of these differences so that they may take a cautious approach to presenting their programmes.

Another interesting finding that is noteworthy in this section of the chapter is that White Afrikaans-speakers, White English-speakers and Indians – as opposed to Africans – have shown a strong preference for presenters who come across naturally on air. However, in the case of presenters who are patient with their listeners, Africans have come out strongly in favour of such presenters.

As stated earlier, professionalism of presenters has been shown to be one of the major factors that could help drive SAfm to success. However, the results of this study have once again indicated that the various cultural groups do not attach the same value to this attribute of a presenter. For instance, Indians and particularly White Afrikaans-speakers and White English-speakers attach greater significance to presenters who are professional, as evidenced by good interviewing skills, than do Africans and Coloureds. This indicates that white South Africans in general have a strong preference for presenters who demonstrate competence and high levels of skill in their work. The lesson one gets from this is that white South African listeners are very particular and more demanding of presenters compared with Africans and Coloureds. In other words, White listeners in South Africa seem to know exactly what they want from a presenter with regard to this important aspect of radio programming.

A similar observation to that of the low level of significance that both Africans and Coloureds attach to the above aspect of radio programming has been made in the case of the aspect of radio programming that has to do with teaching or educating the listeners. For instance, Indians, White Afrikaans-speakers and White English-speakers have been shown to have a strong dislike for a presenter who gives the feeling that the audience is being lectured at, or taught, when listening to the radio, whereas the opposite was true for both Africans and Coloureds. This could also suggest that Africans and Coloureds are more tolerant of, or receptive to, this kind of presenter than is the case with Indians, White Afrikaans-speakers and White English-speakers. This is again one of the instances where

SAfm presenters need to be cautious, especially in programme presentation that could make some listeners feel that they were being lectured to. In this way, the presenter would avoid the risk of losing listeners.

As a further illustration of the possible effects of culture on the way people experience radio and what they expect from it was evident in one of the aspects of radio programming that deals with announcers who undersell or oversell themselves on air. For example, with regard to listeners who find it a waste of time to listen to a presenter who does not know what he or she is talking about, White Afrikaans-speakers and White English-speakers gave a stronger indication that they would not tolerate such an announcer than Africans and Coloureds did. The ‘know your story’ approach that White South African listeners expect from their presenters is again evident here.

One of the mistakes radio stations and presenters could make is to assume that there is always a right way of doing certain things when presenting a programme. Consider, for example, the importance attached to presenters who are perceived to be impartial in what they say or do on air. Not only does this research indicate that almost half of the respondents in this study would not be excited to have such presenters, it also shows that White English-speakers would even find such presenters less appealing. This research finding suggests that White English-speakers would be more in favour of presenters who were able to take a stand in what they say on radio. White English-speakers probably learn more from such presenters than from those who choose to take a neutral position in their programmes. It is also no wonder that White English-speakers would not even mind presenters who talked a lot about themselves on air.

Africans have also indicated to a certain degree that they are not in favour of this type of presenter. However, this is not surprising because Africans have been shown to like presenters from whom they can learn something. The only cultural group that seems to be greatly in favour of presenters who don’t talk a lot about themselves on air and who are also impartial, is Indians.

The way in which people from different population groups experience radio sometimes

goes beyond the role that culture plays in this regard. Historical and sociopolitical factors could also play a part. However, it may be difficult to identify which of the three factors has a dominant role, as historical and sociopolitical factors combine to shape a person's group culture. Consider, for example, the discussion of issues or topics that are emotionally draining, such as violence and killings, which would cause a significant number of respondents in this study to avoid listening to programmes that carry such content. White Afrikaans-speakers were shown to be the only group that would have a serious objection to this type of programme content. Could this be attributed to the fact that White Afrikaans-speakers were protected by the previous regime from experiences of this kind that were frequent occurrences in African and other communities? This could well be the case, because it was shown to be less of a problem in this study among Africans, Coloureds and White English-speakers.

However, there are instances where cultural factors predominate. Take for example programmes that feature too much open sex talk, which this study found would put a significant number of listeners off. Compared with White English-speakers, Africans and Coloureds, who had some interest in this type of programme content, White Afrikaans-speakers and Indians seemed to have no interest at all.

It appears that talking about sex openly is still taboo among Indians and White Afrikaans-speakers. Listeners in general, especially those who come from Indian and White Afrikaans-speaking communities, would probably feel embarrassed if presenters were to talk openly about something they regard as private and personal, such as sex.

The two cases presented above probably offer the best example of aspects of radio programming that require presenters who show understanding and sensitivity towards their listeners. This would entail, more than anything else, showing appreciation of cultural differences that are accompanied by a deep sense of awareness of other people's conditions and circumstances.

Even though certain aspects of radio programming were generally regarded as important to most of the respondents in this study, they still differ subtly in relative importance from

one cultural group to another. For example, in the case of radio presenters who are patient with their listeners, this type of presenter was shown to be more important to Africans than to White English-speakers. White English-speakers were shown to be more tolerant of presenters who are insensitive to listeners than were Indians, Coloureds and Africans.

Coloureds and White English-speakers were shown to be more tolerant of presenters who are rude than were Africans, White Afrikaans-speakers and Indians. Could this be saying something about White English-speakers in particular, in the way they deal with what could be perceived as insensitivity or rudeness? This may well be the case.

Consider for example a situation where a person is forthright and open. A talk like that, 'calling a spade a spade', is not necessarily rude or insensitive but some may regard it as such. It could just be the person's way of talking. Sometimes there is no 'better' way of saying something in one's language, and the person would be compelled to say it as it is. Again there is a risk of offending someone in the same way that being forthright would. It would seem that White English-speakers have developed a level of tolerance of certain things that may be seen as rude and insensitive in other cultures.

Contrary to the expectation that listeners generally prefer presenters who have good and well-modulated voices, this study has shown this not to be true among Coloureds. Could this be an indication that Coloureds are indifferent to the way they talk and that it has become culturally acceptable to speak anyhow, in as far as voice control is concerned? However, this is not surprising given that only a limited number of Coloureds indicated that they would be annoyed by a radio announcer who talks to them as if he or she were reading what to say to them.

Of particular significance in what has been said above is that people may attach different value or meaning to the same thing. In other words, what may be regarded as important and meaningful in one culture may not be regarded as such in another. In view of this, it appears that SAfm could play an even bigger part in promoting understanding and tolerance between people of various cultures in South Africa.

Since it is not possible to discuss the remaining aspects of radio programming taking a similar approach to that adopted in discussing this part of the chapter, the reader should refer to Chapter 7 for more information. In the light of what has just been discussed, it appears that SAfm presenters who know and understand people from other cultures would be in a better position to deal with their listeners.

8.5 Emotional and Mental Readiness of South Africans to have a Multicultural English Radio Station

One of the most crucial aspects of this research was to determine the extent to which potential listeners of SAfm are mentally and emotionally ready to embrace a multicultural English radio station in South Africa. As the first step to the discussion that will follow, a general overview will be presented that will look into whether there is a certain level of support for this type of radio station, and the implications this would have for it. The second level of this discussion will examine the level of support for this kind of radio station among the various population groups.

One of the things that the present study has helped to achieve was to gauge the level of support for the idea of a multicultural English radio station in South Africa. The research results showed that there is wide support for this idea among potential audience of SAfm. However, there was also a clear indication that the support they have for this kind of radio station was for the longer term, as it was still lacking in the short term. This suggests that the idea (in theory) of a multicultural radio station is a good and acceptable one, yet putting the envisaged radio service into everyday practice is problematic. This also stems from the response given by respondents in this study that indicates that a large segment of them get very little from the existing English stations that nurtures and strengthens their ties to a multicultural English radio station.

In addition to establishing the level of support for a multicultural English radio station, it was also necessary to determine the need for such a radio station in South Africa. This was crucial because it gives one a clue to the likely support that such a radio station would receive once it became fully operational. To use the language of marketers, this kind of

information would help determine whether there were a gap in the market that could be filled by this type of radio station. However, this is not meant to suggest that the need for an English radio station that caters for a multicultural audience could not be created either.

The results of this research have once again provided a further confirmation of the need for this kind of radio station in South Africa. This was especially evident in the fairly extensive support among listeners who said that they would be glad to be part of the loyal listenership of an English radio station that served as a unifying force among South Africans through its varied and interesting programmes. However, one must quickly point out that though the level of support for this kind of radio station was at an acceptable level, there was also a big component of those who took a neutral stance. It is important that this should not be seen in a negative light because there is a chance that a sizeable portion of those who were neutral might get to like the station, if they found it appealing.

Something that is also important to note is that loyalty to a favourite radio station among a significant number of potential audience members was grossly lacking. For example, only 46.9% of the respondents in this study said that nothing would change their loyalty to a favourite radio station. It therefore appears as if more than half of the potential listeners are not brand-locked to SAfm or any other English radio station. This was further supported by about half of the potential listeners, who said that they would feel at home when listening to this type of English radio station. This apparent lack of loyalty raises a key question that may be posed: where, when and why did SAfm let down its confirmed loyal listeners?

8.5.1 Cross-Cultural Support for a Multicultural English Radio Station

Owing to the multicultural nature of SAfm's audience, it was important to know whether the station would appeal to all the population groups in South Africa, or to just a few. This kind of information is vital in this study, especially for SAfm, because it would provide useful information on cultural groups that are more likely to listen to the station, and to help it develop a more focused programming and marketing strategy.

As stated, there is a general indication in this study that there is already a certain level of readiness among respondents to embrace a multicultural English station such as SAfm. However, White Afrikaans-speakers were conspicuous in their apparent lack of readiness to be receptive to this kind of radio station.

The reluctance of White Afrikaans-speakers to be part of SAfm could be seen against the background that Afrikaans lost its status as the main official language in South Africa when the new political dispensation came into force. The new government's decision to retain English as the lingua franca and a language for conducting business in South Africa, and to reduce Afrikaans to the status of the nine official black languages in South Africa, was probably experienced as a deep psychological loss by White Afrikaans-speakers. The black languages with which Afrikaans now shares status were never regarded as important by the previous white government.

This kind of development may have led to the fears among White Afrikaans-speakers that too much exposure to English would lead to the demise of Afrikaans. This could be the main reason for White Afrikaans-speakers to distance themselves from SAfm. This clearly indicates that some White Afrikaans-speakers would not find a station such as SAfm attractive.

The need for a multicultural English radio station that would serve both black and white listeners was shown to be far greater among Indians. It is the kind of radio station they are more likely to be proud to be part of. Africans were depicted, as between moderate and high in the level of support they would give SAfm. What is of special significance is that some Africans tended to draw a clear distinction between their desire to listen to a multicultural English radio station and forming a strong bond with it, which shows that their listening to SAfm would not necessarily mean they wanted to compromise their cultural identity.

Though White English-speakers would be happy to see a multicultural English radio station succeed in South Africa, some of them were shown to be less willing to be part of it. This suggests that some White English-speakers feel they should have their own radio

station, which could be partly owing to the fact that they do not have a radio station that is solely dedicated to serving them in South Africa. This is both a challenge and a problem for SAfm. It is a problem because if some White English-speakers became part of a multicultural English radio station such as SAfm, it would mean that they may not get a chance to have their own radio station. This is despite the fact that there are already a number of radio stations that broadcast in English. It is a challenge because it may be difficult to attract some White English-speakers to SAfm. However, considering that English is the dominant language used in almost every type of media in South Africa, and spoken by most people of all races, there is a strong case for a multicultural English radio station such as SAfm. Furthermore, though it is expected that people in general would prefer to listen to their own radio stations, there would still be a significant number of them wanting to listen to other radio stations as well. It appears that SAfm would be better placed for addressing broader or national issues, as there are already a number of local radio stations that could fulfil cultural needs.

The fact that some people from the various population groups, with the exception of some White Afrikaans-speakers, were shown to be ready to embrace SAfm is a clear indication that the station would succeed in attracting a multiracial and multicultural audience, but probably only in the longer term.

8.5.2 Some Insights into the Level of Readiness of South Africans to Identify with SAfm

This section of the chapter should be seen as an extension of the preceding one. The only difference in this section is that it offers additional insights into the level of readiness of South Africans to identify with SAfm. In essence it provides additional clues to the degree of commitment that South Africans of all races would make to listening to SAfm. As it has been indicated in the previous sections, there is already wide support for the idea as well as the need for a multicultural English radio station among the potential listeners of SAfm. The results of this study show that a little more than half of the respondents would identify with SAfm. However, on taking a closer look at how the various population groups feel about SAfm, a different but clearer picture begins to emerge. For example, a

consistent pattern in the way White Afrikaans-speakers feel about a multicultural English radio station has also occurred in this section; there are some who simply do not want to identify themselves with this kind of radio station. At least we now know that SAfm is less likely to attract many listeners from this group. It is not surprising, either, that White English-speakers, Indians, Africans and Coloureds showed greater willingness to be part of the SAfm listenership. Indians, however, were shown to have the greatest need for a station with which they could identify, such as SAfm. The fact that Indians have consistently come out very strongly in support of SAfm is indeed reassuring. It simply means that the station stands a very good chance of attracting a significant number of listeners from the Indian community. This also suggests that some of them are not entirely happy with their current radio station.

8.5.3 SAfm's Secondary Role as a Nation Builder

One important issue that was raised earlier in this study related to the part SAfm would play in creating unity and tolerance among people of all races in South Africa. The unity that is referred to here is something that would develop as a spin-off from what listeners would learn about one another in the programmes SAfm would offer. It is vital that this should also be seen as a measure of the degree to which South Africans are willing to unite, to a point where they are able to develop a common culture and identity. If SAfm is seen by some in that light, it could mean that the station has a solid foundation to build on and develop itself into one of the most successful radio stations in South Africa.

Moreover, this would be a further indication of the extent to which South Africans were willing to have a multicultural English radio station such as SAfm.

The role of a multicultural English radio station in unifying the South African nation was widely recognised, but not overwhelmingly supported. Such a radio station would serve a useful purpose in promoting tolerance and understanding between blacks and whites, and nurturing or developing a unique South African culture that everyone would be proud to share. A small percentage was opposed to the idea, while sizeable segments were neutral towards it.

Support for this kind of radio station among the various cultural groups was higher among Africans and Indians. There was some support for this kind of radio station among Coloured respondents as well. White English-speakers were shown to be neutral in their support for this kind of radio station. The only group that showed a low level of support for this kind of radio station was White Afrikaans-speakers.

Since it has been shown in this study that some White Afrikaans-speakers are uncomfortable with anything that could undermine their language, it is not surprising that they would not support this kind of radio station. As has been pointed out, this does not mean that SAfm would not be able to attract some listeners from this population group.

The slightly more than average level of support among respondents for different radio stations to serve each of the population groups in South Africa suggests that there is still wider scope for other radio stations to succeed in this country. It also indicates that there is still almost half of the people who are not loyal to any particular radio station and may want to listen to SAfm.

Although all indications so far are that there is a great need for a multicultural English radio station in South Africa, and that this station is likely to succeed, it was also important to ascertain the viability of such a radio station in this country. The viability aspect of SAfm was in essence a measure of how successful the station is likely to be in South Africa.

The research results have once again confirmed the acceptability and viability of a multicultural English radio station, though there were also signs of noticeable resistance that were depicted in very limited and nowhere near overwhelming preference for such a station because of the perceived threat it would pose to the different cultures. What was even more surprising in this case is that both White English-speakers and Africans were convinced that a multicultural English radio station would succeed in South Africa. A further indication of the success that SAfm would have, especially among Africans and White English-speakers, was evident in their readiness to listen to presenters from different population groups. White Afrikaans-speakers were predictably less optimistic

about the success of this kind of radio station in South Africa.

Given this kind of positive attitude that some people have towards SAfm, and the fact that all the available evidence presented shows that the station has every chance of succeeding, the challenge is now to SABC top management to seize the opportunity to create a proper foundation on which this kind of radio station could be built.

8.5.4 Conclusion

This section of the chapter has shown that there is a definite need for a multicultural English radio station in South Africa. Given that the success of this kind of radio station has been predicted in the long term, it is of paramount importance that such a station should lay a solid foundation for future growth in the short term. The general widespread support for the station among potential listeners, with the exception of White Afrikaans-speakers, indicates that the station's support base already exists. The most encouraging aspect of this type of radio station is that it is assured of definite support among Indians, who were shown in this study to be in dire need of this kind of radio station.

The viability and success of this kind of radio station was also assured by the goodwill that it is most likely to receive from Africans and Indians if it is seen to be contributing to nation building. The importance that these two population groups attach to nation building is a clear indication that there is a strong desire in certain segments of the South African population to see radio playing this role. Though a significant number of White English-speakers were lukewarm in their support for a radio station that would bring people of all races together, this does not mean that they would not listen to it.

8.6 Influence of an English Culture

This chapter consists of three sections. The first will examine the standing of English and its influence as the language of radio communication. The second part will look into the part that English culture and values play in determining a need among various population groups to listen to an English radio station. There are two subsections under which this part of the chapter will be presented: (1) cultural identity issues and a need for an English

station, and (2) identification with English culture.

8.6.1 The Status and Influence of English in a Modern English Radio Station

Perhaps one of the things that some people in South Africa and elsewhere take for granted or as a given – as was the case in this study – is that English is popular and enjoys a high status as a preferred language of communication. The results of this study have clearly shown that this is not necessarily the case. For example, a significantly low number of potential listeners have indicated that: (1) the high status that the English language enjoys internationally makes them feel good about listening to a good English radio station; (2) they find it appropriate to listen to an English radio station because English is their mother tongue; (3) they listen to an English radio station because it helps them speak good English; (4) they listen to an English radio station like most of the educated élite in South Africa; (5) they listen to an English radio station because they find it a ‘cool’ thing to do; (6) they listen to an English radio station in order to maintain a high standard of English because of the pride they take in speaking good English; (7) they listen to an English radio station in order to improve their English; and (8) they listen to an English radio station because it helps to refine their English. This shows that the popularity of English as local and international language of radio communication is limited. Furthermore, this also calls into question the importance attached to the quality and standard of English in radio communication, which is looking suspect in this case. This interesting finding has obviously cast some doubt on the status of English as a lingua franca in an era that is witnessing the rise of the European Union and the trend towards globalisation.

There are several pointers in this study that could explain what has been said above. One of them has to do with the apparent lack of emotional or cultural ties between certain cultural groups and White English-speakers. In the context of South Africa, this shows that very little or nothing has been done to improve the social and cultural integration of the South African people. This has been well demonstrated in this study by a significantly low number of respondents who said that they feel a sense of belonging when they listen to an English radio station.

Another possible reason for the low level of affinity among the potential listeners of SAfm is that the station has lost, or still lacks, credibility in South Africa. This may not be far from the truth, given that the station is struggling to attract more listeners. It therefore appears that certain fundamental changes should be introduced on SAfm in order for it to be acceptable and accessible to the different communities that it is supposed to serve. These changes require, in essence, that the station should be relevant to the target audience in every possible way that would make the listeners feel comfortable with it.

Furthermore, this study has also shown that cultural factors play a part as well in creating a lukewarm reception of an English radio station among potential listeners of SAfm. This was evident in the small percentage (21%) of respondents who said they preferred to listen to an English radio station that broadcast programmes that were typically European, as opposed to 52.4% of them who did not show a preference for the kind of radio station that had a Eurocentric focus in its programmes. This important finding appears to suggest that people find it difficult to listen to a radio station that is not relevant to their own way of life (i.e. culture) and values. In other words, they cannot listen to a radio station that does not reflect their own culture.

Such a finding has an important implication for a multicultural English radio station such as SAfm. It simply means that the station would have to attract a multicultural team of presenters that could relate to, or deal with, a culturally diverse audience in the present-day South Africa. To take this further, it would require the mindset of an SAfm presenter to be open and receptive to the political and social changes that have taken place in South Africa in order to be successful in this radio station. This finding has further highlighted the importance of programmes that reflect the lifestyle of listeners as a crucial component of any radio station or programme.

8.6.2 Cultural Identity Issues and the Need for an English Station

It was also necessary in this study to look into the current SAfm, as many people in South Africa still regard the station as an English radio station, in the sense that it is designed to meet the needs of White English-speakers. Assuming that the station is still seen by many

people in that way, it would then be possible to find answers to questions in the following four areas that were of special interest in this research because of their implications for the 'new' SAfm:

1. An assumption has been made in this study that certain cultural groups would choose to listen to an English radio station, or seek to attain perfection in use of English, because they identify with English culture
2. The extent to which perceived personal status and the perceived status of English would increase people's desire to listen to an English radio station
3. Since the proposed 'new' SAfm would be designed to serve a multicultural audience in English and not a specific cultural group, it was important to determine the part English would play in attracting a culturally diverse listenership to the station. This is based on the assumption that people would be motivated to listen to any radio station that broadcast in English because that would help them improve their English
4. The extent to which the prevailing English culture on SAfm has contributed to the failure of the station to attract a multicultural and multiracial audience

The first three areas will be presented in the order in which they occur, though not in a strict sense, owing to some overlaps that may be expected, and because of the discussion format that will be used here. The fourth and last issue was not necessarily meant to be a separate discussion, but a combination of what would have been learned from this section and the implications of this for the future SAfm.

To begin with, let us a look at the first area of interest presented above. In general, less than half of the respondents in this study indicated that they listened to an English radio station in order to improve their English. As expected, only a few White English-speakers said they listen to this kind of radio station to help them speak good English like an English citizen. This appears to suggest that White English-speakers are very happy with the way they speak English, and that they have no need to sound British. Furthermore, this apparently high degree of satisfaction with the way they speak English could be a further

indication that they have come to accept their own version of English with pride, as being both good and of a high standard. In this study, Indians were also shown to be quite happy with the way they spoke English.

Contrary to expectations in this study, only a few Africans were shown to listen to an English radio station to improve their quality or use of English. This shows that though the need to improve their use of English may be important to a few Africans, it is not the most important thing they are looking for when they listen to an English radio station. Coloureds and White English-speakers were shown in this study to be the most likely to take pride in listening to this kind of radio station.

A point closely related to the one above is that it was also shown in this study that the reason Africans would not listen to an English radio station was not that they did not consider themselves English, but for other reasons. What is evident in this case is that a number of Africans still take pride in their own cultural identity. This also supports the finding earlier in this section that showed the important part that culture can play in preventing people from other cultures from listening to a radio station that is targeted at those who belong to a different culture. The higher than expected level of affinity among Indians and Coloureds for English as their home language was shown as one of the main factors that would make them listen to an English radio station. Unlike Africans, Coloureds and Indians were shown to be more at home with both English and the English radio station.

The apparent lack of strong cultural ties between South African Indians and their native country of India, which may have caused them to adopt English as their home language, could explain their strong desire to listen to an English radio station. They probably see English as the best language of communication that would facilitate their integration into South African society.

In the case of Coloureds, both historical and social factors appear to have played a part in making it impossible for this group to develop their own culture. Their 'culture' may be described as a hybrid of white and black South African cultures, though political factors

appear to have made Coloureds see themselves as closer to White South Africans. Their apparent need to listen to an English radio station could be explained partly by their strong desire to identify with White South Africans.

There is a strong indication among a number of White Afrikaans-speakers that it would not be appropriate for them to listen to an English radio station because they do not identify themselves with it. This clearly indicates that some White Afrikaans-speakers would not listen to this kind of radio station, even if it broadcast good programmes that they might find interesting.

One of the wrong assumptions that could easily be made is that educated people would, by virtue of their education, listen to an English radio station. This kind of assumption was proven not to be true by 53% of the respondents in this study who indicated that their listening to an English radio station would not be influenced by their education. This shows that a person's educational status is not necessarily the reason for listening to a particular radio station. It simply means that there are other more important factors that would influence people to listen to a radio station.

One of the important findings based on the results of this research indicates that Africans listen to an English radio station in order to improve the way they speak English. This finding is not necessarily surprising, in the sense that the need to learn to speak a foreign language does not make the same demands as the wish to refine one's use of that language. The former is more of a case of people picking up a few things from native speakers of a language. Whatever new knowledge and insights second language speakers acquire from native speakers of a language would help them understand or speak that language better. The latter case involves more of a conscious effort on the part of the people who speak a foreign language to learn to speak it perfectly, with all its subtle nuances, in the same way the native speaker of a language does. This kind of finding is in no way insignificant, because we now know one of the factors that would make Africans listen to a multicultural English radio station. It also serves to underscore the need for SAfm to employ presenters who speak good English.

8.6.3 Identification with South African English and European Cultures

This section of the chapter was important in this dissertation because it allowed the researcher to determine whether the extent to which people identified with their own cultural group would influence their need to listen to an English radio station. The rationale for doing this was to identify those cultural groups that show a strong desire to be part of English culture simply because they identify with it. In addition, it is important to deduce the implications that those groups with a strong sense of cultural identity would have for SAfm.

There were marked differences between the population groups in the way they identified with an English radio station. White English-speakers were shown in this study to identify more strongly with an English radio station than Africans and White Afrikaans-speakers. The tendency for White English-speakers to listen to an English radio station is again a clear indication of the powerful role that culture plays in the choice of a radio station. It is not surprising, either, that most White English-speakers indicated that they listened to an English radio station regardless of where they were in South Africa.

Given that both Africans and White Afrikaans-speakers have shown a strongly negative identity with an English radio station (i.e. they do not identify with it at all), one may safely assume that this kind of radio station would not appeal to listeners from those two population groups. However, on a broader level and within the context of this study, this finding strongly suggests that for a station such as SAfm to succeed, it should avoid programmes and presenters that are biased towards meeting the needs and interests of only certain cultural groups.

The population groups that seemed not to be on the extremes in the way they identified with their own cultural groups were Indians and Coloureds. However, there were a few instances in this study where Coloureds were shown to have a strong need to identify with an English radio station. For example, the research results have shown that Coloureds readily feel a sense of belonging when they listen to an English radio station. They also

came out strongly as listeners of an English radio station because they identified with what the station represents. Perhaps what is fundamental in this regard is that Coloureds seem to find more meaning when they listen to this kind of radio station. What is also quite apparent is that Coloureds show a greater psychological need to belong to the English culture, which in this case might indicate a certain level of dissatisfaction with 'their own culture'. The fact that Coloured respondents came out strongly in this study as people who would continue to listen to an English radio station as long as it catered for English-speaking South Africans shows that they have little or no interest in strengthening their own group culture and identity.

Indians were generally shown in this study to identify less with an English radio station. In particular (1) they were shown to identify less with what a station meant to them, (2) only a few of them readily felt a sense of belonging when they listened to it, and (3) only a few of them would listen to this kind of radio station because it suited their lifestyle. The only instance where Indians showed higher than expected support in this study was when they were reported to feel comfortable about listening to an English radio station because they were always in the company of others who spoke English. This seems to support the observation that was made earlier in this chapter that English enables them to be part of the mainstream society. This is probably the main reason that they have been shown in this study to be more in favour of a multicultural English radio station. In fact they seem to be ideally suited to this kind of radio station because they have no strong need to identify with both Indian and English cultures.

In the light of what has been discussed so far in this part of the chapter, it is not surprising that the research results have also shown that Indians and Africans did not identify with White presenters. As expected, White English-speakers showed a strong sense of identity with White presenters. This also indicates that racial considerations with regard to preference for radio announcers of a particular skin colour are alive and well among potential audience members. The problem of identifying with particular radio announcers has been highlighted by a little more than half of the respondents in this study, who indicated that they would not listen to an English radio station because they could not identify with White radio presenters.

8.7 Conclusion

A conclusion that one may draw from this study is that SAfm would have a better chance of transforming itself successfully into a truly multicultural English radio station in South Africa if radical changes could be made on the station on the short term. One of the changes that would have to be effected as a matter of urgency is the appointment of a new station manager. This person should be a man or woman who has a commitment and vision to change and lead SAfm in the direction that would generate support and enthusiasm for the station among the majority of South Africans. However, in order for this to become a reality, it would be vital for the SABC to throw its weight behind the new manager and to see to it that he or she succeeds. The person would also have to be supported by a strong management team that would be representative of the station's audience, and should have the same level of commitment and dedication as the manager to implementing the changes that would turn SAfm around. It is hoped that the findings of this research, including the recommendations that have been made, will serve as a valuable guide or reference for what needs to be done to establish a successful and vibrant radio station for all South Africans. Additional information in the form of theoretical models and approaches that could serve as guidelines for developing this kind of radio station will be discussed in chapter 9.

8.8 Important Recommendations for the SABC

- In the light of what has come out of this research, SABC top management needs to make drastic changes that would lead to the transformation of SAfm so that the station could attract a multicultural and multiracial listenership. It is imperative for this to be done immediately, as this study has shown that there is a need for a multicultural English radio station in South Africa, and that most of the potential listeners do not yet have a favourite radio station. It would have to be a unique radio station – the first in the world – that could serve as a model.
- The first, immediate step that would have to be taken is to appoint a station manager who has extensive knowledge and experience of radio, and the propensity

to transform SAfm into a truly multicultural and multiracial radio station. It is important for this person to be given the authority, power and support to move the station in the direction he or she has envisaged. Furthermore, this person should also appoint his or her own team that would constitute the station management.

- The station management should also be tasked with the development of a comprehensive policy for the station to deal with issues such as:
 - The scope and objectives that would inform its overall strategy
 - The criteria that would be used to recruit or employ presenters
 - The kind of relationship the station wants to develop and nurture with its listeners
 - Its positioning and how it should be marketed
 - A relationship with the government that would not compromise the station's integrity in both the short and long term
 - The type of programmes and programme formats that would be best suited to its audience
 - The need to introduce innovative or new programme ideas
- Clearly defined guidelines would have to be set that could make SAfm – as national and multicultural English radio service – a station that all South Africans could be proud of.
- The station management should employ a culturally diverse team of presenters that would reflect the profile of the station's audience.
 - Such presenters should be able to deal with people from different cultures. More

important, they would have to be open-minded and receptive to the political and social changes that have taken place in South Africa

- Essential to what has been said above is that the programmes broadcast on the station should reflect and be relevant to the needs, tastes and lifestyle of the potential target audience
- The presenters on the station should be able to speak good English that one would expect from an educated person. In addition, they should be able to pronounce English words well, and foreign words (e.g. personal and place names) adequately.
- In order to deal with the problem of foreign accents, it is vital for the station management to offer their presenters English language training that is aimed at reducing the negative effects of heavy accents to a generally acceptable level.
- Improvement of the station's credibility and image among its listeners is something that should also be dealt with as a matter of urgency. This could form part of the station's marketing strategy and should entail the following:
 - Visits by the presenters in order to broadcast from places, or at events, where the listeners are concentrated
 - Being seen as a good 'corporate citizen' by involving itself in worthy and meaningful social causes in the community it serves
 - Assiduously avoiding government or political interference in the running of the station and influence on its programme content, because of the potentially negative image this would create for the station
- Further research would have to be done to identify the type of programmes and programme formats that would be ideally suited to the station. These programmes should be such that they would guarantee a loyal listenership. Another study that

would have to be done as a matter of urgency is one that could help to ascertain the positioning of the various programmes in appropriate time slots.

- A new vision and mission for the station would have to be developed to give the station a direction that every employee could work towards.
- There is a pressing need for a carefully worked out strategy aimed at repositioning and branding the station to be developed and implemented. This would have to be accompanied by a strong marketing effort aimed at raising the station's profile among the general public, and among tourists or foreigners visiting South Africa. This approach is referred to as brand-locking in consumer behaviour.
- The suitability of the current presenters and producers on SAfm would have to be assessed so that those who did not meet the criteria set by the new station management could be replaced. Some of the most important criteria for this purpose would be:
 - The presenters' ability to show understanding of, and sensitivity to their listeners. This would also entail knowledge and awareness of the historical and sociopolitical factors that shape a person's group culture
 - The presenters' knowledge of how listeners from different cultures experience radio, and what they expect from it
 - Their awareness of the pitfalls of saying or misinterpreting things without taking into consideration the cultural context in which they apply
 - Whether they have the desired qualities of presenters who would be ideally suited to work for SAfm
 - Those who would appeal simultaneously to both blacks and whites which have been

identified in this study

- The new programmes and presenters on the new SAfm should be introduced without delay. The prospect of losing current listenership should not deter the station from making this move, given that most of them would not be part of the target audience the station wanted to attract. Currently, SAfm has a disproportionately large number of White English-speaking listeners who are in their 50s.
- Given the world-wide problem of determining the generally acceptable standard of English – a problem that is compounded by the different dialects that are used in various regions or parts of the country and the world – the station management would have to come up with the policy on this issue. They would have to decide what would constitute the generally acceptable standard of English to be used as an effective means of communicating with their listeners, based on the findings of this research and on other considerations.
- The station would have to feature programmes aimed at increasing understanding and tolerance between the people of all races in South Africa – especially those that examine cross-cultural issues of interest to most listeners. This could be achieved partly by inviting the listeners to make suggestions of what they would like to hear in such a programme, and by asking them to raise sensitive issues from the different cultural groups that could be discussed openly on air. Examples of types of related programmes that could be considered are those featuring women of all races who have achieved something in their own field; those on anything that would be of great interest to most listeners; and those that deal with book reviews from Africa.
- The station would have to be developed as a flagship radio station for the country that would instil a sense of pride in all South Africans. Achieving this would require the following:
 - A massive financial injection into the station to ensure that it acquires all the

identified in this study

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- The station would have to be developed as a flagship radio station for the country that would instil a sense of pride in all South Africans. Achieving this would require the following:
 - A massive financial injection into the station to ensure that it acquires all the

resources it would need to succeed

- The station would have to be designed as a multimedia facility, which would enable it to be accessible almost anywhere in the world
- If feasible, a network of transmitters should be installed in the neighbouring countries (i.e. Southern African Development Community, SADEC) because of the interest that such a station could generate in those countries

CHAPTER 9

GENERATING OF MODELS

9.1 Introduction

This chapter is concerned mainly with the revision of certain aspects of the theories that have been discussed in this study, and is intended to present a new theoretical model for broadcasting in a multicultural and multiracial society.

9.2 Certain Aspects of Social Identity Theory that Need Modification or Revision

The findings of this study that have been discussed in detail in the previous chapter cast some serious doubts on the survival of SAfm, unless drastic measures to change the face of the station that have been proposed are taken. Considering the theoretical models discussed in chapter 4, the study has demonstrated clearly that there is a gap (or lack of harmony) between what SAfm stands for and what potential listeners want or expect from the station. As indicated, the station seems to be severely lacking in terms of programming (i.e. presenters, programme content, the presenters' general outlook or their approach to life) that could enable the potential listeners to relate to it. Besides the factor of the shared language that is crucial to the success of the station, some of the key elements that could lead to successful communication between the presenters and potential listeners – such as common experiences, attitudes, and beliefs – are grossly lacking. In order for SAfm to succeed, it is vital for there to be harmony or congruence between the station and what listeners expect from it. All that has just been said lends support to the claims made by the theories of dissonance, consonance and balance that were discussed in chapter 4. In the context of radio, these theories state that listeners (i.e. the target audience) will not listen to a station that is not in tune with their needs, tastes, lifestyle, attitudes, etc. In a nutshell, this means that if the changes suggested in this study are not implemented by SABC radio management, the desire to make SAfm appeal to a multicultural and multiracial audience will not be fulfilled.

Contrary to the proposition of social identity theory which postulates that low status groups would be motivated to be part of a group they perceived as having a positive social

identity, this research has shown it to be not necessarily true. For example, Africans who may be viewed subjectively by some as low status groups were shown in this study to have a strong negative identity with an English radio station or a White English culture. In other words, Africans do not necessarily attach particular significance to a White English culture, or to being English, to the extent that they would aspire to be part of it. This also indicates the strength of cultural ties in the African community, which are accompanied by the natural inclination to listen to their own cultural radio stations. However, the desire and willingness to listen to a multicultural English radio station remains a possibility.

Considering the sociopolitical and historical factors in terms of race relations in South Africa, including the part that apartheid has played in this regard, one may begin to understand why this is the case. Furthermore, in a country such as South Africa where race group or group culture has always been an issue, and given the low level of tolerance between the race groups, it is inconceivable that this state of affairs could change in the short term. Not even the installation of a democratically elected majority government has improved the worrying racial issue.

Unfortunately, living in South Africa – as in any other society – you are reminded of who you are and where you belong. In a country where people are constantly being challenged, either in terms of their skin colour or the cultural group to which they belong, it becomes easy for an ‘us and them’ situation to prevail that tends to accentuate differences between people or groups. This includes the negative attitudes and perceptions, etc, that develop as a result of it. This is a challenge, especially to those who hold the common view that Africans are gradually losing their culture (or the sense of who they are) because of the view that young people – especially those attending multiracial schools, and those at institutions of higher learning – are being assimilated into a White or English culture.

It is this researcher’s contention that if this is the case, it is the stage in the lives of these learners that predisposes them to behave this way. Most learners and students who go to multiracial schools or institutions are reminded more often who they are and where they belong, irrespective of the image they may try to project when they go back to their own communities. Nevertheless, it is important that the impact of globalisation in terms of

foreign cultures encroaching on African cultures should not be overlooked either.

The apparent lack of support for the claim that has been made by this aspect of social identity theory is indeed an open challenge to it and may necessitate its revision. It is important therefore for this aspect of the theory to be modified or revised in order to take into consideration the part that cultural or sociopolitical and historical factors play in creating a positive social identity regarding one's own cultural group.

However, Coloureds have given this aspect of social identity theory strong support for the reasons given in the previous chapter. The apparent lack of need among Indians to identify with English culture, and the preference they have shown for listening to an English radio station – especially a multicultural English one – shows that they have a greater desire or need to be part of South African society (i.e. national identity), for the reasons given in chapter 8. Though it is difficult to speculate on the reasons for the absence of positive identification among Indians with White English-speakers or English culture, it is safe to say that one of the main reasons for this is cultural. The lack of affinity among the various population groups in South Africa with each other indicates that South Africa is still, by and large, a deeply divided society. According to the prediction of social identity theory, this state of affairs should be a source of great concern to the South African government because of its potentially disastrous consequences for the country in terms of race relations.

The only conclusion one can draw from this study is that the stronger a particular group culture or cultural identity, the lesser the need for that group to identify with any other group (culture). However, the weaker a particular group culture, the greater the need for that group to identify with other cultural groups that are valued. Put another way, the stronger the collective self-esteem of a particular cultural group, regardless of its social status, the more difficult it would be for that group to aspire to be part of other groups. However, where the collective self-esteem of a particular 'low status' group is weak, the tendency for that group to aspire to be part of 'high status' groups would be greater. In conclusion, it would appear that there is one major principle at work when it comes to radio listening behaviour across cultures. This is that where a given cultural group has a

strong sense of group identity, it may be difficult or impossible for the members to listen to a radio station that broadcasts in another culture, unless they want to listen to a specific presenter or programme. In other words, such a group is more likely to show a strong preference for its own (cultural) radio station.

9.3 Theoretical Assumptions that Form the Basis for the new Theoretical Model

The new theoretical model that will be discussed in this chapter was influenced largely by Oakes et al's (1994) self-categorisation theory, Tajfel's (1981) social identity theory, some aspects of communication theories that were discussed in chapter 4, and by what has been learnt in this study.

One important aspect of social categorisation theory is the importance of the comparative context that has been discussed in chapter 5, which plays a vital part in the categorisation process, or – in minimising or accentuating differences between objects or people – to create a perception of similarities or differences. Based on the theoretical proposition of this theory, it is possible to create a radio station that can cut across cultural or race groups, and have a wider or common appeal among its listeners. In order for this type of radio station to succeed, it is essential for the station to approach whatever it does in manner that would reduce or eliminate anything that could accentuate differences among listeners from the different cultural groups. This would entail everything that is divisive, or could create an impression among certain segments of its listenership that the station does not belong to them.

The theory is useful in the sense that it suggests the psychological process by which anything different or divisive can be transformed to create a perception of similarity, inclusiveness or commonness among people or between groups of people. This can be illustrated best by one of the arguments of Adam and Moodley (1985) in their book for rejecting the view that South Africa's social structure is plural in character like that of Northern Ireland, Lebanon, India, Sri Lanka, Cyprus, Nigeria or Sudan. They 'argue that since most South Africans are adherents of various Christian denominations, conflict is played out under a "shared Christian ideology" which keeps it within certain humanitarian bounds' (cited by Welsh, 1989, p. 65). The mention of the word Christianity, it would

seem, transforms any differences between Christian denominations into one thing: a family of believers in Christ. The knowledge that other churches are Christian churches, despite the fact that they may differ in their practices, will be enough to create the impression of sameness about them.

At the heart of this model is the Oakes et al (1994) principle of metacontrast that has been discussed in chapter 5, which states that a given set of items is more likely to be categorised as a single entity to the degree that differences within that set are less than the differences between that set and others within the comparative context. According to Oakes et al (1994), the theory puts greater emphasis on categorisation as a dynamic, context dependent process, determined by comparative relations within a given context.

Perhaps one should draw an analogy with the Olympic Games to clarify and simplify the meaning of this theory. When participants from different countries (context 1) come to these games, they may have in mind that they will be competing with athletes from different countries who may be similar to, or different from, them (context 2) in terms of race, culture and socio-economic status, for example. Though this kind of thinking may prevail, these games also become an occasion where the athletes, and the citizens of the world who may be watching the opening ceremony on TV, see themselves as one with the whole world (context 3) because of what they all share: sportsmanship. These games also become an avenue by which positive identity is experienced. Hence, we hear expressions such as 'the great citizens of the world', which may be intended to express the value of being part of the human race.

The Olympic Games are in essence a good example of how different categories (i.e. athletes from different countries), whatever their differences might be, are suddenly transformed into one category in the context of the greatest sports event in the world. They may be different, but they are also unified by what is common to all of them.

Social identity theory becomes particularly important when one of the social categories that includes oneself is made salient. For example, the Olympic Games would become far more interesting to watch if people knew that their own athletes were involved. The

feeling that one's country is involved may bring a sense of pride and concern that stems from the knowledge that one is participating equally with others in a major international event. This theory is also important because it offers insight into the psychological processes that motivate people to adopt certain types of behaviour, such as the need to associate themselves with other cultures or things that are considered to have some value. It is also vital because it offers insight into the psychological processes that may lead groups or individuals to identify, or not to identify, with others, or with a particular radio station. Insight into this aspect of social identity theory has been discussed at length in chapter 5.

9.4 An Assimilative Model for a Multicultural Radio Station

The two models that will be presented and discussed in this section are the work of this researcher. The name given to these models is intended to signify change into a form that is conducive to absorbing groups from different cultures into a mainstream radio station that could make them seem alike, or one that they can identify with.

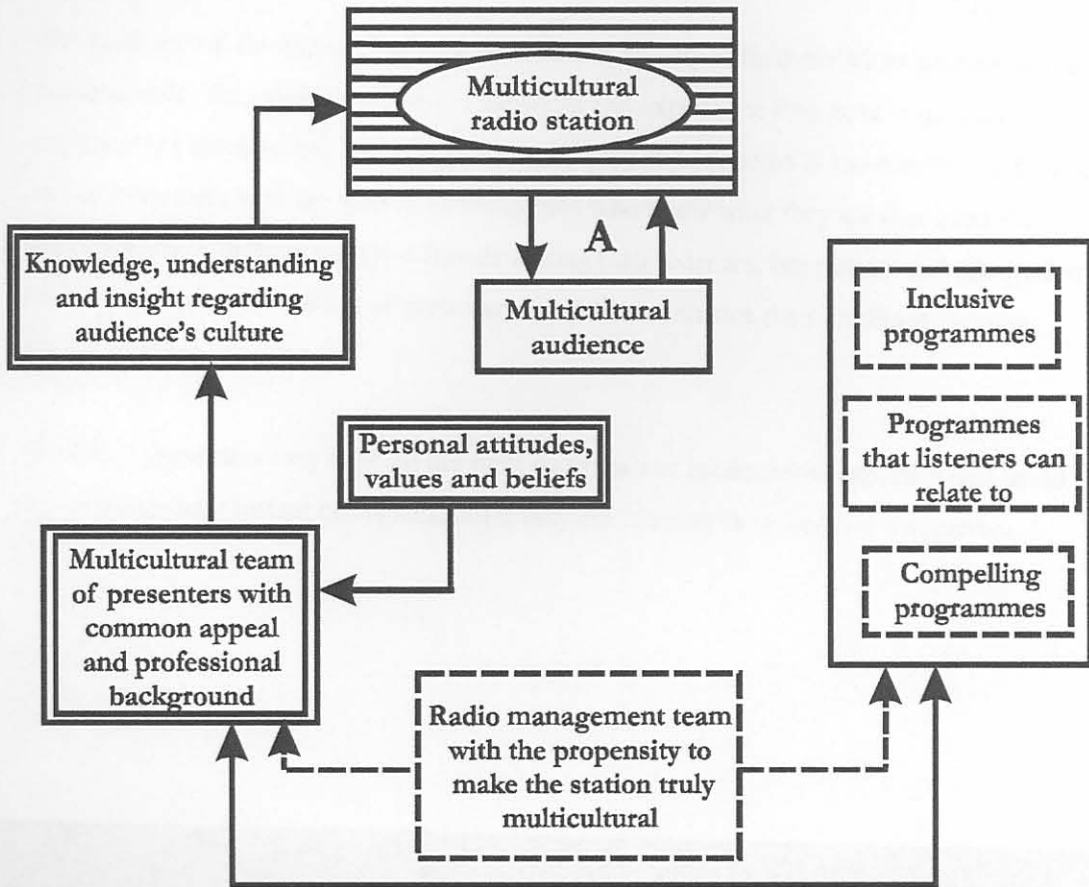
9.4.1 Model 1: An Assimilative Model for a Multicultural Radio Station

This model takes a structural approach in presenting the key components or elements that are needed to create a multicultural radio service. It assumes that a radio management team with the propensity and commitment to transform or make the station into a truly multicultural radio service would have been appointed and 'up and running' by the time the strategies for the station were put into action. It is also expected that those who form part of the management team would have extensive knowledge and experience of radio in general, including programming and scheduling. The model also assumes that a common field of experience already exists among the listeners, and between listeners and presenters.

Though both the immediate and long-term goals of this model are to provide a blueprint for the development of a multicultural radio station that potential listeners could identify with, or be loyal to, it is also believed that this type of station would contribute to nation building and national development. At the heart of this model are those elements or

factors that would play a pivotal part in influencing people of various cultures and races to listen to a multicultural radio station. The area marked A is where perceptions are created as a result of the listeners' experience of the station. That is regarding programmes and presenters, as well as everything it did that would convince the listeners that it was a truly South African, premier radio service that they could identify with and be proud of.

Figure 9.1 An Assimilative Model for a Multicultural Radio Station



In essence, this would require every aspect of the station to promote and reflect what the station stands for. For example, at management level, it is vital for its leadership to comprise people who are committed or best suited to building and developing such a radio station. The presenters on this type of station should be representative of its target audience. It is vital for the programmes not only to relate or be relevant to what the

listeners want, but to be about the heart and soul of South Africanism; to allow the nation to speak to and reflect itself by broadcasting innovative and compelling programmes. This model takes the view that the qualities of a multicultural team of presenters, the programme content and the way programmes are presented, including the ability of presenters to deal with listeners from different cultural or racial backgrounds, will determine the success or failure of this type of radio station.

The most crucial facet of presenters as communicators is that they must appeal to listeners (or recipients) from the various cultural groups that the station wants to attract or serve. To appeal to a multicultural and multiracial audience, presenters must have certain qualities that will make them bond with their listeners. A number of these qualities, such as those having to do with the creation of the broadcasting atmosphere that would give listeners a positive listening experience, and to do with the manner in which presenters deal with listeners, were identified in chapter 8.

The right qualities of a presenter refer to those attributes that make them good presenters, both at a personal level and in the programmes they present. Those are the qualities that enable them to form a 'natural' bond with their listeners, and that make them loved and respected by almost everyone who listens to their programmes. Their extraordinary communication skills and exceptional ability to present good programmes in an interesting and compelling way make them popular with their listeners.

The professional background of presenters relates closely to their ability to do their jobs as professionals. This would involve the expertise and experience they have acquired as presenters or announcers, knowing what is required and expected of them in their job, and so on. Presenters who are seen as professionals who know what they are doing are the most likely to win more than just friends among their listeners, but respect and admiration as well. The professionalism of presenters would also enhance their credibility among their audience.

However, presenters may have all the right qualities and professional expertise that could easily make them instant celebrities, but if they are insensitive or harbour a negative

attitude to people from different cultures, they could be a complete failure if not a disaster on a station that is designed to attract a multicultural audience. Presenters' values and beliefs cannot be separated from their attitudes to others. In fact, anyone's attitude to people or things could be a reflection of their own values or beliefs. This means that presenters who were inflexible in their approach to life, or held negative stereotypes of people from other cultures or races, would alienate many potential listeners to a multicultural radio station. Such presenters could succeed in attracting only a few listeners, if any, from their own cultural group who identified with them.

Regarding the broadcasting language on this type of radio station, it is imperative for presenters to be fluent in the language they use to communicate with their target audience. It is also important that what are perceived as foreign accents in presenters' speech should be reduced as far as possible to a generally acceptable level. As pointed out previously, the target audience may hear but not assimilate what is being said, because of their dislike of the presenter's accent, or their inability to understand it.

This model takes a strong view that presenters play a crucial part in most programmes, which should in fact manifest itself in the programmes they present. In addition to being seen as presenters, they are also expected to broadcast their programmes in a manner that transcends cultural differences. It is actually the presenters who should create a strong feeling among the different segments of South African radio listenership that the station is the one they can truly identify with, through the kind of programmes it offers.

The programmes broadcast on the station should target everyone, irrespective of cultural differences. The topics dealt with on the station should address issues of common concern or common interest. In the case of programmes designed to entertain the audience, such as music and sport, the station and presenters should broadcast programmes that reflect common tastes among listeners. Inclusiveness should be the motto that drives the station's overall programming. Nobody should feel left out. Inclusiveness is about involving listeners in every way possible, such as in competitions the station offers, talk shows and phone-in programmes. In a nutshell, the station must involve all the listeners in whatever it does, in a way that creates a sense of ownership among them.

In addition, the model recognises the need for other types of programmes such as those that will make it possible for the listeners to learn about each other's cultures. It is therefore imperative for this kind of radio station always to strive to provide the listeners with unique and interesting programmes that would appeal to them.

This model can be used in an established radio station, or a new one.

9.4.2 Model 2: Second or Extended or Comprehensive Assimilative Model for a Multicultural Radio Station

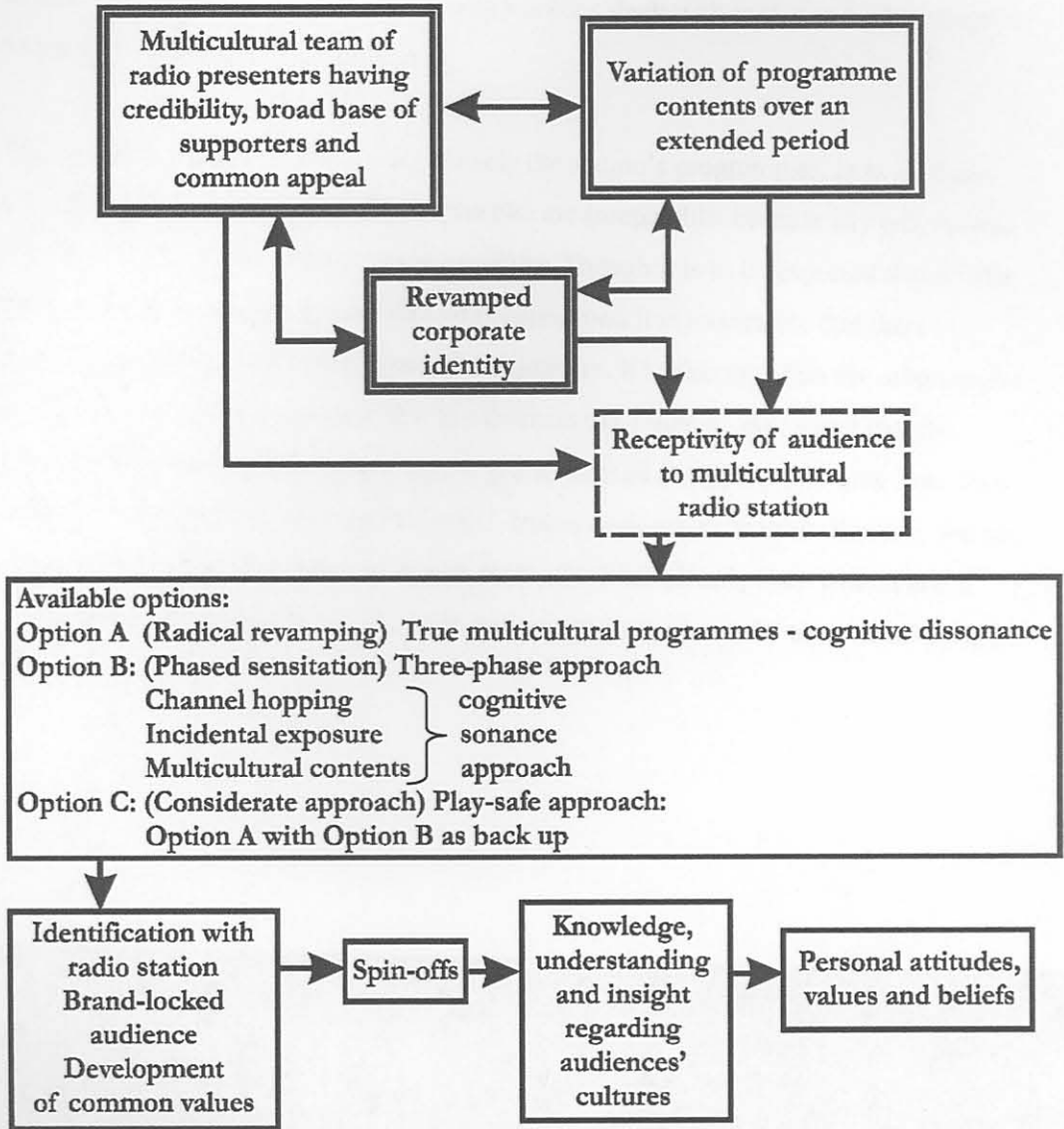
Since the theoretical model discussed below is a version of the previous one, there was no need to adopt a new name for it. This model may be considered a knowledge-based approach that uses psychological insights to change or influence human behaviour (i.e. listeners) in a particular direction. Unlike the previous model that takes a structural and direct point of view on developing a multicultural radio station – which would help bring about common values, personal attitudes and beliefs, etc – the present model is aimed at accomplishing the same thing through indirect and less obvious but more dynamic ways.

At the centre of this model is the receptivity of potential listeners to this type of radio station, and ultimately the aim of persuading them to listen to it. This model also recognises that the desire to listen to this kind of radio station would depend on whether the potential listeners identify with it.

The model is built on the premise that there are certain key elements that a radio management team can influence in order to develop the type of station that could attract the kind of listeners it wants. It shows three key components within radio management's control that could persuade listeners to listen to a multicultural radio station. These are:

1. A multicultural team of presenters with credibility, broad support base, and common appeal

Figure 9.2 Second or Extended or Comprehensive Assimilative Model for a Multicultural Radio Station



2. Variety of programme contents over an extended period
3. A revamped corporate identity

Though a lot has been said about the type of presenters that would be ideally suited to a multicultural radio station, certain key aspects of this model are worth mentioning. A multicultural team of presenters is undoubtedly one of the foundations on which a multicultural station should be built. In other words, the presenters on this type of station should be representative of its target audience. This would not only help the potential listeners to identify with the station or the presenters, but enhance the station's identity as a multicultural radio station. Furthermore, this would help the station to gain credibility in the country and among the listeners.

If there were already an indication of a gap in the market for this type of radio station, and that the potential listeners were favourably disposed to it, another obstacle in the path of defining the success of the station would have been overcome.

Presenters who have general appeal are without doubt another important factor in this model. Given that this aspect of the model has been dealt with in this and other chapters, to repeat it here would be unnecessary.

The second key aspect of this model, namely the station's programmes, is as vital as presenters on any radio station. In fact the two are inseparable, because any programme can be good or bad, depending on the presenter. Though it is to be expected that a radio station should broadcast various types of programmes, it is imperative that these programmes suit the needs and tastes of the listeners. It is also vital that the programmes broadcast on the station are those that the listeners can relate to. Assuming that the programmes are what the listeners want and are featured on appropriate time slots, they should be left to run for an extended period, unless there are indications that they are not popular with most of the listeners. Again, since much has already been written about (multicultural) programmes in this study, the reader is asked to refer to some of the earlier

chapters in this dissertation for details.

The third key aspect, which has to do with revamping of the station's corporate identity, would be more appropriate to an existing radio station that wants to change or shed its old image. It is a very interesting and creative exercise aimed at portraying a certain (predetermined) image of the station and/or organisation concerned to the target audience and to the general public. Such an exercise includes the design of a new logo and formulation of a repositioning statement or pay-off line for the station. Furthermore, it is imperative that the style and 'feel' of the station, as well as the events or activities it wants to associate itself with, are consistent and contribute to the image it wants to establish. In fact, everything it does as a broadcasting set-up in terms of its culture, the presenters and the programmes, must contribute to the overall image of the station. Rebuilding of the station's image also entails listeners or potential listeners being made aware of the station - its existence, what it stands for, and the value or benefit of listening to it – through aggressive marketing that involves promotions and advertisements. In addition to the presenters' normal visits to broadcast in areas or at events where their listeners are likely to be, it is imperative for the station to be seen as a good 'corporate citizen' by involving itself in worthy and meaningful social causes in the communities it serves. This would go a long way towards enhancing the station's credibility, let alone projecting the positive or desired image it would be trying to build up among its listeners. Much of what has been said above would also apply to a newly established station.

However, setting up a multicultural radio station would require a particular approach to introduce it to the potential listeners and to the community in which the station will operate. In the case of South Africa, there are three approaches that have been identified for this purpose:

Option A (radical revamping): True multicultural programmes – cognitive dissonance

Option B (phased sensitisation): Three-phase approach – channel hopping, incidental exposure and multicultural programmes

Option C (considerate approach): Play-safe approach – option A and option B as a backup

Option A – the radical revamping approach – assumes that an established radio station requires radical transformation in order to become truly multicultural. This approach may lead to cognitive dissonance, especially if the listeners do not like the new changes on the station. That is, assuming that the current listeners find it difficult to adjust to the changes (e.g., new presenters/programmes or new station format), and given the availability of alternative radio stations, they could easily decide to listen to another station with which they are comfortable. This is even more likely to happen if they are forced to adapt to the new changes, even only until they find a replacement (see theories of dissonance, consonance and balance in chapter 4). However, this approach is in no way different from starting a completely new radio station.

The three-phase approach is based on the view that South Africa is still a long way from unification and the development of common values and shared philosophy of life. It is considered suitable in laying the groundwork for a proper multicultural radio station, especially where a radio station that has been earmarked for this purpose already exists, such as SAfm.

The approach has been conceptualised around three stages that are believed to be key to the development of such a radio station: (i) sequential presentation of radio programmes specifically aimed in turn at either a black or a white audience; (ii) interspersed with a series of programmes of common interest; (iii) from this approach and by chance, resultant channel-hopping and dual exposure, common values and a shared philosophy of life would develop in the long run, and the groundwork for a proper multicultural English radio station would have been laid.

Although this approach could also be regarded as a cognitive sonance approach in the sense that it seeks to appeal to either black or white listeners and to a multicultural audience, it may not succeed in an environment where there is a proliferation of radio stations, including those that serve specific cultural groups, because potential listeners

could easily tune into a station of their choice that satisfies their needs. This approach involves a gradual, or phased, or evolutionary development of a shared value environment.

The third and last approach to be considered is the play-safe approach. This should be seen as modification of the three-phase approach that has just been discussed. The main difference here is that it is aimed at minimising or removing certain elements of the three-phase approach that could lead to alienation of certain segments of the station's listenership. Instead of presenting programmes that are aimed specifically at a black or white audience, this approach advocates replacement of such programmes with those that would appeal to both black and white listeners. A good example would be those programmes that are aimed at increasing understanding and tolerance between people of all races in South Africa, especially those that examine cross-cultural issues that could raise interest in most listeners (see the section on recommendations in chapter 8). Another important aspect of this approach is that it discourages channel hopping by providing potential listeners with good and compelling programmes that satisfy most of their needs.

All three approaches assume that the three key aspects of the model presented above would be in place or ready by the time the station began operating, or when the management team implemented the new strategy. Adoption of any of the three approaches is expected to result in listeners' identifying with the station, and eventually in a brand-locked audience with common values. As a spin-off, this type of radio station would lead to increased knowledge, understanding, and insight regarding audiences' cultures. It is also believed that this would have a profound effect on their attitudes, values and beliefs, which may lead to the development of a unique South African culture and identity.

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APPENDIX

RESPONDENT PROFILE

Questions 1 - 10 require you to indicate your response by circling the appropriate number that appears in the box.

1. Are you male or female?

Male	1
Female	2

2. To which population group do you belong?

African	1
Afrikaans-speaking white	2
English-speaking white	3
Coloured	4
Indian	6
Other (specify)	5

3. What is the highest educational qualification that you have?

Std 9 or lower (i.e. grade II or lower)	1
Matric (grade 12)	2
Matric and tertiary (e.g. Damelin, teacher training, etc.)	3
National Diploma (Technikon)	4
Degree	5
Post-graduate qualification	6

4. What is your occupation?

5. How old are you?

6. What is your gross (family) annual income estimate?

7. What is your home language?

Afrikaans	1
Zulu	2
Sotho	3
Xhosa	4
English	5
English and Afrikaans	6
Other (specify)	7

8. In which suburb or town do you live?

9. What is your favourite radio station?

10. What is your second favourite radio station?

11. Please read the statements below concerning radio broadcasts and circle the number that corresponds to your opinion.

EXAMPLE:

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
I cannot imagine my life without the radio	1	2	3	4	5

Circling a 4 means that you agree with the statement and circling a 1 means that you strongly disagree. You may choose to circle any ONE of the numbers. Remember there is no right or wrong answer. All we are interested in is a number that shows how you personally feel about the statement.

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
11.1 A radio announcer who has a good voice makes radio listening a pleasant experience	1	2	3	4	5
11.2 I find it difficult to tolerate any radio announcer who is rude	1	2	3	4	5
11.3 I admire any radio announcer who is sensitive to the listeners	1	2	3	4	5
11.4 I admire a radio announcer who is patient with the listeners	1	2	3	4	5

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
11.5 It is a waste of time to listen to a radio announcer who does not know what he or she is talking about	1	2	3	4	5
11.6 I admire a radio announcer who is polite when talking to the listeners	1	2	3	4	5
11.7 A good radio announcer comes across naturally when she or he is on air	1	2	3	4	5
11.8 As a radio listener I always want to feel that the radio announcer is talking to me during the radio broadcast	1	2	3	4	5
11.9 A radio announcer who talks to his or her listeners as if reading what to say to them will definitely annoy most listeners	1	2	3	4	5
11.10 A good radio announcer is someone who does not talk a lot about himself/herself on air	1	2	3	4	5
11.11 I cannot stand a radio announcer who sensationalises issues on radio	1	2	3	4	5
11.12 I hate to feel that I am in a lecture or classroom when listening to the radio	1	2	3	4	5
11.13 To intellectualise about issues on radio is something I find very annoying	1	2	3	4	5
11.14 It is the duty of every radio station to broadcast programmes that teach the country's citizens to behave in a way that is socially acceptable	1	2	3	4	5
11.15 It is the duty of every radio station to broadcast programmes that will mould the listeners to be responsible citizens of their country	1	2	3	4	5
11.16 It is the responsibility of any radio station in the country to promote good societal values that are a foundation of every nation	1	2	3	4	5
11.17 Too much open sex talk on radio puts me off	1	2	3	4	5
11.18 The broadcasting of issues or topics that are emotionally draining, such as violence and killings, makes radio listening an unpleasant experience	1	2	3	4	5
11.19 A radio announcer who has a well modulated voice makes radio listening a pleasant experience	1	2	3	4	5

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
11.20 A radio announcer who is perceived to be 'too black' will have difficulty attracting black and white listeners	1	2	3	4	5
11.21 A radio announcer who is perceived to be 'too white' will have difficulty attracting black and white listeners	1	2	3	4	5
11.22 An English radio station that caters for a multicultural audience should strive to broadcast programmes that black and white listeners can relate to	1	2	3	4	5
11.23 Getting the facts about events that have taken place, in the news coverage on radio, is the most important thing to me	1	2	3	4	5
11.24 Reporting of events that have taken place, or are taking place, on the scene during the news coverage is what I like	1	2	3	4	5
11.25 I wouldn't mind a radio announcer who speaks with an accent as long as his/her English is good	1	2	3	4	5
11.26 A multicultural English radio station requires a radio presenter who can speak good English	1	2	3	4	5
11.27 I wouldn't mind a radio announcer who speaks with an accent as long as his/her pronunciation of words in English is good	1	2	3	4	5
11.28 Music that is traditionally African would alienate any white or black person who listens to an English radio station that caters for black and white listeners	1	2	3	4	5
11.29 Music that is traditionally European would alienate any white or black person who listens to an English radio station that caters for black and white listeners	1	2	3	4	5
11.30 An English radio station that caters for a multicultural audience should broadcast topical issues that both blacks and whites can relate to	1	2	3	4	5
11.31 International or local music that has universal appeal should feature prominently on an English radio station that serves a multicultural audience	1	2	3	4	5

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
11.32 A good radio announcer should be impartial in almost everything that she/he says or does during the radio broadcast	1	2	3	4	5
11.33 Issues or topics that are of national importance will definitely arouse a great deal of interest from both black and white listeners	1	2	3	4	5
11.34 A good sense of humour is a mark of a good radio presenter	1	2	3	4	5
11.35 A good radio announcer must be able to capture the imagination of his/her listeners	1	2	3	4	5
11.36 I adore a radio announcer who is creative in his/her programme presentation	1	2	3	4	5
11.37 I adore a radio announcer who is witty in his/her programme presentation	1	2	3	4	5
11.38 I like a radio announcer who can make me laugh	1	2	3	4	5
11.39 A radio announcer who gives a good but short background on music, artists, celebrities, etc. to his/her listeners makes radio listening an enjoyable experience	1	2	3	4	5
11.40 I don't like to hear too much of the same music or discussion or topic when I listen to the radio	1	2	3	4	5
11.41 It is important for every radio announcer to be always himself/herself during a radio broadcast	1	2	3	4	5
11.42 The important thing in any radio broadcast is to broadcast programmes that listeners would be really interested in	1	2	3	4	5
11.43 Professionalism, as evidenced by good interviewing skills on the part of the radio announcer, is important in any radio broadcast	1	2	3	4	5
11.44 A good radio announcer must be able to say things that are constructive to the listeners	1	2	3	4	5

12. Listed below are statements about feelings and sentiments experienced by being part of an English radio station that serves a multicultural audience. Please read each statement carefully. Then indicate the extent to which you associate yourself with the statement by drawing a circle round the number in the box that best represents your sentiments or feelings about the statement.

The numbers and their meanings are as follows:

- 1 = Never**
2 = Seldom
3 = Sometimes
4 = Often
5 = Always

- 12.1 I readily feel at home when listening to an English radio station that serves a multicultural audience.

Never

1	2	3	4	5
---	---	---	---	---

 Always

- 12.2 I would feel happy to be part of an English radio station that serves a multicultural audience.

Never

1	2	3	4	5
---	---	---	---	---

 Always

- 12.3 I would be glad to be part of the loyal listenership of an English radio station that serves as a unifying force for all South Africans through its varied and interesting programmes.

Never

1	2	3	4	5
---	---	---	---	---

 Always

- 12.4 I cannot make excuses to anyone for being a loyal listener to an English radio station that caters for the needs of black and white South Africans.

Never

1	2	3	4	5
---	---	---	---	---

 Always

- 12.5 I will always have the highest regard for an English radio station that caters for the needs and tastes of both black and white listeners.

Never

1	2	3	4	5
---	---	---	---	---

 Always

- 12.6 I would be happy to see a multicultural English radio station succeed in this country.

Never

1	2	3	4	5
---	---	---	---	---

 Always

- 12.7 I will always feel that it is important to have an English radio station to serve both white and black listeners.

Never

1	2	3	4	5
---	---	---	---	---

 Always

12.8 I will always have strong ties with an English radio station that serves both white and black listeners.

Never

1	2	3	4	5
---	---	---	---	---

 Always

12.9 I will always regard a multicultural English radio station as a sign of progress in our country.

Never

1	2	3	4	5
---	---	---	---	---

 Always

12.10 I will always feel a sense of great pleasure at being part of the listeners of an English radio station that serves both white and black listeners.

Never

1	2	3	4	5
---	---	---	---	---

 Always

13. Listed below are a number of statements. Read each statement carefully. Then indicate the extent to which you agree or disagree with the statement by drawing a circle round the number in the box that best represents your sentiments or feelings about the statement

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
13.1 I can listen to any radio station as long as I can understand the language that is used during the radio broadcast	1	2	3	4	5
13.2 I might have great difficulty listening to a radio announcer who does not come from the same population group as mine, regardless of his or her ability to speak my home language fluently	1	2	3	4	5
13.3 A radio station that is designed to broadcast to a multicultural audience will definitely not be suitable for South African	1	2	3	4	5
13.4 A radio station that is designed to broadcast to a multicultural audience will definitely not succeed in South Africa.	1	2	3	4	5
13.5 A radio station that serves a multicultural audience will definitely help to promote tolerance between the various population groups in South Africa	1	2	3	4	5
13.6 There is nothing that would change the loyalty I have for my favourite radio station	1	2	3	4	5
13.7 There is a great need for a radio station that can unite all South Africans	1	2	3	4	5
13.8 There is a definite need for a multicultural radio station that could help nurture or develop a unique South African culture that both black and white South Africans would be proud to share	1	2	3	4	5

	STRONGLY DISAGREE	DISAGREE	NEUTRAL	AGREE	STRONGLY AGREE
13.9 South Africa can best be served by radio stations that serve the different population groups	1	2	3	4	5
13.10 A radio station that serves a multicultural audience will definitely be a threat to the cultures of the different population groups in South Africa	1	2	3	4	5
13.11 A radio station that serves a multicultural audience will definitely promote understanding between blacks and whites.	1	2	3	4	5

14. Listed below are a number of statements. Read each statement carefully. Then indicate the extent to which you agree or disagree with the statement by drawing a circle round the number in the box that best represents your sentiments or feelings about the statement.

The numbers and their meanings are as follows:

- 1 = Strongly Disagree**
- 2 = Disagree**
- 3 = Neutral**
- 4 = Agree**
- 5 = Strongly Agree**

14.1 I listen to an English station to improve my English.

Strongly Disagree	1	2	3	4	5	Strongly Agree
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14.2 I listen to an English radio station because I consider myself English.

Strongly Disagree	1	2	3	4	5	Strongly Agree
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14.3 I listen to an English radio station because I can identify with what the station represents.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

14.4 I readily feel a sense of belonging when I listen an English radio station.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

14.5 I listen to an English radio station because I can identify with the white radio presenters.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

14.6 I like to listen to an English radio station because the programmes that are presented are typically European.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

14.7 I listen to an English radio station because it helps me refine my English.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

14.8 I listen to an English radio station like most of the educated élite in South Africa.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

14.9 I feel comfortable listening to an English radio station because I will always be in the company of people who speak English.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

14.10 It is true that the English language enjoys high status internationally, it therefore makes sense to me to listen to a good English radio station.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

14.11 I will continue to listen to an English radio station as long as it caters for the needs and tastes of any English-speaking South African.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

14.12 As an English-speaking person in South Africa who has a typical European lifestyle, I find that listening to an English radio station fits my lifestyle.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

14.13 Since I take pride in speaking good English, I make sure that I listen to an English radio station to maintain a high standard of English.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

14.14 The high status I enjoy in South African society strengthens my need to listen to an English radio station continually.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

14.15 I always find that listening to an English radio station is a 'cool' thing to do.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

14.16 Listening to an English radio station will help me speak English like an English citizen.

Strongly Disagree	1	2	3	4	5	Strongly Agree
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14.17 As a person whose home language is mainly English, I find it appropriate that I should listen to English an radio station.

Strongly Disagree	1	2	3	4	5	Strongly Agree
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14.18 I listen to an English radio station regardless of where I am in South Africa.

Strongly Disagree	1	2	3	4	5	Strongly Agree
-------------------	---	---	---	---	---	----------------

14.19 It is true that English enjoys a high status internationally, it therefore makes me feel good to listen to a good English radio station.

Strongly Disagree	1	2	3	4	5	Strongly Agree
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15. If an English radio station is NOT your favourite station, what is the likelihood that you will listen to this kind of station in the future?

Most likely	1
Most unlikely	2

16. Would you listen to an English radio station that is targeted at both black and white audiences in South Africa?

Yes	1
No	2

17. If an English radio station is NOT your favourite station, what is the likelihood that you will listen to this kind of station in the future?

Most likely	1
Most unlikely	2

18. Would you listen to an English radio station that is targeted at both black and white audiences in South Africa?

Yes	1
No	2