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**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

Graduate School of Journalism and Communication

**“PERCEPTION ON EFFECTS OF KANA TV MOVIES ON STUDENTS’
ACADMIC PERFORMANCE: THE CASE OF STUDENTS, TEACHERS AND
PARENTS AT HBIR PRIMARY SCHOOL”**

**By
Zemed Derib**

**JUNE, 2018
ADDIS ABABA, ETHIOPIA**

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This is to certify that the thesis prepared by Zemed Derib, “PERCEPTION ON EFFECTS OF KANA TV MOVIES ON STUDENTS’ ACADMIC PERFORMANCE: THE CASE OF STUDENTS, TEACHERS AND PARENTS AT HBIR PRIMARY SCHOOL” Submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Journalism and Communication complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

Signed By

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ABSTRACT

The main aim of this study was examining the perceived effects of watching Kana TV on students' academic performance at Hibir primary school.

To get the appropriate data, both qualitative and quantitative approaches were employed in the study. Research tools such as interview, focus group discussion and content analysis of grade 5 and 6 students' rosters as a while exposure of Kana TV and their previous Average results of the mentioned grade students while they were grade 3 and 4 rosters were used .

46 questionnaires had been distributed to all Hibir primary school teachers and 38 of them were valid and complete. Collected data from the questionnaires were analyzed in terms of frequency and percentage. Grade 5 and 6 students' rosters had been done qualitatively in order to see the difference on students' academic performance between pre and while exposure of Kana TV movies .The researcher had provided and compared grade 5 students' average marks when they were grade three with their and grade six students' average results when they were grade 4 to compare their pre and while results. Due to the nature and type of this research, the researcher chose to take non-probability sampling specifically purposive sampling which involves the selection of cases on the basis of the researcher's own judgment about which will be the most useful . For the interview data 11 Key informants were selected by using purposive sampling. Ten parents and one psychologist were interviewed. In addition to that Focus group discussion was conducted involving 20 students. Two Focus group discussions were made in two groups each having ten members. The data gathered from in-depth interview and Focus group discussion were analyzed thematically. The findings of the study show that 72% of teachers perceived that viewing Kana TV movies have effects on Students' academic performance on. The comparison of the academic performance of students also supports the existing perception. Their total average was 78.64% and while their exposure their average result cumulatively decreased to 75.49%.The average marks of students Thus, based on the findings some recommendations were forwarded to relevant stakeholders.

Chapter One

1. Introduction

1.1 Background of the Study

Mass media including newspapers, magazines, books, television, radio, films and so on are highly related to our daily life (Thomas, 2000). People have trusted media because they have the power to keep attention and play a vital role in shaping personality, values and beliefs especially television since it is a medium with many different alternatives.

According to McDonald (2004), media are effective tools to shape our world views. He argues that, “Our images and knowledge of social reality are formed and shaped by the images and information that the media deliver to us”. The most obvious power of television in modern society relates to its ability to capture and retain attention. In effect, television removes the viewer’s consciousness from the immediate social and physical environment and often for highly extended periods of time. Television seems to be more real to viewers than actual reality. Television has a great power in controlling life of a society with different content because it is a visual aid where people can view and understand things easily. Currently people are highly attached to television because it is easily affordable with various advantages when it is compared with other media .People use and spend their time watching television in their daily life .They use to get advice from different shows to learn different language, to watch and hear international news, to advertise different products. People also use television to manage finances and to invest money, watch sports and other programs to freshen ones mood, people also watch television in order to get information about politics, science, history, geographical areas and cultures. Moreover, television is a source of information and entertainment .People use television to entertain themselves by simply sitting at home.

In Ethiopia, television was introduced in 1964 with the government owned ETV. Private channel was started in 2008 with EBS TV, a US based satellite TV channel mostly focused on infotainment. In 2016 , several private channels including Kana TV started broadcasting via satellite to Ethiopia. Television effects can be seen in leisure-time entertainment, information,

rapid communications, accelerated growth of business and commerce, political and diplomatic exchange and overall cultural patterns (Jemaneh, 2017).

Satellite television has been very popular in Ethiopia for many years, with people often watching foreign channels in English and Arabic due to the lack of choice in the Ethiopian Television industry. For many years the only private satellite channel in Ethiopia was EBS TV which was established in 2008. However, starting from 2016 , a number of new satellite channels serving the Ethiopian market started broadcasting in the main local language of Amharic. Example as Kana TV ,Nahoo TV,JTV Ethiopia and Walta TV. Many of these new channels focused on infotainment, as this type of programming had been for the most part lacking in the past. Kana TV is a private commercial Television station which is launched in April 2016 in Ethiopia. Kana TV broadcasts throughout the Addis Ababa by satellite (NileSat).

Kana TV is part of Moby media Group. Moby group is a media and entertainment company with a focus emerging and frontier markets extending from Central Asia to the Middle East to the Middle East and beyond. The group currently operates 16 businesses in six countries.

Kana TV is joint venture broadcasting, production, publishing ,music and strategic communications. The group was founded in 2003 by three Mohseni family as privately held company and interestingly also has 21st century Fox as a strategic minority share. The Dubai based Moby Group along with lack partner, has launched a new satellite entertainment channel since the first week (African Business Magazine. 8 May 2017).

The channel operates solely in the Amharic language with part of the content being locally produced and the other half being dubbed foreign content. The source of its popularity is the multitude dubbed foreign TV dramas it broadcasts Kana TV, is focused on providing dubbed foreign dramas, very popular in Ethiopia, to their audiences. The movies which are transmitted through the channel are interpreted into Amharic that children are watching it daily. The researcher wanted to show the perceived negative effects of Kana TV on students, parents and teachers.

1.2 Statement of the Problem

Television is seen by many as being a great tool to educate children .As there are those who believe television is a positive tool in teaching, there many scholars that are convinced that the harm is greater than good(Huston& Wright ,1998).

Television is the most important tool in transforming the information history. It can be a great source of entertainment, knowledge and communication. We can see the world through television .Television watching as a learning process can promote general learning as well as children's academic performance either negatively or positively (Nganda, 2007).

Some scholars support this when they state that; although excessive television watching may impair school performance .Too much television watching can have adverse effects, such as aggressive behavior, poor school academic performance, early sexual activity, and drug or alcohol use among other effects (Austin, 1993)

As children grow and develop, they can be easily influenced by what they see and hear, especially on television. While television programs can be educational, many children watch too much television. TV programs can show children violent behavior that you do not want them to imitate, or that can cause fear. Too much TV watching can also take away time from reading, studying, learning activities, Television can also show alcohol and/or drug use, smoking, and sexual behavior before a child is emotionally ready to understand.

Studies have found that for some older kids, TV can discourage and replace reading. Children from households where the TV is on a lot are less likely to be read to, spend less time reading themselves, and are less likely to be able to read (Robert 1972).

Kana TV, which first broadcast in March 2016, has taken the country by storm. Shops and cafés across the country have renamed themselves after it. Conservative commentators decry its foreign soap operas, dubbed into Amharic, for corrupting Ethiopian culture. Kana TV has become a very popular channel in most of families in Ethiopia. Family members are gathering in front of Television in evenings and enjoy watching the dubbed films. They most of the time discuss about the characters. They are really influenced by the films that they do not have family

discussion or welcome people to their home since they are really busy in watching the films .According to the mini survey I made in a few families they told me that they are really in to the films that they do not have time to serve guests if they come home while watching like before, do not have real social interaction, and more over they communicate with people in the way the film the interpreters do.

The researcher wants to do this research because she has noticed negative of effects the media on students' academic performance and seen some students discussing about the movies both in the school and on the way to school and home. Television watching as a learning process can promote general learning as well as children's academic performance either negatively or positively (Nganda, 2007).Students are really obsessed that they discuss about the films at day time while they are in schools .Whenever they get a chance to talk to their friends both while in the class and out of the class students take the chance to explain about the parts which takes place the previous day especially if one student misses one part he/she wants to hear it from a friend.

In most schools students are learning the whole day that they should study in evenings in order to revise and understand what they have learned at the day time. The films are time-consuming that students are distracted from their study because the nature of the movies are kind of catchy with translated version and they are presented everyday with different parts every day that students can easily taken by the movies.

This study attempts to fill the gap between the media use and school age children. The researcher believes that doing this study can bring some kind of changes on handling students related to the media. Very little research has been done on the area so that this study can serve as background for other researchers and program designers.

1.3 Objective of the Study

1.3.1 General objective

The main objective of this study is to examine the perceived effects of watching Kana TV on students' academic performance in Hibir primary school.

1.3.2 The Specific Objectives

The specific objectives of this study are as follows

- To find out if there is a difference in academic performance between before and while exposure to Kana TV.
- To describe the extent of Kana TV consumption among the children.
- To describe why students prefer to view Kana TV among others.
- To identify the perception of the family on effects of the programs on students' academic performance.
- To assess the perception of teachers on effects of the programs on students' academic performance.

1.4 Research Questions

1. Are there difference in students' academic performance pre and while exposure of Kana TV?
2. To what extent do students spend their time watching Kana TV?
3. Why do students prefer Kana TV to others?
4. What are the perceptions of parents on the effects of Kana TV on students' academic performance?
5. What are the perceptions of teachers on the effects of Kana TV movies on their children's academic performance?

1.5 Significance of the Study

This study was believed that it has an important role in creating awareness about the negative effects of watching Kana TV to the family and school management. It helps to understand how the media affects children's academic performance and to work on its improvement. It also calls for attention of policy makers in incorporating them in their designs and to achieve a desired goal in enhancing students' academic performance. In addition to that it can serve as a spring board for other researchers who have a desire in doing research in the area.

1.6 Scope of the Study

The scope of the study was limited to the perception of teachers and parents on the effects of Kana TV n Kana TV towards children's academic performance. It was done in one government school which is found in Addis Ababa Nefas Silk Lafto Subcity specifically Hibir Primary School. This study does not involve all governmental school and involved private school students.

The study did not include all students in the school rather it included middle grade students (Grade 5 and 6) aged 11 -14. It did not go into wider audience reception and reaction rather it mainly concentrated on the effects on students' academic performance.

1.7 Limitation of the Study

This particular study was limited to grade 5 and 6 Hibir which is government school male and female students who primary school are between the ages of 11-14. One limitation of this study was that its findings would not be generalized to the whole students found in Addis Ababa because the study was made in one school and only two grades were involved. Another limitation included shortage of Kana TV related materials since it is a new phenomenon, however, the researcher had used journals and other online materials. Moreover it might be challenging to get relevant information about media use from students due to their age.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Relationship between Media and Society

The mass media occupy a high proportion of our leisure time: people spend, on average, 25 hours per week watching television, and they also find time for radio, cinema, magazines and newspapers. Nothing has influenced the lives of modern men as the mass media (Dominick, 2013).The possibility of media effects is often seen to challenge individual respect and autonomy, as if a pro-effects view presumes the public to be a gullible mass, cultural dopes, vulnerable to an ideological hypodermic needle, and as if television was being proposed as the sole cause of a range of social behavior. Such a stereotyped view of research tends to pose an equally stereotyped alternative view of creative and informed viewers making rational choices about what to see (Journal of Humanities and Social Science 2014).

Media play a strategic role in reinforcing dominant social norms and values that legitimize the social system. Jandt (2004) , argues that media contribute to a transformation in the cultural and social values of the masses. Media bring about a transformation in the attitudes and beliefs of the people. The persuasive nature of the content presented over media influences the thoughts and behavior of the general public. It helps in molding ideas and attitudes

As to Liebes and Katz (1995),people are emotionally engaged by television; they talk of television meeting personal identity needs such as the legitimating of their values or gaining insight into themselves; they feel television keeps them connected to the rest of the world through a shared imagined community, through knowing what is happening in other places and through having common topics to discuss with others in their everyday lives. The scholars add that people even enjoy being critical of television, working out the production processes behind the programs, speculating about the real lives of the actors, laughing at the conventions, and decoding complex advertisements designed to tease them .Humans like to both watch and listen to something at the same time. For at least 140,000 years, humans have been entertained and informed by watching and listening to the things going on around them.

Television is one of the powerful electronic medium of mass communication, which was invented in the year 1920. Mustafa (2012), contends that Television impact on a society has been profound. It has changed the life-style of people and become a major influence in the culture. Unlike printing, which took hundreds of years to influence the culture, television's impact was almost instantaneous.

Television is currently undergoing major changes with a wide variety of technological developments including advances in cable television, fiber-optics, satellite communication, digital expression and the merger of television, computer and telephone technologies. Interactive TV, virtual reality and holography may be new forms of television entertainment. Generally, television effects can be seen in leisure-time entertainment, information, rapid communications, accelerated growth of business and commerce, political and diplomatic exchange and overall cultural patterns (Mustafa , 2012)).

2.2 Effects of exposure to Media

While being exposed, people get aroused by what they see or read, experience suspense, excitement, and fear for the hero, etc. The relief of such arousal when the dramatic conflict is resolved causes a pleasant state because it is human nature to empathize with the sufferings of others, particularly loved ones we feel empathic distress and fear for the fate of the sympathetic protagonist (and enjoy his or her victory), whereas we hope for the devastation of his or her rivals (Konjin , 2008).

Media has great effect on audiences and they are subjected for different physical and psychological situations. According to Roberts and his partners (1999) today's youths are exposed to a media saturated environment, which has been a concern of parents , educators, policy makers, professional groups, and researchers, and there is much empirical evidence of meaningful effects of media exposure on youth.

According to Huesmann and Taylor (2006) , the effects will lead them to act as positively or negatively. The result of these effects will be on their psychology .How children spend their time

from reading books to playing with friends can influence numerous developmental outcomes and provide opportunities for learning. Similarly, time spent with media activities can affect children's cognitive, social, emotional, and health-related development in positive ways.

Television has also significant role in the lives of children, in the development moral formation and attitudinal change in the daily lives. It is a dominant source of infotainment for youths and it has direct and straight relation with youth's lives. Early stage of their life they become familiar to several programs of television.

The early exposures of children are mainly depending on television as an important media for their information and entertainment. Youths are more intelligent in understanding and choosing their content from television programs. Television can influence family interaction even when family members are not watching. Indeed, the influence of media does not always occur within the primary exposure context but can be observed in numerous ongoing and communicative contexts .Some other experts are concerned that heavy media exposure in the home may isolate children from important family interactions (Turow ,1981)

2.3 Television and Audience

Television is a cultural storyteller for viewers. Its programming both reflects the values and ideals of youths as well as shapes the attitudes and beliefs of those who watch it (Gerbneretal, 1994). To support the above idea Liebes and Katz(1995) say that television meets personal identity needs such as the legitimating of viewers values or gaining insight into themselves; People feel television keeps them connected to the rest of the world through a shared imagined community.

Children begin paying attention to the TV screen as early as 6 months of age (Hollenbeck &Slaby, 1979), and by age 3, many children have developed regular patterns of viewing of about an hour or two per day (Huston et al., 1983). Their viewing is primarily exploratory. This means that they are looking for individual events that stand out because of certain motions, color, music, sound effects, or unusual voices. They look for action, not dialog .They have great difficulty in understanding that individual events are ordered into plots, that characters have

motives that influence the action, and that characters change as a result of what happens in the plot (Wartella, 1987).

Media messages can arouse emotions in people of all ages. Emotions do not need to be learned in the sense that we learn to recognize words to read. Instead, emotions are hardwired into our brains (Goleman, 1995). Regardless of the culture in which we are raised, we all can recognize in ourselves and others the basic emotions of anger, sadness, fear, enjoyment, love, surprise, disgust, and shame.

Potter (2007), argues that children as audience have not had as much time as adolescents or adults to develop knowledge structures on most things. This is why a good elementary education is so important that children can acquire the basic ideas about science, history, civics, geography, and so on. Until children have developed many knowledge structures, they don't have many perspectives from which to view the world.

Compared to children, adult audiences have active engagement with the mass media. Viewers usually give their own meanings to the programs that they see, change the direct or original meaning thought by the program producers having their own interpretation and produce different meaning even if the program or the content is similar to all audiences. But when we see children they lack maturation to do as adults do so that as (Ibid).

Children have been treated as a special audience by the public in general, by researchers, and by policy makers. There are some good reasons for this, primarily that children are regarded as being at higher risk for negative effects of media messages because they are at lower levels of development cognitively, emotionally, and morally and because they lack the degree of real-world experience necessary to process media messages well (Ibid).

Children are regarded as having less worldly experience than older people. For example, Dorr (1986), uses this reasoning as the basis for her argument that "children may accept program content as accurate 'information' when other more knowledgeable viewers know it to be otherwise". Children have not had as much time as adolescents or adults to develop knowledge structures on most things. This is why a good elementary education is so important—so that

children can acquire the basic ideas about science, history, civics, geography, and so on. Until children have developed many knowledge structures, they don't have many perspectives from which to view the world (Ibid).

2.3.1 Entertainments on Television

We can see variety of media, including the Internet, mobile devices, video games, television, movies, music, books, and magazines. The information and entertainment provided through these media can increase our ability to learn, communicate, and become a better person in the world. Mass media are one of the best means of recreation. Television, radio, internet are the best means of entertainment and extremely informative .

You cannot educate without entertaining; that is the first lesson for any teacher' (León, 1999). It can be an idea or a task. Huston and Wright quote Salomon (1983) in saying that "the strong association of television with entertainment is a result of the ways we as a society have chosen to use it, not of something inherent in the medium itself" (Huston & Wright , 1998).

Entertainment content may shed light on reality, represent the human experience, and have its origins in real life, but entertainment is usually not designed to convey actual events (Shoemaker & Reese ,1996).Entertainment is an unavoidable feature which is important in any communicative process. Just as geometric facts are defined by their length, depth and height; communicative processes in real life – including a scientific television program has three dimensions: to inform, to persuade and to entertain (Montero and Rueda, 2001).

According to Roland (2002) , prior to Television era ,people have different notions of entertainment just as parties, festivals, sports ,concerts, theatres and cinema but that list of activities was not universally accessible to all .For example ,cinemas may not be present in rural areas or else regular attendance may not be affordable for the socio economic under class. There are also scale limitation s as when a football stadium will not accommodate the whole population of the country .Television becomes the great democratic equalize bringing movies ,football games and so on to the masses .Television also created new genres of entertainment ,such as the vastly popular telenovella.

Television exists to illuminate and to entertain. It holds a mirror to our lives, either directly through news and current affairs or directly through comedy or drama and allows us to escape out existence by entering worlds different to our own (Peter ,2002).

Entertainment is a kind of performance that provides pleasure to people. Mass media fulfill this function by providing amusement and assist in reducing tension to large degree. These days; media have comprised information and education in the entertaining programs. The fusion of entertainment and information is called infotainment. Similarly, the inclusion of education in entertaining programs is regarded as edutainment (Everette, et.al , 2014).

2.3.2 Television Violence and Children

A great deal of concern is reserved for the involvement of children in television violence. Although research has shown that television is not invariably bad for children, it has also shown that television can, and does, influence children to some extent. Television interacts with children in both a positive and negative manner (Potter, 1999) and it follows that its effects can be either good or bad depending on how the medium is used (Gunter & McAleer, 1997).

On television, most violent acts are portrayed humorously and go unpunished, while consequences of loss and suffering are either omitted or glossed over. TV violence is also often glamorized and characterized as just a fun and effective way to get what you want. Any content analysis study of television violence must begin with a definition of the on-screen behavior that is to be coded.

Violence defined as any overt depiction of a credible threat of physical force or the actual use of such force intended to physically harm an animate being or group of beings. Violence also includes certain depictions of physically harmful consequences against an animate being or group that occur as a result of unseen violent means (Kunkel et al , 1995).

Studies show that children consistently imitate the violence they see on TV, and continued exposure to TV violence desensitizes them and makes them less empathetic. As to Thomas, (2000) children under 8 years of age can't differentiate between fantasy and reality and therefore

begin to believe the world they see depicted on television is real. Watching violence can have long-term effects: A longitudinal study conducted by the University of Michigan found that aggressive and violent behavior learned on television in childhood persists into adulthood .Television is a common means of communication that reach large audience with no personal contact between individuals sending the information and those receiving it .

Extensive viewing of television violence by children causes greater aggressiveness .Sometimes watching a single violent program can increase aggressiveness .Children that views shows in which violence is very realistic, frequently repeated or unpunished are more likely to imitate what they see. Children with emotional, behavioral, learning or impulse control problems may be more easily influenced by TV violence (Anderson, 1977).

The impact of TV violence may show immediately in the child's behavior or may surface year's later .Young people can be affected even when their home life shows no tendency toward violence. While TV violence is not the only cause of aggressive or violent behavior, it is clearly a significant factor .Parents can protect children from excessive TV violence (Collins , 1998).Over the past few decade, hundreds of studies have examined how violent programming on TV affects children and young people. While a direct "cause and effect" link is difficult to establish, many studies have suggested that some children may be vulnerable to violent images and messages.

Simon and Schuster contend that there is significant evidence that exposure to violence in real life (for instance, witnessing violent crime or domestic violence) can cause young people to see violence as acceptable or unremarkable. There is some evidence to suggest this may happen, on a smaller scale, as a result of exposure to media violence.

There seems to be a relationship between violent media and aggression, but it's not clear whether violent media can make children more aggressive or whether kids who are already more aggressive are drawn to violent media. It's also possible that the two reinforce one another, so that kids who are prone to be aggressive choose more violent media which encourages their aggressiveness (Collins, 1998).

The type and amount of violence located in programs involving children in violence are significant, because research has shown that children tend to identify more closely with characters that are near to their own age (Potter, 1999). Consequently, children are consistently seen to be those who are likely to be most at risk from television violence. The common view is that children lack the skills to understand the messages from television in the same way as adults. The approach to children's relationship with television is generally a pessimistic one, whereby children should be protected (Clifford, 1995).

2.3.3 Television Viewing and Academic Performance of Children

Research indicates that children who have televisions in their rooms spend more time watching television and less time reading than do children with no set in their rooms (Roberts, 2005). For children, watching television takes up a similar amount of time to that spent at school or with family and friends. While school, home and friends are all acknowledged as major socializing influences on children, a huge debate surrounds the possible effects of the mass media. The question of effects is typically raised with an urgency deriving from a public rather than an academic agenda and with a simplicity which is inappropriate to the complexity of the issues (Nganda, 2007).

The relationships between television viewing and the academic performance of children and teenagers have been the subject of great controversy. Popular opinion and some educators have held that television generally has had a determinable effect by taking up time that might be better spent acquiring basic skills or doing home works, by encouraging a preference for quick solutions and entertaining portrayals that is inconsistent with sometimes frustrating demands of school work, and by creating tastes and enthusiasms that draws young people away from intellectually demanding subject matter. In contrast, very sophisticated statistical analyses of amount of viewing and achievement scores among large samples seemingly have indicated that television has no effects when other contributing factors are taken fully into account (Gortmaker, 1990).

School children all over the world come into daily contact with various forms of mass media (Clifford, 1995). Such media have a lot of influence on their academic and social behaviors. Of all the channels of mass media, television plays a monumental and leading role in promotion of education (Less, 1988).

Children and teenagers who spend greater amounts of time with television perform less well on standardized tests of achievements. The greater the viewing, the lower the achievements which holds the three basic skills (reading, writing and mathematics) (Gortmaker, 1990). As it is mentioned above, television can influence students' academic performance since it is not used properly.

2.4.Theoretical Frameworks

The researcher had taken three theories as a theoretical framework for the study. These are Uses and Gratification Theory, Cultivation Theory and Reception Theory.

2.4.1 The Uses and Gratifications Theory

The audience uses the media to satisfy psychological and social needs. McQuail, Blumler and Brown (1972) illustrated audiences could utilize the media to gratify a number of needs: diversion (escape and entertainment); personal relationship needs (social interaction); personal identity needs (character identification and value reinforcement); and surveillance needs (information accumulation). Thus, the uses and gratifications approach accommodated an understanding of audience members as active agents within a social network rather than fragmented individuals within a monolithic mass.

Uses and gratifications theory is an approach to understand why and how people actively seek out specific media to satisfy specific needs. It is an audience-centered approach to understand mass communication. Uses and gratifications theory focuses on questions like "what do media do to people?", and "what do people do with media?" It assumes that audience members are not passive consumers of media. Rather, the audience has power over their media consumption and assumes an active role in interpreting and integrating media into their own lives.

Related to the above idea Blumer and Katz (1974) say that the use and gratifications theory posits that people actively choose media .Audiences choose media and types of content that satisfy their social and psychological needs. In relation to this study, this theory best explains as to why people do change channels when watching television and settle on a program in a different television channel (Blumer and Katz, 1974).

What mass communication scholars today refer to as the uses and gratifications approach is generally recognized to be a sub tradition of media effects research (McQuail, 1994). Early in the history of communications research, an approach was developed to study the gratifications that attract and hold audiences to the kinds of media and the types of content that satisfy their social and psychological needs (Cantril, 1942).

As Blumler (1974) points out in his book audience gratifications can be derived from at least three distinct sources: media content, exposure to the media and social context that illustrate the situation of exposure to different media .It is clear that audiences spend time using the media in various ways. Whether they are killing time or using it as a social tool, each medium is unique in its purpose.

According to Katz and his colleagues (1974), the uses and gratifications approach has five basic assumptions. The first assumption is that “the audience is conceived as active.” This idea focuses around the assumption that the viewers are goal oriented and attempt to achieve their goals through the media source. This directly reflects and responds to the needs of the audience member in obtaining the media source. Producers of the programs should identify also the needs of audiences. In connection with this Zillmann, (cited by McQuail, 1987), states that programming is a broadcast strategy aimed to tap viewers and this theory helps in guiding the programming strategy in the sense that before a program is created; content producers should first identify the needs of the audience and later create a program that satisfies the need. To fully satisfy the needs of the viewers, the program should bear content that resonate with the needs of the audience.

The other basic assumption is that in the mass communication process much initiative in linking need gratification and media choice lies with the audience member. This is encompassing the idea that people use media to their advantage more often than the media uses them. The receiver

determines what is going to be absorbed and does not allow the media to influence them otherwise. The individual opinion is more powerful than what the media is portraying (Katz et.al, 1974).

Zillmann cited by McQuail, (1987) has shown the influence of mood on media choice: boredom encourages the choice of exciting content and stress encourages a choice of relaxing content. With regard to this study, the theory helps us to understand why the respondents prefer watching the local programs; this might be motivated by the need to watch their favorite local characters, the educational themes being conveyed in the programs or the familiarity of the content in the programs .

The third basic assumption is that media compete with other sources of need satisfaction. This focuses on the idea that each individual has several needs. In response to this, they have created a wide range of choices that will meet these needs. The strongest rivals to media based sources include face-to-face communication. This can often help an individual cope with circumstances surrounding them most effectively. Because of this, mass communication must compete strongly with non-media related sources and help create a need for itself as well as a proper balance between the two (Ibid).

The fourth assumption says that many of the goals media use can be derived from data supplied by the individual audience members themselves. This idea claims that people are very aware of their motives and choices and are able to explain them verbally if necessary. There have been several studies in all parts of the world that have sampled viewers and come to conclusions about the type of media used as well as the content explored. Furthermore, it was found that audience members use these media forms to shape their own identities (Ibid).

The final basic assumption is that value judgments about cultural significance of mass communication should be suspended while audience operations are explored on their own terms. The theorists believe that the audience can only determine the value of the media content. It is the individual audience members who make the decision to view the media; therefore, they place the value on it by their individual decision to view it (Ibid).

From the above mentioned basic assumptions, we can understand that media have to satisfy the needs and interests of its audiences. Nowadays people have different alternatives to use different

channels .Like countries Ethiopia, where many media channels are found at the moment, viewing might not be limited only on a single media channel. Therefore; Producers should give priority to the framework for understanding the exact correlation between media and viewers. Otherwise audiences reject the programs and do not show any interest on it.

2.4.2 Reception Theory

Reception Theory works on the main idea that we understand the world in particular ways because of our backgrounds. When we receive information, how we receive it and how somebody else receives it depends on that background. The model says we interact with the media. We construct the meaning, we and other can listen and watch the same piece of media and understand it in totally different ways depending on who we are; based on our upbringing, experience, education, religion, politics, gender, ethnicity and etc. this model is popular since in 1970's (Williams 2003).

To Holub (1984), characterizes Reception Theory as “a general shift in concern from the author and the work to the text and the reader.” Reception Theory reflects a paradigm shift in the history of literature, and it is considered “a reaction to social, intellectual, and literary developments in West Germany during the late 1960s.” According to Williams (2003), new audience research focuses on how audiences generate meaning from the media. The approach is interested in ‘what audiences do with the media’. It also aims at ‘understanding how audiences actively engage in the process of generating meaning and the factors outside the media that shape the sense they make of media messages.’ This approach sees the audience as active at ‘individual, social and political levels’ (ibid). In line with the new audience research, reception studies have emphasized the power of the audience to resist the media with their ‘critical’ and ‘creative’ abilities. (Williams 2003).

The model says we interact with the media. We construct the meaning, we and other can listen and watch the same piece of media and understand it in totally different ways depending on who we are; based on our upbringing, experience, education, religion, politics, gender, ethnicity and etc. this model is popular since in 1970's (ibid). The researcher used Uses and Gratification and audience reception theory since it helps to interpret media use in our own way and the target that

I'm studying with. The approach emphasizes audiences' choice by assessing their reasons for using a certain media to the disregard of others, as well as the various gratifications obtained from the media, based on individual social and psychological requirements. As a broader perspective among communication researches, it provides a framework for understanding the processes by which media participants seek information or content selectively, corresponding with.

The audience reception theory has the strengths of a focusing attention on individuals and understanding how, within the particular context of their lives, they interpret media contents in the mass communication process. Critiques of the theory, on the other hand, draw attention to the theory's basing of itself on the subjective interpretation of audience reports, its intent to downplay the absence or presence of effect, the tendency to focus on audience resistance of media message and the lingering subjectivity of researchers themselves (Williams 2003).

2.4.3 The Cultivation Theory

It was developed by George Gerbner in 1967. Cultivation theory examines long-term consequences of exposure to consistent television messages. Repeated exposure to messages over time cultivates views of the world that are consonant with television content (Gerbner et al., 1994). It is based on the assumption that mass media have subtle effects on audiences who unknowingly absorb the dominant symbols, images, and messages of media. According to this theory a long persistent exposure to TV is capable of cultivating common beliefs about the world.

Rather than predict that we will turn to or from violence, it looks at how we'll react to the violence. The central assumption of the theory is that in the symbolic world of media, particularly TV, shapes and maintains audience's conception of the real world. In other words, the media, especially TV, creates fantasy world that is mean spirited and dangerous. It also creates stereotypes of dominant/weak folk in society (Gerbner, 1967).

Thus, according to cultivation theory, if families are portrayed in consistent ways in the media, repeated exposure to these depictions can alter children's views about what families are like. If

families are heavy viewers of television, cultivation effects are more likely to occur. The central argument is that “television cultivates or creates a world view that, although possibly inaccurate, becomes the reality simply because we, as a people, believe it to be the reality and base our judgments about our own everyday worlds on that reality” (Baran& Davis, 2000).

2.5 Television in Ethiopia

Television in Ethiopia was introduced in 1964 with the government owned ETV. Color television was introduced in 1982 in order to commemorate the founding of Workers' Party of Ethiopia (WPE). Ethiopia got its first private channel in 2008 with EBS TV, a US based satellite TV channel mostly focused on infotainment. In Ethiopia, 60% of the population of more than 91.5 million including local community is reached through television broadcast with both positive and negative impacts.

Until very recently there was only one private channel with most of the channels being state owned. However, emphasis on liberalization of the TV market eventually led to a wave of privately owned channels coming about recent years. In 2016 several private channels including: Kana TV, Nahoo TV, JTV Ethiopia, and Walta TV started broadcasting via satellite to Ethiopia. In 2017 more private channels such as the news centered ENN TV and others like LTV Ethiopia, Fana TV, EOTC TV all joined the market. Others like Dimtse Woyane and Arki television are in works and will be launched in the upcoming years. The Ethiopian television gives the following services It introduces proclamations, gives information airs entertainment programs broadcasts advertisements and so on. (<http://www.erta.gov.et/etvprofile/aboutus.htm>):

2.5.1 Local Television in Ethiopia

The Ethiopian Broadcasting Corporation also known as EBC formerly ETV is the national public broadcaster of Ethiopia owned by the government of Ethiopia . Its programming includes news, sport, music other entertainment. A majority programming is broadcast in Amharic ,the official federal language of the government of Ethiopia. In addition some news segments are broadcast in other languages such as Afan Oromo,Somali ,Tigrigna , Qafarafa, Harari as well as English.EBC 1 which is the main channel with 24 hours coverage with content on culture,

politics ,documentaries ,economy and movies. EBC2 (Addis Tv) is a channel which focuses on Addis Ababa and is run by the municipality and EBC 3 is a channel which focuses on dramas ,sports ,as well as lifestyle programming .

Currently, the Ethiopian Television transmits in two channels and includes a variety of programs from news to entertainment to informative programs. It also has an in house children's program. This program is an assortment of news, movies, and dramas produced locally. The children's program takes up 2.08% of the whole airtime (Leykun 1988).

2.5.2 Foreign - Based Television in Ethiopia

Satellite television has been very popular in Ethiopia for many years, with people often watching foreign channels in English and Arabic due to the lack of choice in the Ethiopian Television industry. For many years the only private satellite channel in Ethiopia was EBS TV is a privately owned satellite TV broadcaster in Ethiopia established in 2008.The channel is based in the United States with correspondents both in Ethiopia and at its Headquarter in Silver Springs, Maryland (USA).EBS TV broadcasts programming in Mostly Amharic with some shows in English.

However, starting in 2016 a number of new satellite channels serving the Ethiopian market started broadcasting in the main local language of Amharic. Many of these new channels focused on infotainment, as this type of programming had been for the most part lacking in the past. Most popular of these channels Kana TV which focused on providing foreign dramas, become very popular in Ethiopia, to their audiences.

Kana TV is a private commercial television station operating in Ethiopia. Kana TV is part of Moby Media Group. It was co-founded by three Ethiopian entrepreneurs in combination with Moby Group and was officially launched in April 2016. It became the first private commercial stations in the country to broadcast in HD and laid the foundation for higher quality standards in the industry. It is currently Ethiopia's most popular television channel.

Kana TV is broadcast throughout the region by satellite. The channel operates solely in the Amharic language with part of the content being locally produced and the other half being foreign content. The source of its popularity is the multitude foreign TV dramas it broadcasts for 24 hours.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1 Introduction

The main purpose of this study is to evaluate and investigate the perceived effects of viewing Kana TV on students' performance in Addis Ababa Hibir Primary school. Thus, the objective of this chapter is to discuss the methodology used to collect and analyze the data .Research methodology is a science of studying how research is to be carried out (Rajasekar , 2013).

In order to reach at the desired objectives the study employed mixed method design .In order to take a close and critical, look at the program and its effects on students' academic performance. Mixed method uses the combination of both quantitative and qualitative approaches .The term mixed method refers to an emergent methodology of research that advances the systematic integration of quantitative and qualitative data within a single investigation or sustain program of inquiry . The researcher had used this method in order to analyze the data collected through questionnaires, Focus Group discussion and in-depth interview.

3.2 Population and Sampling Techniques

A sample is a sub set of the population that is taken to be representative of the entire population (Patton, 2002). In its distinctive features, sampling is the link between the study population and its generalization to the wider population. The units of analysis of a sample may be individuals, institutions and communities (Bloor and wood, 2006:153). Due to the nature and type of this research, the researcher chose to take non-probability sampling specifically purposive sampling (sometimes referred to as Theoretical sampling) involves the selection of cases on the basis of the researcher's own judgment about which will be the most useful (Ibid).

In purposive sampling, individuals are handpicked to be participants because they have certain characteristics that are believed to make them especially good sources of information.' (Orcher ,2005). This sampling method involves purposive or deliberate selection of particular units of the universe for constituting a sample, which represents the universe. Purposeful sampling typically

involves the selection of cases that are of particular interest to the study in that they confirm or contrast emergent theory thereby making the theory more definitive and useful (Palys, 2008).

The sampling methods used for this research was decided by the researcher taking into consideration the nature of the inquiry and other related factors .Among 124 grade 5 and 110 grade 6 students 10 from each grade level were taken as a sample by using purposive sampling method, who knew and watch the movies regularly and felt connected to it; and also who are willing to take part in the study was 20 taken from the Hibir primary school and participated in the study. There were some reasons why the researcher chose this school for the focus of the study. I was informed by the teachers that the taught in the school and had a lot of information about students and their viewing habits.

Ten in-depth interviews were conducted with key informants and again who are interested to be involved in the study. The in-depth interviews within a limited sample size helped the researcher to avoid bias. There were 46 teachers in the school and all of them were involved in the study

3.3 Research Design

The research design is the overall strategy that the researcher chooses to integrate different components of the study in a coherent and logical way, thereby, ensuring it effectively address the research problem; it constitutes the blueprint for the collection, measurement, and analysis of data.

In this study the researcher used mixed method; which it combines the qualitative and quantitative research design to carry out this study for the application and combination of several research methods. The researcher used in both quantitative and qualitative studies. It is a method-appropriate strategy to establish the credibility of qualitative analysis.

The term “mixed methods” refers to an emergent methodology of research that advances the systematic integration, or “mixing,” of quantitative and qualitative data within a single investigation or sustained program of inquiry. The basic premise of this methodology is that such integration permits a more complete and synergistic utilization of data than do separate quantitative and qualitative data collection and analysis.

3.4 Data Collection Tools

The researcher used the qualitative and quantitative data collection techniques in mixed approach to gather the required information. The tools which were used to collect the data are questionnaire, in depth Interview, Focus Group discussion and document analysis. In this research the qualitative as a major research method is complemented by the quantitative method.

3.4.1 Quantitative Method

According to Kothari (2004), quantitative is a type of research method which roots on the measurement of quantity or amount. The objective of quantitative research is to develop and employ mathematical model, theories , and hypothesis pertaining to phenomena. The greatest strength of quantitative research is that it produces quantifiable, reliable data that are usually generalizable to some larger population (Ashey ,1996).

Quantitative data which was gathered by responses to closed ended questions from Teachers' questionnaires (TQs) was analyzed using descriptive statistics such as frequencies, percentages and presented in tables. The researcher used the quantitative date in order to analyze the results obtained from the given questionnaires.

3.4.1.1 Survey Questionnaire

One questionnaire was prepared for teachers. The questionnaire has two parts. The first one deals with background of the respondents.

In the second part of the questionnaire, instruments are drawn from five existing scales with rating of 1=strongly disagree,2=disagree,3=can't say 4= Agree 5=Strongly Agree .In this part ten questions were included. The third part of the questionnaire contains two open ended questions dealing with the general ideas of viewing Kana TV and its programs in line with school age children .

3.4.1.2 Document Analysis of students Rosters

The researcher analyzed students documents which was students rosters which shows students academic results in order to see if there were any effect of viewing Kana TV on students' performance in comparing results in pre and while exposure of the channel. The researcher had seen grade 5 students current result in contrast with their previous results which is their average marks while they were grade 3 students ..In addition to that grade 6 students current result and their previous average mark while they were in grade 4.Ten students from grade 6 and nine students from grade five were taken as a sample.

3.4.2 Qualitative Method

The advantages of qualitative method is to bring forward in audience research as in qualitative method researchers have found very useful ways of understanding human behavior, exploring how media messages are interpreted (Mytton ,1999). Qualitative data analysis is a systematic procedure followed in order to identify essential features, themes and categories (Borg & Gall, 2007). The qualitative approach of research is concerned with subject assessment of attitudes, opinions, and behavior, in this situation the researcher's role are understandings and impressions. It involves dealing with few individuals to get in- depth information (Kothari ,2004) .Qualitative sampling is described as purposive (or purposeful) when it aims to select appropriate information sources to explore meanings (Rice and Ezzy, 1999). Qualitative research is a systematic, subjective approach used to describe life experiences and give them meaning (Lincoln &Guba,1985).The researcher uses qualitative method in order to examine and explain the perception on effects of Kana TV on students' academic performance. Qualitative data which was gathered by responses to open – ended questions from; Teachers' questionnaires (TQs) and parents' interview and students Focus Group Discussion were organized, categorized and presented in narratives according to various emergent themes.

3.4.2.1 Focus Group Discussion

Focus group discussion is a qualitative method in which a small sample of respondents discussed on selected topics as a group approximately one to two hours. A moderator focuses the discussion onto relevant subjects in a non _directive manner .In media studies, researchers can employ focus groups to judge the reactions of a group to specific media styles and to content

(Gunter 2000). This can be a valuable means of understanding the reasons for consuming specific types of media.

A total of 20 individuals participated in focus group discussion in two Focus groups discussions containing ten members each. The first group is Grade 5th class students who were a direct primary target of the study. The other group was 6th grade students which contained ten members. All the discussions were made under the guidance and permission of parents and teachers. There were three male and three female students in the first group and there were four female and two male in the second one then the last group contains five female and three male. Focus Group discussions were held in Hiber Primary school for the selected students. Focus group discussion is also used as a main technique of data collection, supported by in-depth individual interviews.

3.4.2.2 In-depth interview

In depth interview is one of qualitative data collection method used by the researcher. According to Wisker (2001), the use of interview is highly desirable for gathering information based on emotions, feelings, experiences, sensitive issues, and, privileged insights and experiences. In order to get more information that support the data collected through questionnaire and focus group discussion interviews were conducted. To these regard key informants/participants were selected intentionally. Ten parents whose children watch Kana TV and one psychologist to explain the overall impacts of viewing Kana TV. Ten questions have been raised in order to see their perspective towards the media and its effects on students' academic performance. The In-depth interview was held inside Hiber Primary School compound and Amharic was the medium of communication for all.

3.5 Data Analysis

Quantitative data which was gathered by responses to closed ended questions from Teachers' questionnaires (TQs) was analyzed using descriptive statistics such as frequencies, percentages and presented in tables. Qualitative data which was gathered by responses to open – ended questions from; Teachers' questionnaires was organized, categorized and presented in narratives according to various emergent themes. The researcher used the quantitative data in order to analyze the results obtained from the given questionnaires.

3. 6. Ethical Consideration

When collecting the data to reduce the fear of the respondents, the researcher used the following techniques . The official letter written from Addis Ababa University School of journalism and communication was shown to the directors of school, teachers and parents. Seeing the letter written from the university and by the help of the directors, and by the promise written in the questionnaire, the respondents were assured that the data would be kept confidential. That means they were assured that any data collected through the questionnaire would never be used for any other purpose beyond its academic consumption.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4. Introduction

In this chapter, the presentation, analysis and discussion of data obtained from questionnaires, in-depth interviews and focus group discussion are presented. As the researcher have already stated before, the study deals with the perception on effects of Kana TV movies on students' performance. 46 questionnaires were distributed to Hiber Primary school teachers and 38 of them were complete and valid while the other 8 are in complete and some were not returned at all.

Hence, the findings of the investigation is tallied, tabulated, presented and interpreted as follows below.

	Description of Items		Strongly Disagree	Disagree	Can't Say	Agree	Strongly Agree
1	Television viewing enable students to develop their skills	F	8	4	0	21	5
		%	21.05	10.53	0	55.26	13.16
2	Parents should restrict children from watching adult television programs.	F	4	9	2	9	14
		%	10.53	23.68	5.26	23.68	36.84
3	Viewing television has a significant role in students' academic performance.	F	4	7	3	15	9
		%	10.53	18.42	7.89	39.47	23.68
4	I have noticed a student who hasn't done his/her tasks on time due to spending time viewing Kana TV	F	4	2	4	12	16
		%	10.53	5.26	10.53	31.58	42.11
5	I have noticed discussion or reflection of Kana TV in my class.	F	2	2	13	9	12
		%	5.26	5.26	34.21	23.68	31.58
6	Viewing Kana TV hinders your students from doing school activities.	F	3	2	2	14	17
		%	7.89	5.26	5.26	36.84	44.74
7	I have noticed changes on some or all students' behavior after watching Kana TV.	F	3	2	3	13	17
		%	7.89	5.26	7.89	34.21	44.74
8	I have noticed changes in class activities of some or all students due to Kana TV.	F	3	3	7	14	11
		%	7.89	7.89	18.42	5.26	28.95
9	I have contacted parents and discuss about Kana TV and its effects on students' Academic performance.	F	2	8	10	9	9
		%	5.26	21.05	26.32	23.68	23.68
10	I think Kana TV affects students' academic Performance.	F	3	2	5	10	18
		%	7.89	5.26	13.19	26.32	47.37
Overall Average 72%							

Table 6: Perception on Effects of Kana TV on Children's Academic Performance

The table presented above is the findings of the analysis of the response of teachers. The Table represents the respondent rate, percentage and mean. The items administered here try to assess Perception on Effects of Kana TV on Children's Academic Performance. Hence, the result of the analysis conducted based of the facts outlined above are presented, interpreted and discussed below.

The first item of the questionnaire administered for teacher focused on whether viewing Television enable students to develop their skills. The analysis of the item revealed that only 68.42% (26) of the participants of the study believe that watching TV enables students to gain skills. The remaining 31.58% (12) responded either they are doubtful or disagree with the idea that TV enables students to gain skills. This indicates that the perception of teachers on the contribution of TV on skill development is good.

In a similar finding in line with the question forwarded whether Parents should restrict children from watching adult television programs, , 60.72% (23) of the participants agreed that parents should restrict students from watching Adult TV. In this study however, a quarter 23.68% (9) participants were skeptical of deciding on either of the two expected options standing on opposite continuums (Agree or Disagree) and remained neutral. This value shows that the calculated mean exceeds the expected mean showing teachers' agreement on restricting children from watching Adult TV.

The third item forwarded for teachers was about their attitude on the significant role of viewing TV on students' academic performance. The analysis portrayed that 63.16% (24) agreed that viewing TV has a significant role on students' academic performance while 28.95% do not agree that viewing television has a role on students' academic performance. On the other hand 73.69% of the respondents believed that students spending their time viewing Kana TV are not doing their task on time.

More than half 55.26% of the teachers revealed that they are noticing students discussing about Kana TV in their classes. In contrary a significant proportion of the respondents (34.21%) remained undecided about the question. In spite of teachers' response on this issue the perception of teachers whether Kana TV is hindering students from doing their school activities is high .The rate of agreement is 81.48%

The seventh item raised for teachers is about their observation on any behavioral change observed on students after watching Kana TV. More than three in four teachers (78.95%) reflected that they think there had seen in changes in behavior on students watching Kana TV. Similarly 65.79% of the study participant teachers described that they have observed changes in

class activities of students due to Kana TV. The analysis also showed that 18 (47.36%) of the teachers contacted parents of students watching Kana TV about its effect.

The final question presented for teachers was about teachers' perception on whether Kana TV affects academic performance of students about 75.69% of the respondents consider that watching Kana TV had an effect on students' academic performance. The overall average obtained from the questionnaire was 72% .

Section II Analysis from Teachers open ended questions

There were two general questions on the distributed questionnaire and Teachers have filled the open ended questions

1. Explain the strengths and weaknesses of the programs which are presented by Kana TV in line with children

The first question was and most of them said that viewing Kana TV is not appropriate for students since the movies have adult themes. They said that the movies controls students' attention because the nature movies are catchy since it has different parts every day .According to the teachers suggestion students took too long hours in viewing the movies since there is no gap between each films. They have also stated the good parts of viewing Kana TV .They had also listed Few programs like National Geography and Hatch tag time as the strengths of the programs and gave education to children.

Classroom teachers might encourage students to support their learning with viewing different documentaries and events.(Memory ,1992) .

2. How do you evaluate Kana TV and its appropriateness for school age children

As some of the teachers mentioned the movies did not reflect the culture which they are living in that children didn't have chance to see the local cultures. They had also indicated that the movies were beyond their age. Most respondents also argued that students were highly taken in to the movies and they were forced to think adult themes like revenge, theft,crimes and sexual things.

4.2 Document Analysis

The researcher analyzed students documents in order to see if there were any effect of viewing Kana TV on students performance in comparing results in pre and while exposure of Kana TV . Nine students from grade six were taken as a sample and their grade four and current result were compared. Eleven students from grade five had been taken as a sample and their grade three and their current average had been compared.

Table 7: Students' Average Mark pre and while exposure of Kana TV

No	sex	Age	Grade	Average result Before viewing KTV	Average Mark while viewing KTV
1	F	11	5	68.2%	65.3%
2	M	11	5	80.9%	66.5%
3	F	14	6	74.8%	65.4%
4	F	12	6	91.4%	87.2%
5	M		5	71.8%	58.6%
6	M	13	5	82.4%	72.0%
7	F	12	6	92.2%	86.4%
8	F	13	6	64%	72.2%
9	M	11	5	73.3%	67.7%
10	M	11	5	82.4%	75.4%
11	F	13	6	89.6%	94.8%
12	F	12	6	85%	88.4%
13	F	13	6	79%	71.1%
14	F	11	5	64.2%	61.2%
15	F	11	5	96.2%	97.2%
16	F	12	6	59.2%	75.2%
17	F	11	5	89.6%	78.1%
18	F	13	5	88.4%	87.7%
19	F	12	5	75.8%	74.78%
20	M	12	6	64.4%	64.8%
				78.64%	75.49%

The researcher had seen the average results of Grade 5 and 6 students' in order to show if there was difference on students' academic performance pre and while viewing of Kana TV result on the rosters. The researcher had seen students previous result from two years back .According to table 7 most of students who view Kana TV are female and there is a difference on students average marks pre and while exposure of Kana TV. As it can be seen in the table and according to students' suggestion the students who view Kana TV frequently have scored less average marks after viewing .When we compare the total average there is a slight difference pre and while exposure of Kana. Before they exposed to the channel their total average was 78.64%and after their exposure their average result cumulatively decreased to75.49%.This indicates that students who view KanaTV repeatedly and frequently achieved less on their academic performance.

The relationships between television viewing and the academic performance of children and teenagers have been the subject of great controversy. Popular opinion and some educators have held that television generally has had a detrimental effect by taking up time that might be better spent acquiring basic skills or doing homework, by encouraging a preference for quick solutions and entertaining portrayals that is inconsistent with the sometimes frustrating demands of schoolwork, and by creating tastes and enthusiasms that draw young people away from intellectually demanding subject matter (Gortmaker,2000).

4.3 Analysis of Focus Group Discussion of Students

The participants of focus group discussion gave ideas about how they could access the media .In this section the perception of students on the effects of KTV on their academic performance is presented. Moreover it looks into the viewing habits of the student participants. Each discussion began with the question of how they spend their time at home. Focus Group discussion was made into two groups' discussions which contain ten members each in order to see students' perception on effects of Kana TV on their academic performance. The participants were given numbers 1-10 to serve as a name.

Regarding the point raised how long and why they are interested in the movies .Most of the participants mentioned that they watched the movies from 2 to 3 hours per day .As most of them

mentioned they preferred to view the movies because they found it enjoyable , interesting and easily to understand . Though they knew that it affects their academic performance they kept watching it. In addition to that the movies are presented in a translated version and they can access it every day with new parts.

FGD 1 No 6

I immediately change my uniform as soon as I reach my home after schools then I study my school lessons. After that I enjoy watching Kana TV for about 3 hours with my sisters and brothers .I prefer watching the movies because I like the actors who make the movies because I like to be an actor.

FGD 1 No9

I spend my time watching television after school with my brother. I watch for 3 hours per day. I like viewing Kana because it is presented in Amharic so that it is easy to understand.

FGD 2 No 4

I watch the movies for two hours every day because the movies which are presented in Kana TV are suspense kind and very interesting. I always discuss about the movies which I observed at night and think about it while I am learning in the class.

Regarding the question raised whether viewing Kana television has effects on their academic performance most of the participants suggested that viewing Kana TV movies have effect on their academic performance on the other hand some of the participants argue that viewing Kana TV doesn't have effects on students' academic performance. For example FGD 1 No 3 .

FGD 2 No 7

The movies which are transmitted in the channel have negative effects on our academic performance .I also understand that it has various effects on my behavior too. I started pretending like the actors. In my opinion it is not good to

view KTV every day since it takes our study time .It also teaches people to be cruel for others.

FGD 1 No 3

I don't think viewing KTV has effects on my academic performance because I have my own program at home and my dad follows my education seriously. He helps me to study and concentrate on my education.

FGD 2 No 4

I believe that it has that impact on our academic performance since it has an adult theme which is beyond our age .It takes all our attention and think about it at day time when we are leaning in class that I most of the time achieve low result in my studies.

The other point which was that whether students discuss about the movies in their class or not and if they ever came to school without doing their homework .Most of the students assured that they like to discuss about the movies and its next parts with their friends in the class . As most students mentioned they preferred to view KTV because they found it very interesting and catchy. They enjoy discussing about the movies they have watched with their friends' everyday which takes their class time and attention which can result in low achieving.

They also stated that they came to school without doing their homework due to their concentration on the movies .While some of them argues that they never do that for instance FGD 2 No 2.

FGD 2 No 2

I most of the time do not do my homework if the movies are more interesting . I scored less result in my academic performance.

FGD 1No 6

It certainly take my study time and I sometimes come to school without doing my homework and scored less mark in some subjects.

FGD 2 No 5

I discuss about the movies with my friends every day because they also watch. If I or they miss one part either they'll tell me or I tell them.

Concerning the points whether there is a restriction of viewing Kana TV by parents most of the student s mentions that there was no restriction of viewing television in their home on the other hand few students argues that there was control over TV viewing .According to FGD 1no 9 preferred to view Kana TV interesting but her parents do not allow he to view so that she has changed the channels name and she still watches it. If students are viewing TV under the supervision of their parents, it can serve as a good tool for teaching and learning process. Educators must find ways to make television an educational resource instead of an enemy (Broome & Fuller ,1993).

FGD 2 No 5

In our house there is no parents control over television viewing I watch every channel but specially Kana TV. I prefer watching Kana TV because the films are interesting and catchy. I discuss what I've watched with my classmates in the class whenever I get free time to speak about it. I follow the movies because they are continuous and everyday there are new parts.

FGD 1 no 5

My brother and I watch Kana TV when our parents are not around because they told us not to watch the movies. We are really into it that we're changed the channels name and set a password for it.

FGD 1 No 4

I spend my free time either by studying or helping my parents with house works at home. I and my sister used to watch KTV but now we quit because our parents

told us not to watch as they see changes both in our academic performance and behavior.

Concerning the questions raised about the good things they gained most of the participants argued that they have gained good things from the movies while some disagree that viewing the movies every day is not good for children . For example FGD 1 No 9 argued

FGD 2 NO 2

I don't think viewing Kana TV is good for children because the movies are not appropriate for our age. It makes people to be cruel, criminal and to revenge the people who made bad things.

FGD 1 NO 6

Most of the movies are interesting and educative. They teach me to develop my confidence, to be honest , positive and good for other people,

FGD 1 NO 6

I watch Kana TV everyday and I like some of the programs .They are useful which can teach students good things these are programs like National geography, Hatch Tag time and so on.

FGD 2 No 7

I spend my time watching television. I specially watch Kana TV at least for 3 hours per day with my family. My father or my mother decides the TV channel which we should watch. I say Kana is good for children in some way and not good in some other ways.

As we see from the above discussions most of the students view KTV for more than 3 hours immediately going home after school .Most of the participants mentioned that they watch the movies with their siblings .They believed that this forced them not to focus on their study because they also stated that they discuss about the movies in the classroom which probably results in low achievement on their academic performance. As majority of participants mentioned there is no control over their use of television channel at home that they watch it every day because they enjoy watching the movies since they are very interesting and catchy

type .According to the discussion made many of the participants stated that viewing Kana TV for hours is not good since it wastes their study time .On the other hand few participants argues that they gain many good things from the movies.

4.4 Analysis of Interviews with parents

Since parents have a great role in student's academic performance the researcher has interviewed ten parents in order to see their perception on the effects of KTV on students; academic performance. The names of parents have been cancelled for the sake of confidentiality.

The respondents have been asked to explain for how long they watch the movies and whether the time which the movies are aired is appropriate .According to the parents the mentioned that they viewed the movies form 2-3 hours per day .Therefore they can assure to the research that they can describe the effects better. The researcher investigated on hours spent on TV watching by students and choosing of programs to be watched the time in which the movies are aired is not appropriate to school -age children since the movies start at the time children reach home after school. Due to that they can easily be exposed to the movies. According to most of the respondents the time in which the movies are presented is not appropriate. They believe that there are important things to learn from the movies .In contrary to the importance it can also affect students' academic performance if they view it daily. In viewing the movies parents' interview parents have understood that viewing Kana TV everyday affects students' academic performance because the movies are interesting and they believe that it has positive things to teach students

Respondent 1

I watch the movies which KTV transmits every day for three hours .My child also follows the movies. On the other hand it has a big impact on students 'academic performance because the movies are transmitted when students reach home after school which is their time to study at home .Due to this reason students can be easily exposed and influenced by the movies which can result in low academic achievements. In my opinion since the movies have adult theme they should be presented late night so that students will no more be hindered from their education.

Respondent 3

I have two children .In our family we watch KTV every day for 2 hours. The time which KTV presented the movies are not appropriate to students. I allow my children to view the movies for at least one hour day. In my opinion children can learn from the movies how to solve problems, work independently, develop confidence.

Regarding the other question on whether they view the movies with their children or not and explain if there are effects on students' academic performance .Most of the respondents argued that they view the movies with their kids though they knew that it had effects on students academic performance. On the other hand few of respondents argued that it does not affect them rather it has good thing to teach.

Respondent 7

I watched with Kana TV is important to my kids and all family members .They can easily learn about others country 'culture .It also helps them to view the world outside of the place where they live in .It can affect their academic performance.

Respondent 9

I watch Kana TV with my children .Before we start viewing the movies I was the one who followed and helped her to study and do her homework but these days I am really addicted to the movies that I am not following her that I have seen her scoring less results. KTV movies have a great effect on student's academic performance.

Respondent 4

Before we start viewing the movies I was the one who followed and helped her to study and do her homework but these days I am really addicted to the movies that I am not following her that I have seen her scoring less results. KTV movies have a great effect on student's academic performance.

The other question was raised whether there is restriction on viewing television or not . The findings indicated that there was no restriction in viewing Kana television .Some respondents mentioned that they didn't control their children because they were busy in their daily life when the others believed that there are advantages in viewing the movies.

Respondent 2

I don't stay home .Most of the time I stay in my office that I cannot control them .I have seen changes on their behavior .They started discussing about issues which is beyond their age level. They act as an adult. This time I understand that I should make a restriction on their viewing of the movies on Kana TV.

Respondent 4

I believe the movies are not good for school age children. There is no restriction of television viewing in our home. I have seen some behavioral changes on my eldest child .She pretended like the actors whom she watches on the movies. On the other hand there are also some programs which help students to learn better like National geography which is again translated and presented in Amharic.

The researcher has interviewed a counselor who works with students in order to relate the study to the development of students. As he mentioned viewing television has a great role in children development since they can learn by viewing more if it is used properly. He stated that the movies are not to their level. He had also indicated that if the time which they spent viewing the movies are too long they might lose their concentration which results in low academic achievement.

It helps them to develop their communication skills, they can learn kindness and supporting each other and so on .When we come to the movies which are presented in Kana TV have their own effects on students' academic performance

.The first thing the time which the movies are presented is not appropriate for students .It takes their time which they can use for studying and doing their homework because the nature of the media is continuous and consistent .There is no time gap between the movies .When one film ends the other continues .If students are viewing the movies they might stay awake from 3 to 4 hours at night so that they won't get enough sleep .If students are not getting adequate sleep/rest they can't give attention for their lesson in their class and this can highly affect academic performance .

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5 . Introduction

In this chapter the summary and conclusion of the research is made .In addition to that The findings of the research suggest that TV when not used properly has various effects on students' academic performance and recommendation of the study are presented

5.1 Summary

This study aimed at examining the perceptions of parents, teachers, and students on the effects of Kana TV movies on students' academic performance. Mixed method was used in order to analyze the data. Purposive sampling was conducted .Questionnaires, in depth interview; focus group discussion and document analysis were used as data collection tools. The collected data through questionnaires and data analysis were analyzed in terms of frequencies and percentages .The data which was obtained from the focus group discussions and in depth interviews were analyzed thematically.

5.2 Conclusion

This chapter summarizes the main findings of the study, which explores perceptions of teachers, parents and students on the effects of viewing Kana TV on students' academic performance.

Qualitative research method was used to study the perceptions of parents towards watching Kana TV on students' academic performance by gathering the data through in-depth interview .According to most of the interviewees, viewing Kana TV movies have negative effects on students' academic performance and behavior since it takes all their attention .The time in which the movies were transmitted were not appropriate to students since it begins at the time of their arrival at home after school. As a result of these students did not study rather they prefer to enjoy themselves by watching the movies. Respondents indicated that the movies are catchy that students can easily be taken which can lead students to get highly into the movies.

As observed in the Focus Group Discussion most of the participants mentioned that they watched the movies from 2 to 3 hours per day that they wouldn't get time for studying and reading what they have learnt in their class at day time. They had also indicated the movies they found the movies very interesting that they also discussed about what they had watched with their classmates .Due to the above reasons the students agreed that viewing Kana TV movies had effects on their academic performance .The finding of this study shows that viewing Kana Television every day may have effects on students' academic performance since it takes much of their study time.

Document analysis was conducted to see the difference in students' academic performance between pre and post exposure of Kana TV movies. According the finding there was 3.15% difference on students' average marks .Based on this the researcher states that Kana TV movies may probably be the reason for the decrease in performance of the students .This probably means there is a change on students' academic performance.

Quantitative data result was analyzed through questionnaires were analyzed and presented. It was analyzed and presented using descriptive statistics such as frequencies, percentages in tables. Ten items were presented to teacher's in the questionnaires to see their view and evaluate their perceptions on the effects of Kana television on students' academic performance .The overall average obtained from the questionnaire is 72% which is relatively higher level of agreement on Therefore this probably means viewing the movies had effects on their academic performance.

5.2 Recommendations

The findings of the research suggest that TV when not used properly has various effects on students' academic performance .The researcher would like to forward the following recommendation.

- ❖ Parents need to monitor their children's TV watching habits .They should restrict the TV channel that they consider inappropriate to their children.
- ❖ Teachers should suggest their students to view appropriate TV programs for their age since teachers' suggestions are valid for children.
- ❖ Media owners and policy makers should come up with educative TV shows so that students and parents will be encouraged to view the programs and learn from it.
- ❖ Television station should air contents that are inappropriate to children late at night.
- ❖ Appropriate training or awareness creation should be given to families on how they can control the television channels so that under aged children are not exposed to inappropriate contents.
- ❖ Students should have their own programs for studying and viewing Television.

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Appendix A

Questionnaire to be filled in by Teachers

Dear Respondent,

I am conducting a study to examine the perceived effects of Kana TV on students' Academic Performance in partial fulfillment the requirements of a Master of Arts (M.A.) Degree in Journalism and Communications. You are, therefore, kindly requested to fill in the questionnaire honestly. Thus your genuine responses will be decisive for the comprehensiveness of my study. The researcher would like to thank you in advance for your cooperation. Please, put a tick of your choice in the box and use blank spaces to make a list of your answers for those questions.

Part I

I. Background Information

1. What is your age?

Under 20 20 – 30 30 _ 40 40 _ 50 above 50

2. Gender

Male Female

3. Educational Background

Certificate
 Diploma
 BA and above

1. Do you watch Kana TV?

Yes, I do
 No, I don't

2. If your answer to Question 1 is "yes" For How long do you watch Kana TV on average in a day?

Less than an hour 1-3 hours 3-5 hours More than 5 hours
 Any other

PART-II

Attitude of Teachers towards Kana Television Viewing

(Tick the appropriate response)

SA=Strongly Agree; A=Agree, CS=Can't Say, D=Disagree and SD=Strongly Disagree

No	Attitude	SD	D	CS	A	SA
1	Television viewing enable students to develop their skills					
2	Parents should restrict children from watching adult television programs.					
3	Viewing television has a significant role in students' academic performance.					
4	I have noticed a student who hasn't done his/her tasks on time due to spending time viewing Kana TV.					
5	You noticed any discussion or reflection of Kana TV in your class.					
6	Viewing Kana TV hinders your students from doing school activities.					
7	I have noticed changes on some or all students' behavior after watching Kana TV.					
8	I have noticed changes in class activities of some or all students due to Kana TV.					
9	I have contacted parents and discuss about Kana TV and its effects on students' Academic performance.					
10	I think Kana TV affects students' academic Performance.					

1. Explain the strengths and weaknesses of the programs which are presented by Kana TV in line with children.

2. How do you evaluate Kana TV and its appropriateness for school age children?

Appendix B

Interview questions for parents

1. Tell me your name and your Educational Background.
2. Do you watch Kana TV? If yes, How long do you watch per day?
3. Do you think the time in which program/movies aired is appropriate for children? Explain?
4. Do you allow your children to watch Kana TV? Why?
5. Are there restriction on frequently viewing Kana TV ?
6. Do you think viewing Kana TV hinders your children from studying their lesson?
7. Do you think viewing Kana TV has impacts on your children's academic performance?
8. Do you follow or control your children viewing of television programs?
9. Have you noticed any changes on your children's behavior after watching Kana TV
10. How long does your child spend time watching Kana TV?
11. What is your suggestion on Kana TV in line with children?

Appendix C

ለወላጆች የቀረቡ ጥያቄዎች

1. ስምዎትን እና የት/ት ደረጃዎን የንገሩን?
2. ቃና ቴሌቪዥን ይከታተላሉ? መልስዎ አዎ ከሆነ በቀን ለምን ያህል ጊዜ ያያሉ?
3. ፊልሞች /ፕሮግራሞች የሚቀርቡበት ሰዓት ለልጆች ትክክለኛ ናቸው ብለዉ ያስባሉ? /ምክንያቶቹን ቢያስረዱ
4. ልጅዎ ቃና ቴሌቪዥን እንዲያይ /እንድታይ ይፈቃዱለታል/ይፈቃዱላታል?; ለምን?
5. ቃና ቴሌቪዥን ምን ያህል ማየት እንዳለበት/እንዳለባት የተቀመጠ ገደብ አለ?
6. ልጅዎ ቃና ቴሌቪዥን ማየቱ/ማየቱ የት/ት ቤት ስራዎቹን እንዳይሰራ/እንዳትሰራ እንቅፋት ሆኑ አል ብለ ወያ ስባሉ? እንዴት ?
7. ቃና ቴሌቪዥን ፊልሞች ማየት በልጅዎ የት/ት ወጠት ላይ ተጽእኖ አለው ብለ ወያ ስባሉ?
8. ልጅዎ ቃና ቴሌቪዥን ካየ /ካየች በሁላ በባህሪ ወላይ ያዩት የባህሪ ለውጥ አለ?
9. ልጅዎ ቃና ቴሌቪዥንን በቀን ለምን ያህል ሰዓት ያያል/ታያለች?
10. የ ልጅዎን የ ቴሌቪዥን አጠቃቀም ይከታተላሉ?
11. በአጠቃላይ ስለ ቃና ቴሌቪዥን ፊልሞች እና ልጆች ያለዎትን ሃሳብ ይግለጹልን?

Appendix D

Focus Group Discussion Questions for Students

1. How do you spend your time at home?
2. How long do you watch Kana TV per day?
3. Do you discuss about it after watching if so with whom?
4. Who decides the television channel at home?
5. When do you read and do your homework after school?
6. What keeps you watching Kana TV?
7. Spending time in viewing Kana TV, have you ever come to school without doing your homework?
8. Do you think viewing Kana TV has effects on your academic performance?
9. What are the good things you get from viewing Kana TV?

Appendix E

ለተማሪዎች የቀረቡ የመወያያ ነጥቦች

1. ቤት ወስት ጊዜዎን እንዴት ታሳልፈዋል/ሽ ታሳልፋለህ?
2. በቀን ለምን ያህል ጊዜ ቃና ቴሌቪዥን ታጣለሽ ታያለህ?
3. ፊልሞችን ካየህ/ካያሽ በሁላ ስልፊልሙታወራለህ /ታወራልሽ? ከማን ጋር?
4. ቤት ወስጥ የምታዩ ዉን የ ቴሌቪዥን ጣቢያ የ ማወስነ ዉ ማን ዉ?
5. ከት/ት ቤት መልስ የምታነ በዉ/የ ምታነ ቢዉ ወይም የ ቤት ስራ የ ምት ስራዉ /ምት ስራ ዉ መቼ ነ ዉ?
6. ከሌሎች የ ቴሌቪዥን ጣቢያዎች ቃናን ለምን መረጥክ /መረጥሽ?
7. ቃና ቴሌቪዥን እያህ ቆይተህ /ቆይተሽ የ ቤት ስራ ሳትሰራ/ሳትሰሪ መጥተሽ ታዉቃለህ/
ታዉቁያለሽ?
8. ቃና ቴሌቪዥን ማየት በትምህርት ላይ ተጽዕኖ ያሳድራል ብለህ/ብለሽ ታስባለህ/ታስቢያለሽ?
9. ከቃና ቴሌቪዥን ያገኘሃቸውን ጠሩ ነገሮች እንዲሁም ጥሩ ያልሆኑ ነገሮችን ዘርዘር/ዘርዘሪ?

Declaration

This is to certify that the thesis prepared by Zemed Derib, entitled: Perception On Effects of Kana TV Movies On children's Academic Performance: The Case Of Hibir Primary School " and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Journalism and Communication complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

Zemed Derib

Signature _____ Date _____