



ADDIS ABABA UNIVERSITY

GRADUATE SCHOOL OF JOURNALISM AND COMMUNICATION

**PERCEIVED EFFECTS OF KANA TELEVISION MOVIES ON
LOCAL CULTURE: HIGH AND PREPARATORY SCHOOLS'
STUDENTS, TEACHERS AND ADMINISTRATORS FROM NIFAS-
SILK LAFTO SUB-CITY OF ADDIS ABABA IN FOCUS.**

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Perceived Effects of Kana Television Movies on Local Culture: High and Preparatory Schools' Students, Teachers and Administrators from Nifas-Silk Lafto Sub-City of Addis Ababa in Focus.

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Submitted to Addis Ababa University, Graduate School of Journalism and Communication in partial fulfillment of the requirements for the degree of Master of Arts in Journalism and Communications.

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Declaration

I, the undersigned, declare that this thesis is my original work and all the sources of the materials used for the study were acknowledged.

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This is to certify that the thesis prepared by Daniel Erena, entitled *Perceived Effects of Kana Television Movies on Local Culture: High and Preparatory Schools' Students, Teachers and Administrators in Focus* 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.

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Abstract

The main objective of the study was to examine opinions/attitudes of high school and preparatory school students, as well as their teachers and administrators on the influence of Kana Television movies on the local culture. The study employed mixed –method approach to research in order to be able to answer the research questions set. A mix of purposive and stratified random sampling techniques was utilized to select 363 students and 38 school teachers and administrators from government and private schools found in the Nifas-Silk Lafto Sub-city of Addis Ababa. This study aimed at identifying the perception of school communities at high and preparatory school level. Hence, data is collected through a questionnaire on the respondents' demographic characteristics, TV viewing habits, preferences of programs and their perceptions. A variety of Likert scale statements of opinions/attitudes meant to measure the perception of the respondents; 363 students and 38 teachers and school administrators filled out the questionnaires. An interview is also conducted to corroborate the largely quantitative findings of the study. *The major findings of the study indicate that most of the participants (63%) in this study are heavy viewers, while 28 % are moderate viewers of the Kana TV channel. Specifically, 64 % of the students and about 58% of teachers and administrators are heavy viewers of the channel whereas 27 % of the students, and about 40 % of the teachers and administrators are moderate viewers. About 9 % of the students and 3 % of the teachers and administrators are light viewers. The findings also indicate that Kana TV channel in general and its movies in particular are very popular among the students as well as teachers and administrators included in the study. The statistical analysis performed to compare the perception of effect of watching Kana TV movies on local culture between male and female students indicated statistically significant differences as represented in the 20 discreet statements put in a 3 –point scale. The majority of the students seem to have a favorable attitude towards Kana TV movies with regard to their impact on the culture. Most of the students from the government and private schools had homogeneity in their perception towards the Kana movies effect on local culture. The study also specifically identified the negatively and positively perceived effects of watching Kana TV movies by students, teachers and administrators. The heavy viewing students tended to have a more positive perception towards the Kana TV channel.* The study makes up the part of the interdisciplinary field known as Communication/Media studies that deals with the production, consumption and effects of various media in particular, the electronic media (TV), which also draws some relevance to schooling and even culture studies.

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Table of content

CHAPTER ONE

1. Introduction-----	1
1.1. Background of the study-----	1
1.2. Statement of the problem-----	3
1.3. Objective of the study-----	5
1.4. Scope of the study-----	5
1.5. Significance of the study-----	5
1.6. Limitation of the study-----	6
1.7. Organization of the thesis-----	6

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

2.1. Brief history of satellite television-----	7
2.2. Perception defined-----	7
2.3. Empirical Studies on Perception-----	8
2.4. Local culture defined -----	9
2.5. The influence of media on society-----	10
2.5.1. Negative Influence -----	10
2.5.2. Positive Influence -----	11
2.6. The interrelation of media and globalization-----	12
2.7. Adolescents' and children's television viewing-----	14
2.7.1. An Empirical Study on Effects of Television on Children-----	16
2.7.2. An Empirical Study on Effects of Television on Adolescents-----	17

2.8. Television and family-----	19
2.9. Entertainment and cultural values-----	21
2.10. Theoretical framework-----	22
2.10.1. Uses and gratification theory-----	22
2.10.2. Limitations of uses and gratification theory-----	24

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction -----	27
3.1. Research Design and Method -----	27
3.2. Population and sampling -----	28
3.3. Instruments of data collection -----	30
3.3.1. Questionnaire -----	30
3.3.2. Interview -----	32
3.4. Reliability and Validity -----	33
3.4.1. Content validity -----	34
3.4.2. Face Validity -----	34
3.4.3. Pilot Study -----	34
3.5. Procedures of data collection and analysis -----	35

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

Introduction -----	36
4.1. Data from the Questionnaire and the Interview-----	36
4.1.1. Exposure to media -----	36
4.1.2. Gender difference in interest of movies -----	41

4.1.3. Attitude towards Kana TV movies -----	53
4.1.4. Kana TV movies’ Perceived Degree of Influence -----	69
4.1.5. Kana TV viewing habit of students, teachers and administrators versus their attitude -----	106
4.1.5.1. Viewing Habit versus Students’ Attitude towards the Kana TV channel -----	107
4.1.5.2. Kana TV Viewing Habit versus Attitude of Teachers and Administrators -----	113

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary -----	116
5.2. Conclusion -----	121
5.3. Recommendation -----	123
REFERENCES -----	124

APPENDIX

1. Students’ questionnaire (English version)
2. Students’ questionnaire (Amharic version)
3. Teachers’ and administrators’ questionnaire (English version)
4. Teachers’ and administrators’ questionnaire (Amharic version)
5. Interview questions for students
6. Interview questions for teachers and administrators

List of Tables

Table 1 Exposure to media-----	36
Table2 Students’ exposure to media content -----	37
Table 3 How students watch Kana TV shows -----	38
Table 4 How students choose which Kana TV show to watch -----	39
Table 5 Reason of watching Kana TV-----	39
Table 6a Male and Female Students’ Interest in Kana TV shows-----	41
Table 6b Number of shows regularly watched on Kana TV-----	42
Table 7 Time spent on watching TV shows of all kinds from many countries-----	43
Table 8 Habits of watching Kana TV shows -----	44
Table 9 Time spent on watching only kana TV show-----	44
Table 10 Convenient time for watching kana TV show-----	46
Table 11 Teachers’ and Administrators’ exposure to media-----	46
Table 12 Teachers and Administrators Exposure to Media Content-----	47
Table 13 Convenient time for watching Kana TV shows-----	48
Table 14 Time spent on watching only Kana TV shows-----	48
Table 15 Habits of watching Kana TV shows-----	49
Table 16 Number of shows regularly watched on Kana TV-----	50
Table 17 Interest of teachers and Administrators in Kana TV shows-----	50
Table 18 How teachers and administrators watch Kana TV shows-----	51
Table 19 Way of choosing which Kana TV show to watch -----	52
Table 20 Reason of watching Kana TV shows-----	52
Table 21 School type versus students’ attitude-----	55
Table 22 Male and Female students’ attitude towards the Kana TV channel-----	61
Table 23 School Type versus Students’ Perceived Degree of Influence of the KANA TV channel--	71
Table 24 Gender versus Students’ Perceived Degree of Influence of the KANA TV channel-----	82
Table 25 Male versus female teachers’ and administrators’ attitude-----	93
Table 26a School type versus teachers and administrators attitude-----	97
Table 26b School type versus teachers and administrators attitude-----	99
Table 27 Kana TV viewing habit of respondents-----	106
Table 28 Viewing habit versus students’ attitude on items with statistically significant difference---	107

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Television is undoubtedly one of the most powerful medium in the history of human beings. Since its beginning, satellite television is reaching the world with its diverse programs or transmissions. Today, getting access to satellite television programs is becoming easier and easier throughout the world. In Ethiopia, according to my observation, children and youngsters spend much of their time watching satellite television movies that are broadcasted from different parts of the world. As Billy (2013) explains, the more time one spends watching television, the less time he/she has with family and friends. And this minimizes the sharing of values among people with similar cultural background.

Even though it is a recent phenomenon in Ethiopia, satellite television is the most time-taking device in urban society. It is very important to note that television movies are not only about moving pictures and actions. They carry different linguistic and cultural values with themselves. Korzenny and Toomey (1992) say in this regard that programs from America and European countries are much cheaper for the Third-World countries to buy than to produce, and some critics are worried that American and European cultural, social, and political values and ideologies will drive out native or traditional cultural values of developing countries in the long run.

Billy (2013) says, "... because television is so rich in its media, it often requires our full attention or is more attraction to us than our daily lives." This also strengthens the idea that satellite television movies are powerful in winning the minds of people and shaping their original attitude in a different way. From my personal experience of being with students, I have observed that students are highly attracted to the current entertainment media called Kana Television Channel. This simple observation was based on students' day-to-day dialogues and students' parents who came to my office due to their children's low achievements.

Kana Television is a privately owned broadcasting channel that broadcasts dubbed movies whose contents are from different parts of the world mainly, Turkey, Mexico, Colombia, and India. It is a channel that has come into existence in March 2016. This entertainment television is headquartered in Dubai with a focus on emerging and frontier markets extending from Central Asia to the Middle East and beyond. Kana TV is joint venture between a group of the Schulz family investment group: Peter Schulze, Gabriel Schulze, Elias Schulze and Isaiah Schulze and a group of entrepreneurs in Ethiopia including Zeresenay Berhane Mehari, Nazrawi Ghebreselasie and Addis Alemayehu. According to Elias Shulze, the idea for the station came up two years ago when one of its co-founders was thinking about the market potential of Ethiopia. He said, “I visited Ethiopia and fell in love with it.” The Ethiopia office for this channel is in Addis Ababa, SGI Building Bole Sub City, Bole Medhanialem Kebele 03/05. Among the group, Elias Shulze is a Managing Director and Co-Founder of Kana TV (Awramba times (2016).

According to the US based online journal, Awramba times (2016), the group currently operates 16 businesses in six countries in broadcasting, production, publishing, music, and strategic communications. The group was founded in 2003 by the Mohseni family as a private company; it also has 21st Century Fox as a strategic minority shareholder. It is the Moby Group’s first African venture. The Managing Director of Kana TV, Elias Shulze is no stranger to Africa as he was African CEO for Kaymu, an African Internet Group Company before becoming a principal in The Africa group, a boutique advisory and early stage venture capital firm focused on specialized opportunities across Africa.

Kana TV launches about 5 hours of fresh content daily and 8-10 diverse shows from around the world. It has movies—dubbed and mixed into Amharic by its own professional voice acting team. It has also many repeatedly presented movies within the twenty-four hours of its air time. My observation over the last two years enabled me to recognize that the channel especially the movies have become very popular among our society mainly the youngsters and children. Students usually gather in groups and share ideas about what they watched from the previously transmitted movies. As cited on <https://www.prensario.net>, nearly half of urban daily television viewers tune into foreign content to watch (not in local languages) on a daily basis. This means

that there is significant scope to take those viewers back to content that is designed for them in their own language. This implies that its being translated into local language by itself is not an opportunity for the society; it is rather a method of trapping the society by its own language.

Obviously, Satellite television movies like Kana Television do not have only negative influences on culture. But it has also a tendency to share useful values in some cases. Some of the already experienced cultural values in Ethiopia may have harmful aspects. In this regard, the generation can learn good lessons from Western movies and get rid of the existing harmful practices. However what still matters is that the good and the bad sides of these movies need to be identified through research. Therefore, the researcher came up with this topic to study the participants' perceived degree of effects of Kana Television movies in relation to local culture.

1.2. Statement of the problem

Although Ethiopia is known for its indigenous culture with multiple traditional backgrounds, it is obviously a challenge to keep up with these unique heritages in the 21st century. One of those challenges is the affiliation of the new generation to foreign-based satellite television movies. By quoting Akande (2002), Shamshir and Abdullah (2012) strongly argued, "... globalization has resulted in the extinction of 22,000 indigenous culture in the past decades and pessimistic estimates suggest that as many as 90% of the world's language will disappear in the next century." This shows that the issue is so significant that it needs some kinds of remedies on how to consume foreign-based satellite movies.

As pointed out earlier, kana television is actively operating in Ethiopia and overcoming the hearts of people in the country. According to my informal personal assessment, this television channel is grabbing much of the young generation's precious time with strong influence. "Although movies are attended by people of all ages, they appeal most strongly to adolescents and young people, who are perceived as particularly vulnerable to media influences" (Hanson, 2011).

As a school administrator, I always hear concerns from parents whose kids are highly kana television fans. They are even worried that their kids lack interest to do their homework and study for exams.

Watching satellite television movies is not just about watching some colorful pictures moving on screens and forgetting about them after a while. It brings something else with it. As Korzenny and Tooney (1992) put it, “In importing Western television signals, a country is also importing Western value systems and encouraging its young people to envy and seek to join the alien culture they are viewing. “However, viewing satellite television movies doesn’t have only negative effects. In many ways, the society in general or the young generation in particular can learn a lot of good lessons out of it. Good work and sanitation habits, house management methods and the likes may be among the positive experiences our society can acquire from Kana satellite television serial movies. “We all need therapy in our lives. Movies offer that, and at a much lesser cost compared to the local therapist” (Miyamoto, 2013).

On the other hand, it is essential to watch out how this television channel is influential in shaping the minds in both positive and negative ways. “The negative influence” in this context is the new lifestyles and belief systems it carries with its entertainment values.

Therefore, the present study attempted to answer the following research questions:

- ❖ How do the participants describe themselves as TV viewers?
- ❖ How are kana television movies perceived among school communities at high school and preparatory level?
- ❖ Does the perception have gender dimension?
- ❖ Does difference in socioeconomic status have some association with perception?
- ❖ What are the negatively perceived effects of kana television serial movies on the local culture?
- ❖ What are the positively perceived effects of kana television serial movies on the local culture?
- ❖ What is the relationship between TV viewing habit and perception of effects on the local culture?

1.3. Objectives of the study

The main objective of the study is to examine opinions/attitudes of high and preparatory school students, as well as their teachers and administrators, in Nifas Silk – Lafto Sub-city of Addis Ababa on the influence of kana Television movies on the local culture.

1.4. Scope of the study

The research focused only on kana satellite television channel that transmits various dubbed movies of different countries in Ethiopia. Moreover, the study was restricted to the serial movies that are broadcasted on the channel. The study doesn't include the other programs of the channel. There is an extensive follow up of kana television serial movies in all over Ethiopia, but this study covers the viewers of Addis Ababa. From the whole city, the investigation was made only on one of the ten sub-cities – Nifas Silk Lafto sub-city. Among the different communities, the researcher focused only on school communities (specifically high and preparatory school communities). Only selected private and government high and preparatory schools from the sub-city were in focus.

1.5. Significance of the study

There are no many researches in our country's case regarding the effects of satellite television movies on local culture. Therefore, this research would be a base and a source to any related studies to come up. In addition, this study may also provide the Ministry of Culture and Tourism to have a better attention on kana television serial movies.

The study can benefit students, teachers, school administrators, parents, educational offices, media houses and organizations who are interested in understanding the possible effects of kana television movies on local culture. School communities, parents and education offices for example can take some actions and remedies on how to create awareness and how to help the youngsters based on the findings of this research. Media houses on the other hand can have some information about how movies in general and Kana movies in particular are perceived among the participants of the study and adjust their movie transmissions in the way this part of the society wouldn't be affected.

1.6. Limitation of the study

As already indicated, this study aimed at assessing high and preparatory school students, teachers and administrators perception on the effects of kana TV movies. This is normally an issue with wider magnitude. But the researcher focused only on a few selected private and gov't schools found in one of the ten sub-cities of Addis Ababa. Therefore, findings of the present study and conclusions drawn may not be generalizable and applicable to the wider population. Also, findings of the present study and conclusions drawn are limited due to the confines of the limitation of the uses and gratifications theory itself, reviewed in chapter two of the thesis.

In addition, problem of getting adequate time for the students to fill out the questionnaire occurred in almost all the schools. The reason for this was that the schools claimed that they had their own time tables for each and every activity in the schools and it was a challenge to carry out additional activities such as this. But the researcher built good relationships with the school administrators beforehand and convinced how important the study is for the school communities in particular. Therefore, the administrators were convinced first and cooperated in creating awareness to their students and the questionnaires were filled out successfully. On the other hand, although in-depth interview was used as one of the data collection tools in the study, because of inadequate time and other unfavorable conditions in the selected schools, the in-depth interview couldn't have been in-depth as it should be.

1.7. Organization of the Thesis

The thesis consists of five chapters. The first chapter includes background of the study, objectives of the study, research questions, significance of the study, limitation of the study, scope of the study, and organization of the thesis. Chapter two is a literature review. In this chapter, different issues that have direct or indirect relations with the study are reviewed. Scholars' findings and other researches and journals are reviewed in this chapter. Chapter three is where methodological issues will be raised. In this specific area, the different methods, procedures and techniques used in the thesis are discussed. This chapter will also give justifications for the techniques used in the study. Chapter four is where the collected data are analyzed and presented. In this section, analysis of both the qualitative and quantitative data are presented. The last chapter, chapter five, provides a conclusion and recommendation based on the finding reached. It also suggests the direction for further research.

CHAPTER TWO

REVIEW OF RELATED LITERATURE AND THEORETICAL FRAMEWORK

2.1. Brief history of satellite television

Television existence was a phenomenon that began in the beginning of the 20th century. As Stephens (2013) puts it, television started its operation in North America in 1927. But it took some more years to access viewers with worldwide satellite television. Klein (2012) says, “In television’s early years, North American and European viewers had to wait hours, if not days, for tapes to be shipped across the Atlantic in order to watch footage from the other side of the ocean. That all changed 50 years ago after the launch of the first telecommunications satellite.” On July 23, 1962, satellite television was released for the first time from Telstar satellite. According to Klein (2012), tens of millions of people watched a historic broadcast on this day as Telstar beamed live transatlantic video into viewers’ living rooms for the first time. And the age of satellite television had dawned at this point.

Today, satellite television service is not only common in Europe and North America, but also it is common in each and every corner of the globe with all its positive and negative features. The 21st century era of globalization is getting accelerated through broadcast means. It has brought an access to every nation (developed or developing). Meinhof (1998) says, “Satellite TV offers a dazzling array of channel and program choices in many different languages. Never before has it been so easy to surround ourselves in our own homes with the sounds of a foreign language and images from other cultural environments.” It now seems so close to everyday life everywhere in the world. These days it may lead us into thinking that we are encountering the real world.

2.2. Perception defined

According to Williams (2014), Perception can be defined as our recognition and interpretation of sensory information. Perception also includes how we respond to the information. We can think of perception as a process where we take in sensory information from our environment and use

that information in order to interact with our environment. Lavrakas (2008) pointed out that perception is a process of acquiring, interpreting, and organizing information. Survey questions that assess perception are aimed at identifying the processes that underlie how individuals acquire, interpret, organize, and, generally make sense of the environment in which they live.

According to Rao and Narayan (1998), argue that perception is the single most important determinant of human behavior. According to this view, there can be no behavior without perception. In other words, people have some sort of perception about a certain issue and that perception has a tendency of shaping behavior towards the perceived issue.

The current study aims at studying perception of high and preparatory school communities on watching kana movies and its effects on local culture. One of the means in which perception can be studied is through exploring the opinions/ attitudes of the TV viewers. Therefore, the perception that the subjects of the study had towards watching the channel was examined utilizing through different techniques discussed in chapter three of the research.

2.3. Empirical Studies on perception

A survey research entitled ‘Teachers’ perception of the effects of entertainment media on students’ was conducted in the United States of America. The purpose of the research was to assess the perception teachers have towards the effects of entertainment media on students. A questionnaire was used to collect data.

Thomas (2012) stated that the participants identified major problems like media’s impact on students’ sexualization and its impact on students’ social development. On the first issue of students’ sexualization, two-thirds (67%) of teachers say entertainment media use has had a negative effect on students in this regard, including 26% who say “very negative” and 42% who say “somewhat.” Regarding the later (students’ social development), (61%) of teachers for example think entertainment media are negatively affecting their ideas about relationships between boys and girls. The findings indicated that 67% of the teachers had the opinion that entertainment media use had a negative effects on students’ sexualization and social

development. 61% of the teachers thought that entertainment media are negatively affecting their ideas about relationships between boys and girls.

Another study entitled “The effects of satellite television on culture of Bangladesh” is conducted by Shamshir and Abdullah (2012). The purpose of the study was to investigate perception of participants towards the influence of satellite television on the culture of Bangladesh. Primary and secondary data collection instruments (interview and observation) were used. The findings indicated that the people of middle/ lower middle class thought that the cultural changes is mainly due to the influence of Cable TV whereas the upper class people think that there are other important reasons for this cultural change. Generally, the results showed that considering the last 8-10 years, there was a definite change in the traditional culture and this change was likely to continue. Though all of the changes were not only due to the effects of satellite TV, the study implied that satellite television played one of the major roles.

When we critically look at this research, the issue as well as the scope of the study is very broad and yet, the sample used for the study is unsatisfactory. Because, 40 participants in one city seems to be questionable. Moreover, the indicators that are vital for the study are not included in the methodology part. But the current study has tried to avoid such problems by using sufficient sample size with its mixed method approach which is more relevant to study perception. For example, the sample size used in this study is nearly 50% of its population as indicated in chapter three of the thesis.

2.4. Local Culture defined

Local culture is the system of life shared by a relatively large group of people in a given area. Local culture refers to the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving (Hofstede, 1997).

Local culture is also defined by (McQuail, 2005) as a process, but it can also refer to some shared attribute of a human group such as their physical environment, tools, religion, customs,

and practices, or their whole way of life. Local culture also can refer to texts and symbolic artifacts that are encoded with particular meanings by and for people with particular cultural identifications.

According to Mooji and Keegan (1994), local culture incorporates the values, attitudes, beliefs, artifacts and other meaningful symbols represented in the pattern of life adopted by people that help them interpret, evaluate, and communicate as members of society. That means that culture comprises the common meanings and socially constructed values accepted by the majority of members of a society or social group.

Williams (1997) says culture is the sum of available description through which society makes sense and reflects their common experience. Williams states “culture is a way of life”. Different researchers suggest in a similar way that there is no such thing as a human nature independent of culture. We are incomplete or unfinished animals who complete or finish ourselves through culture. Our ideas, our values, our acts, and our emotions are cultural products. We are individuals under the guidance of cultural patterns, historically created systems of meaning.

2.5. The Influence of media on society

2.5.1. Negative Influence

It is obvious that media do much more than providing information. They do have a significant impact and influence upon behavior and attitude formation, even though it is a bit difficult to isolate the precise nature of such influence. Bryant and Zillmann (2002) pointed out that media is always supposed to belong to the society and actually it is in most cases. But this doesn't guarantee that society always gets benefit out of media. That means media may have a big negative influence on society if it is not properly managed. Rantanen (2005) for example argues that media challenges the traditional ways of thinking about nationalism. Nationalism has this unbroken unity and societal integrity by its nature. But those transnational media messages and ideas have a tendency to lessen or break the traditionally bonded unity of people and sense of nationalism and increase global& individualistic ways of thinking. Although their effects vary in

size, and are hard to detect, the mass media, particularly TV, play a meaningful role in the way we think about and perceive the world (Dominick, 2002). It gradually shapes our behavior and overall world outlook that we perceive what we watch on TV as real.

Rodman (2008) argues different types of programs affect society in different ways. Even though their effects are different in their magnitudes, there is a high tendency of the audience to be influenced and be part of stereotyping. Especially, entertainment programs' impacts are very significant. According to Rodman (2008), two areas in which entertainment programming comes under particularly heavy attack are in its perpetuation of violence and its effects on cultural values.

In heterogeneous society like ours, the role of media is not a simple issue. In these regards, Bryan and Zillmann (2002) strongly denote that because of the influential role the mass media play in the society, understanding the psychological mechanisms through which symbolic communication influences human thought, effect, and action is of considerable importance. Strygley (1978) explains that the influence of media on adults is closely related to their influence on young people, and just difficult to study. Researchers in the area show that television dominated society has a tendency to be exposed to violence, breakdown of moral values and the likes.

Moreover, as Bryant and Zillmann (2002) suggest, family communication is the other issue to be taken into consideration. Because once TV is opened, the whole family's focus goes to the screen. Conversation becomes limited between parents and children. It may further be a cause for some family conflicts by decreasing the day-to-day communication of family members. Here, it may have effects on children in various ways. In addition to the communication barrier with parents, they are perhaps forced to watch contents that are not appropriate for their age with their parents.

2.5.2. Positive influence

According to Strygley (1978), the positive values in media are also significant. Young people, without leaving home, can hear the world's best music and see outstanding drama, hear political

and governmental issues of the world and analyze them. They also learn of scientific advances and problems. In this regard, we can say that media has made access to information very simple. If it is wisely used, it may also help to develop one's own knowledge in various ways. Sryngley (1978) strengthens that mass media bring information, inspiration and enrichment of knowledge that potentially improve the quality of our living.

Globalization of media brings opportunities to broaden young generation outlooks and provide more equal access to information (Steven, 2003). Since we are living in the age of information, it is very obvious that media is the main means to adjust ourselves with the situation in our globe through information. Media has a remarkable advantage in the process of learning new things. We can say that television can be a very powerful and effective learning tool for children if used manageably. It can help young people to discover where they fit in the society they live in. It can even develop closer relationships with peers and family, and teach them to understand complex social aspects of communication.

Careful parents can support their children's regular schooling with the many interesting programs found on channels such as Discovery, Animal Planet, the History channel and the language channels. As indicated earlier, TV channels that are used for the support of education needs careful attention and wise house management ability of parents or guardians. In such an environment and economic context, it would be easier to magnify the advantages of media in general and satellite television in particular over its disadvantages.

2.6. The interrelation of media and globalization

Rantanen (2005) briefly states that two words, 'media' and 'globalization', seem to be repeated over and over again. The two go together like a horse and carriage to use a pre-globalization metaphor (we need to decide which comes first), or like a computer and screen to use a high globalization metaphor, although their mutual connection has not always been visible. Globalization has no any other means to penetrate into every corner of the world than through the use of media. Today, we hear or watch what happens in Europe and America of Far East after a few seconds of its occurrence. Therefore, 'I know media' is almost becoming 'I know the whole world'.

Herman (1997) explains the emergence of global media system and the political, economic and technological factors of globalization in his book. The book reviews some of the local and national responses to the spread of a global media system. Its purpose is to contribute to an understanding of the economic and political dynamics on growth and the effects of the globalization of media. In the issue of globalization of media, it is very difficult to make a limited boundary and confine oneself there. It is rather about getting exposed to the wider global context. This idea is more clarified by Sen (1993) that in today's world with fiber optics and satellites, it is hard to isolate oneself from sounds and images from the west.

Rantanen (2005) suggests that modernity has moved into a global stage: society has become a 'world society' and the individual is confronted by social institutions that have become global. This again indicates that the media have a role in the process of making a generation that has either a constructive and genuine value systems or a society that doesn't know where from and where to. The power of television has brought a lot of changes, the world has become a global village, and people can travel around the world without stepping out of their houses. This had been made possible by the power of television.

The interrelation of media and globalization is very remarkable in many ways. Fortner and Fickler (2011) explain in their part that media productions and receptions have been highly dependent on globalization. There are various effects of globalization i.e. has basically broadened individuals' perception of time, place and even self-identity. And its objectives hit their goals through media. "Some believe in a deterministic sense of the world that the more presence of global forces is evidence that local culture can have no power of resistance" (Ibid).

As discussed earlier, the core point for the promotion of globalization is media. Without media, either globalization itself or its effects cannot be realized. For example, Huntington (1993) "The Clash of Civilizations" argues that the great divisions among humankind and the dominating source of conflict will be cultural. Globalization has a very significant negative impact in confusing the society of the world with the various miss-much of the world culture. The countries which are influential over the third world disseminate their ideology of globalization

through the media. The countries under the influence have the probability to gradually mix it with the local culture. The contextual difference in the world society makes it very difficult to live in similar global ideology and life style.

2.7. Adolescents' and Children's Television Viewing

Television can be entertaining and educational, and can open up new worlds for children and adolescents, giving them a chance to travel the globe, learn about different cultures, and gain exposure to ideas they may never encounter in their own community. Bryant & Zillmann (2002) pointed out that TV shows with a pro-social message can have a positive effect on youngsters' behavior; programs with positive role models can influence viewers to make positive life style changes. However, the reverse can also be true. Adolescents and children are likely to learn things from TV that parents don't want them to learn. TV can affect young people's health, behavior and family life in negative ways.

“Because children and adolescents lack self-control and decision when to stop, if they start watching television, it is hard to stop and make them staying away from it and focus on what they are supposed to do” (Kim, 2012). Parents usually seem to control their children from watching television. And television movies also sometimes announce that some movies are not allowed for children and adolescents under age 16/17. But in reality, forcing the youngsters to go away from the screen while their concentration is still there may not be helpful. Being in their bed rooms and widely opening their books/exercise books, their attention is there in front of the screen. As a result, they would not get a good grade on their test and quiz, and have a hard time to focus in the class. Kim (2012) emphasizes that it is like a man who is addicted to drinking and someone enforces him to quit the drinking, this person will never stop thinking himself drinking an alcohol. Therefore, watching television obviously has bad effect on children and adolescents who need to focus on studying.

According to Gerbner et al (1994), among different sources of information, it is commonly agreed that television has become the source of the most broadly shared images and messages in history. Of all the media distribution channels, the most influential has been the television.

Television's impacts in shaping and directing viewers' perceptions and behaviors toward a certain issue is very natural.

Too often, discussions of the effects of television on children and adolescents focus solely on the negative (Bryant & Zillmann, 2002). This in fact doesn't mean that television is only of negative influence. In many ways, television has a power to positively shape children and adolescents in the social and global awareness. In this regard, by quoting the work of Johnson (1971), Stryngley (1978) describes television as a major source of knowledge and values. In strengthening this issue, Bryant & Zillmann (2002) say, "Often, far less attention has been paid to the positive effects that educational television programs can hold. Yet, if we believe that children and adolescents can learn negative lessons from television, then it stands to reason that they can learn positive lessons, too." But since its negative effect is so remarkable, it is also important to give it a significant emphasis.

Kim (2012) writes in this regard that a great deal is known about children's and adolescents' television viewing, because there have been thousands of studies on the subject. Researchers have studied how TV affects kids' sleep, weight, grades, behavior, and more. It's worth looking at what the research says when deciding how to manage television in our family. Spending time on TV watching can take time away from healthy activities like playing outside with friends, eating dinner together with the family, or reading a text for school presentation.

This issue has been further explained that watching television starting at a young age can profoundly affect children's development. These effects include heaviness, language delays, and learning disabilities. Physical inactivity while viewing TV reduces necessary exercise and leads to over-eating. Language delays occur when a child doesn't interact with others. Children learn language best from live interaction with parents or other individuals. Children who watch too much television may have difficulties starting school because they aren't interested in their teachers. Kim (2012) state that children should watch a maximum of 2 hours daily if any television.

TV can discourage and replace reading. Reading requires much more thinking than television,

and it contributes to young people's healthy brain development. Kids from families that have the TV usually spend less time on reading, and are less likely to be able to read.

By bringing television's both positive and negative effects into mediation, Pediatrics and Child Health (2003) writes that television has the potential to generate both positive and negative effects, and many studies have looked at the impact of television on society, particularly on children and adolescents. An individual child's developmental level is a critical factor in determining whether the medium will have positive or negative effects. Not all television programs are bad, but data showing the negative effects of exposure to violence, inappropriate sexuality and offensive language are convincing. Still, physicians need to advocate continued research into the negative and positive effects of media on children and adolescents.

2.7.1. An Empirical Study on Effects of Television on Children

A study entitled 'The Effects of Television on Children: What the Experts Believe' was carried out by Turow (1985) on the effects of television on children. Questionnaires were sent to members of the Theory and Methodology division of the Association for Education in Journalism and members of the Mass Communication division of the Speech Communication Association - a total population of 784. Academics were asked specifically about their attitudes regarding television's effects on children. Eighteen statements that were supposed to attribute to children's television viewing were presented to the respondents. Respondents replied whether they felt television was an "important contributory cause," a "somewhat important contributory cause," or "not at all an important contributory cause" (or whether they didn't know).

The mean score for answers was 2.8 out of a possible 4.0. Concerning the major findings, the effects scholars attributed to television were: increasing buying behavior (2.60), increasing immediate gratification (2.42), increasing sex stereotyping (2.35), breaking down social values (1.68), increasing unfriendliness (1.81), increasing interest in sex (1.92), and increasing aggressive behavior and decreasing physical activity (1.99). The respondents also indicated that TV has an ability to increase children's knowledge about the world.

This study presents several thought about mass media scholars' perceptions of television's effects on children. The study concluded that television plays an important causal role in expanding children's views of the world, decreasing their reading behavior, increasing their propensity to engage in sex stereotyping, reducing their overall activity, and promoting excessive materialism. In its final conclusion, the study indicated that theories of society must be reexamined in attempts to locate the role of mass media within a broader way and more historically based on social context.

2.7.2. An Empirical Study on Effects of Television on Adolescents

A study with a title “Television Viewing and Perception of Social Reality among Native American Adolescents” was carried out by Andersen, & Pfau (1996) on the various effects of TV viewing on adolescents. The study investigated the relationship between television viewing and perceptions of social reality among Native American adolescents. It further examined the relationship between television viewing and perceptions of sexism, sex roles, mean world, and television reality held by adolescents on five Indian reservations in South Dakota.

A self-administered questionnaire was given, in July 1992, to 458 Native American junior and senior high school students in South Dakota. The survey was conducted on five Indian reservations in South Dakota: Pine Ridge, Rosebud, Crow Creek, Lower Brule, and Yankton. The lengthy questionnaire assessed a variety of opinions, depth and breadth of knowledge, and media beliefs and habits. It began with measures of basic demographics, such as religion, family structure, political orientation, parental education and occupation, as well as students' educational and occupational aspirations. Questions to elicit opinions included a number related to sexism, sex roles, marriage, mean world, and family. Questions about media use included a series of questions relating to specific magazines, newspapers, radio listening, and television viewing. The series of questions about television viewing were extremely detailed. There were questions about viewing at different times during the week and on weekends, as well as about viewing of cable television.

The sample was 51.9 percent male and 48.1 percent female; 26 percent 8th graders, 25.6 percent

9th graders, 18.5 percent 10th graders, 16.3 percent 11th graders, 13.5 percent 12th graders; and 25.4 of the students' fathers and 26.1 percent of their mothers attended at least some college. Respondents were aged from 12 to 20 (the mean age is 15.7 years, $SD=1.58$). The sample is lower-middle class, but shows a good deal of socioeconomic diversity.

Exposure to television programs was measured with the open-ended question, "On an average weekday (and weekend), how many hours do you spend watching television?" Sixty-three percent reported spending over three hours viewing television on an average day (Mean TV viewing hour, 2.89 hours). Respondents were categorized into light (less than 1.75 hour, 33%), medium (1.76 to 3.33, 33%), and heavy viewers (over 3.34 hours, 34%). The dependent measures are derived from a total of 13 items which deal mainly with respondents' attitudes toward family, dating, marriage, divorce, sex roles, sexism, and their perceived reality of television.

Television viewing was compared with each variable (sex, grade, father education, mother education, family income, and school performance), simultaneously controlling for all of the other background factors.

The finding indicated that female students who watch more television tended to be more sexist. For female students, the simple correlations between television viewing and 'Sexism' index were negative. When simultaneous controls were implemented for grade, parents' education, family income, and school performance, it still remained negative and significant in all cases. However, television viewing did not go with greater sexism for male students. Examination of the individual first-order partials clearly showed that father education and school performance seemed to eliminate the simple associations.

In contrast, for males, television viewing was negatively related to 'Sex Roles' in all cases when controlling for various demographic variables. Those who watched more television were less likely to express liberal values on gender roles and women's status. Interestingly, the relationships between the amount of television viewing and attitudes about sex roles tended to be positive for females, despite the somewhat important finding that females were more traditional

and conservative while males were more progressive and liberal. For females, greater television viewing went with an intensely protective attitude toward traditional sex roles. In contrast, males who watch more television were likely to take more "liberal" positions on the sex-role attitudes.

2.8. Television and family

The Oxford English Dictionary defines family as a "group of persons consisting of the parents and their children, whether actually living together or not. "Therefore, family is a small institution that has a way and style of life which ultimately grows into society and nation level at large. "The family institution is responsible for shaping the personality of an individual" (Lagos, 2011). Before being exposed to the larger society level, this small institution (family) has its own philosophy of life at home.

And this philosophy of life in one way or the other has a tendency of getting shaped by the different media they frequently watch or listen at home. Researches show that among all the media, television is the most influential one in influencing the family. In this respect, Bryant and Zillmann (2002) suggest, "Television is different from earlier media in its ever-centralizing mass production of a coherent set of images and messages produced for large and diverse populations and in its relatively nonselective, almost ritualistic, use by most viewers.

According to Lagos (2011), "Television is one of the most prevalent media influences on family. Television actually exposes people to things they would not have imagined." This particular source gives detail explanation that television is an extremely influential device in people's life. Whenever television is turned on in a family, it waits with something new and has always seemed to have power to control the hearts and minds of individuals in a family. It would be very simple to note that TV is always opened in family gatherings and no one shows a sense of getting bored. Rather, a bored personality is reflected in the absence of television.

Family communication is unthinkable in sitting in front of TV screens. What parents want to do or want their family to be differs from what actually happens. Television seems to be a remote

control of the family. The traditional ways of sharing values from elders (usually parents and grandparents) traditionally used to take place evening times.

It is obvious that television is the most time taking device. If the family's leisure time is taken away by television, in other words it means that the family members do not have enough time to talk and share ideas together. In this regard, Billy (2013) pointed out that the more time one spends watching television, the less time she has with her family and friends. This means that television indeed consumes time that has to be spent for family. The ways that parents use media may have a substantial effect on the structure and dynamics of the family, as well as an influence on the relationship with their children (Alessondra, 2013). Concerning this, Brody, et al (1980) examined the following:

Twenty-seven middle-class families were observed for 20 minutes in a familiar living room setting within a child and family center. During half of this period a television program selected by the child in each family was shown. During the remaining time the families were free to interact with toys, magazines, and newspapers that were available in the living room. Half of the families viewed television first, while the order for the remaining families was reversed. Results revealed that children oriented toward their parents less, talked less, and were less active and that fathers oriented toward their children and spouses less, talked less and made fewer positive facial expressions during television-viewing than family play(p. 26).

Billy (2013) argues that television has surely contributed to a decreased communication among family members. Yet, communication is the most remarkable instrument in a family to have a shared values and appropriate mutual understandings. In relation to this issue, Lagos (2011) briefly explains that Television is one of the most prevalent media influences in people's lives. It has become a member of almost every single family in our society. And not just an ordinary member, but a very important one, because the time spent for it exceeds the amount of time spent together with any other family member.

2.9. Entertainment and cultural values

Entertainment is a form of activity that holds the attention and interest of an audience, or gives pleasure and delight. Surochi (2013) pointed out that entertainment is the principal reason for the entire world watching movies. Movies are a medium of leisure and amusement for every individual.

According to Bryant & Zillmann (2002), transcending historic barriers of literacy and mobility, television has become the primary common source of socialization and everyday information (usually cloaked in the form of entertainment) of otherwise heterogeneous populations. We have now reached an unprecedented juncture at which television brings virtually everyone into a shared national culture.

More precisely, Jeon (2014) explains this issue that different types of entertainment—what we see, listen or experience—often reflect what different societies idealize in terms of beauty, success and appeal. Therefore, what we are surrounded by affects our own perceptions of what we should be. Television, movies, music—entertainment is everywhere. Often without any of us realizing it, our entertainment culture often pervades our daily lives and impacts our personal perceptions and attitudes. From clothing style to political beliefs, there is no doubt that the entertainment and mass media that we encounter each day on our television screens or on our radio influences how we behave or act in a certain way.

It is very obvious that children and young people are generations of tomorrow. The cultural values they will produce by tomorrow is determined by the way they are shaped today. And since entertainment is given a great value among children and the youth in today's context, there is a high probability for these immature beings to fall under its influence.

Concerning this issue, C. Barbour (2010) suggest that the entire entertainment industry now has a tremendous influence on society. Whereas a few movie stars, musicians, and sports figures were the entertainment models for generations during the 20th century, today, the visual and auditory stimuli of the new media bombard most homes and communities. Some of this exposure is educational, positive, and directed at an appropriate level for young children. A considerable

amount of current fare, however, is violent in nature, is provocative, and is presented in ways unsuitable for children's level of maturity (DeGaetano, 2005; Levin, 2005). With the rapid expansion of electronic transmission devices, young people are exposed more than ever to both good and bad influences.

Cultural differences manifest themselves in different ways and differing levels of depth. Symbols represent the most superficial and values the deepest manifestations of culture, with heroes and rituals in between (Bryant & Zillmann, 2002). Entertainment media usually has a power to blur these differences of cultural values. It rather tries to bring them into a more globalized nature and in that sense they are unable to continue existing with their original values.

2.10. Theoretical framework

The present research is informed by the Use and Gratification theory of mass communication.

2.10.1. Uses and gratification theory

Use and gratification theory was first introduced in 1940s and developed later in the late 1950s and early 1960s. Smith (2012) points out that the early stage of the theory began with researchers such as Laswell, Wright, Lazarsfeld, McCombs, Shaw Katz, Blumer, and Gurevitch. The Use and gratification theory from its ground is a mass communication theory that discusses how the mass audience of the mass media uses media contents and what they use them for. According to this theory, people have various needs and they decide how to satisfy these needs, using the media.

The researcher has found using the theory important for the Kana TV channel has grown in popularity within a short period of time and seems to have diverted large audience from the national TV channels, such as EBC and EBS. Thus, in order to study perception of participants on Kana TV movies, U&G theory is more appropriate despite its limitations. The researcher has tried to tackle these limitations with carefully designed close-ended and open-ended items in a questionnaire and also conducted an interview.

Blumler and Katz's (1994) Uses and Gratification Theory suggest that media users play an active

role in choosing and using media. Users take an active part in the communication process and are goal-oriented in their media usage. Theorists say that media users seek out source that best fulfills their needs. According to Griffin (2000), uses and gratifications theory assumes that users have alternate choices to satisfy their needs.

The purpose of this study is to investigate what the perception and beliefs of users (specifically, high and preparatory school communities) look like in case of kana entertainment movie programs. As uses and gratification implies, media consumers have a free will to decide how they will use the media and how it will affect them. Blumler and Katz (1994) describe that Uses and Gratifications Theory is the optimist's view of media. The theory takes out the possibility that media can have an unconscious influence on our lives and how we view the world. The idea that we simply use media to satisfy a given need does not seem to fully recognize the power of media in today's society.

West and Turner (2000) quote Alan Rubin's (1981) and say "They found out that motivations for television use clustered into the following categories: to pass time, for companionship, excitement, escape, enjoyment, social interaction, relaxation, information, and to learn about a specific content." They further explain this idea and say:

Uses and Gratifications researchers have been interested in linking specific reasons for media use with variables such as needs, goals, benefits, the consequences of media use, and individual factors. They continue and say that the researchers found that a motivation for exciting entertainment and information acquisition interacted with perceptions of the parasocial relationship to explain why listeners tuned into talk radio and why they found a host credible. (West and Turner, 2000)

Kana television movies are entertainment movies that are choices for societies of different ages. Entertainment seems to gratify the need of young generation in this era of globalization. In this study, use and gratification of kana television among the participants of the study will be

evaluated. More specifically, this research tries to assess the perceptions of school communities regarding the entertainment movies. In this regard, John Fiske (1990) say “This approach takes as its basis the belief that the audience has a complex set of needs which it seeks to satisfy in the mass media.” Sometimes how media is perceived may be different from what the media has intended to. Uses and gratification theory implies that a message is what the audience makes of it, not what the sender intends, and thus has some similarity with the semiotic method. The participants of this research are students, teachers and administrators. Since these groups of people are expected to be different in experiences, socioeconomic status, exposures and age, their uses of media and their gratification may also be different.

As Lule (2013) explains, many people use the media, to seek out entertainment, to find information, to communicate with like-minded individuals, or to pursue self-expression. Each of this uses gratifies a particular need, and the needs determine the way in which media are used. When we look at this point, media has its own purpose to meet and these different purposes of media go to individual according to their interests. As West and Turner (2000) explain, especially, movies are so powerful in winning the minds and hearts of people. And the case of kana television is not different from this. Since it is taking much of its audience’s, especially young generation’s including students’ time, it obviously has its own effects (whether positive or negative) on its followers. Therefore, this study attempts to answer questions related to time spent watching the Kana TV programs in general and movies in particular and preferred Kana TV programs with reasons. It also sets out to find out the positively and negatively perceived effects of Kana Television movies on local culture.

2.10.2. Limitations of Uses and Gratification Theory

One of the limitations of U & G theory raised by intellectuals in the field is that it is a theory that tells us about what people do with the media, instead of what media does to the people. According to Baba (2012), people’s needs influence what media they would choose, how they use certain media and what gratifications they get from the media. The approach emphasizes audiences’ reasons for using a certain media to the disregard of others. And the various gratifications obtained from the media, based on individual, social and psychological

requirements. Smith (2017) strengthens Baba's idea that it is audience – centered approach and it pays little attention to media content.

There is also the fact that, the mass audiences do not always use the media. Sometimes, the media uses the audience by forcing media content on them through advertising and they respond to it (Appiah, 2010). Another theorist Morley (1992) explains, “U & G theorists tend to exaggerate *active* and *conscious* choice, whereas media can be forced on some people rather than freely chosen.” According to the group that criticized the theory, the public has no control over the media and what it produces. And in this case, the audience are passive participants in the mass communication process which is a contrary to the assumption of Use and gratification theory.

The most authoritative critics to the theory come from Lull (2002). He criticized the main assumption of the Uses and Gratification Model: people seek out media to satisfy a personal need, especially to entertain themselves. Lull suggested instead that audiences don't accept always the content of media and moreover not all media are meant to provide gratification or to satisfy a need for entertainment in people. According to Lull audiences don't always benefit from the use of media; and more important, they don't take on in media consumption willingly and independently.

The other limitation suggested by critics of Use and Gratification theory is that use and gratification theory is very individualistic (McQuail, 1987). They take into account only the individual psychological gratification derived from individual media use. The social context of the media use tends to be ignored. This overlooks the fact that some media use may have nothing to do with the pursuit of gratification - it may be forced upon us for example. By quoting researcher Len Ang (1985), Smith (2017) also points out that it gives us the idea of the psychology of an individual from the personal media use. You will not find the social context of the media use in this theory.” Similarly, Appiah (2010) reflects the idea of Severin and Tankard, 1997 as Uses and Gratification theory is focused too narrowly on the individual and neglects the social structure and place of the media in that structure.

The other weakness of use and gratification theory is that it totally depends on the self-report of

individual TV viewers. Based on Katz 1997, Appiah (2010) explains that most research relies on pure recollection of memory rather than data. This makes self-reports complicated and immeasurable. Katz is one of the developers of this theory who in 1997 admitted the doubtful nature of the study itself. Since the theory relies exclusively on self-reports of media users, data recalled from people's personal memories might be distorted due to people's inaccuracy or external influences. Akhtar (2017) further explains the issue from the point of view of McQuail, Blumler & Brown 1972 that the use of retrospective 'self-reports' has several limitations. Viewers may not know why they chose to watch what they did, or may not be able to explain fully. The reasons which can be articulated may be the least important. People may simply offer reasons which they have heard others mention.

Even though the theory has all these limitations, the current study has its own way to tackle these limitations. To begin with, the research did not only focus on the needs and interests the participants have on media. But it also included the influence and remarkable role media have on the viewers. The study tried to investigate how participants choose the media they watch, for example. Others' influence, advertisement and media contents were included in the investigation of the issue. The study attempted to look at case by making a balance between active participation of the viewers and the active role that the media also have on its viewers.

Regarding the individualistic nature of the theory, the current study tried its best to look at the issue from social perspective. Even though the questions were presented to individual subjects, they were prepared in the way they can reflect social issues rather than individual cases. The social context of the media use was tried to be given a room in this particular study. Because the main purpose of this study in the first place is not only about individuals' media gratifications, but it is about the cultural issue of the society. Similarly, in order to tackle the limitation of participants' self-report, the study tried to make the participants reflect ideas on the general concern of the issue and not only on self. The researcher also used various cross check mechanisms to get the individuals' exact intention and believes that the participants' self and general report about the issue was proved to be valid.

The tackling systems used to avoid limitations that may occur in students' responses, the researcher used open-ended questions and interview question that he could have been able to make sure whether the respondents' response of the close-ended questionnaire were dependable. By using these mechanisms, it was tried to fill the gap of the theory.

CHAPTER THREE

RESEARCH METHODOLOGY

Introduction

This chapter deals with the methodology employed in collecting and analyzing data for this study. The chapter includes research design and method, instruments of data collection and reliability & validity. The chapter also raises the issue of sampling techniques. It further discusses the dependent and independent variables of the study.

3.5. Research Design and Method

In order to address the research questions in this study, the researcher followed a mixed approach. It has used both quantitative and qualitative approaches, though the quantitative method was more exhaustively used. Grix (2004) clearly describes that the emphasis in an interpretivist paradigm is on understanding as opposed to explanation, as interpretivists do not believe in relying on mere observation for understanding social phenomena. On the other hand, positivists view the world as existing independently of our knowledge of it. It usually uses quantitative strategy and applies questionnaire as a tool of data collection.

According to Kothari (2004), research methods may be understood as all those methods /techniques that are used to conduct the research. Methods are concerned with the specific tools or techniques applied in the study.

The main objective of this research was to investigate perceptions of participants on Kana Television movies' perceived effects on local culture through an examination of their opinions/attitudes. Carrasco and Lukas (2015), in this regard pointed out that mixed method approaches offer the most potential for a complete understanding of people's perceptions. The main way of measuring attitudes and perceptions is by using Likert Scale (Carrasco and Lukas, 2015). This helps to rate agreements of perceptions of the participants in different scales like "strongly agree, agree, disagree and strongly disagree". The questionnaire is thus the main tool of the study.

Different types of questioning techniques were applied. These ways of gathering data from the participants helped to elicit information on their perceptions by statement of opinions/attitudes. Thus, the researcher employed two tools of data collection in order to be able to gather quantitative and qualitative data from participants of the study. The tools were: questionnaire and Interview.

3.6. Population and Sampling

In this research, a mix of purposive sampling and stratified random sampling methods has been used. Purposive sampling can be very useful for situations where we need to reach a targeted sample quickly and where a random process of selection or proportionality is not primarily a concern. Both government school communities and private school communities with different economic and social backgrounds were purposely approached. In addition, among these school communities those who have satellite television (specifically Kana Television) exposure were included in the sample.

The other sampling method - stratified random sampling method was used being integrated with the purposively selected samples. Creswell (2012) pointed out that in stratified sampling, researchers divide (stratify) the population on some specific characteristic (e.g., gender) and then, using simple random sampling, sample from each subgroup (stratum) of the population (e.g., females and males) is selected. This technique guaranteed that the sample included specific characteristics that the researcher wanted to include in the sample. In this sampling method, each unit or subject has equal chance of being selected as a sample for the study. Therefore, in the present study, the stratification was done before the random selection because 1) there are some mismatch between the number of males and the number of females in the schools. So, the researcher divided the students in each class first and selected the samples from both. 2) Population in the government school and population in the private schools were divided and based on their percentage, the sample was stratified first and then, sample selection took over.

Regarding the selection of the sample, the researcher tried to consider the nature of the study. This research in its very nature is a multi-variant study. When it comes to the sample size of the study, to avoid the error that could occur as a result of inadequate sample, the researcher selected 48.49% sample from all the population (students, teachers and administrators). This indeed could

be considered as larger sample size that fits to multi-variant study of this kind. Kothari (2004) suggests, “The size of population variance needs to be considered as in case of larger variance usually a bigger sample is needed.” Similarly, Wimmer and Dominick (2011), briefly explain that a sample that is not representative of the population by its size is inadequate for testing purposes because the results cannot be generalized to the population from which the sample was drawn. In this study, the schools were purposely selected from different parts or woredas of the sub-city.

In Nifas Silk Lafto sub-city, there are two government high and preparatory schools that include grades 9 and 11 which are the subjects of the study. Among these two schools, the researcher has selected one school – Ginbot 20 high and preparatory school which is found in woreda 12. And there are about 15 private high and preparatory schools in the sub-city. The researcher has decided to select 4 (four) schools from these 15 schools. These are: Zoskales Academy from woreda 01, Kids New Flower School from woreda 06, Elbethel Academy from woreda 09 and South West Academy from woreda 13. In total, there are 13 sections of grade 9, and 14 sections of grade 11 in all the five targeted schools. The total sections of all the schools were 27 and among these, 9 sections were of the selected government school and 18 sections were of the four private schools. Regarding number of students, only those students who said they have access to kana television movies were considered as the population of the study. Hence, there is a total population of 354 students in grade 9 and 398 students of grade 11. Among these, a total of 310 (41.2 %) students is of the government school and a total of 442 (58.8 %) students is of the private schools. Therefore, the total population of the study in the case of students is 752 in both the grades and in all the schools. Hence, 151 sample students were selected from the government school and 212 sample students were selected from the private schools to fill out the questionnaire. For the in-depth interview, 21 students (13 from the privates and 8 from the government school) were selected.

The other participants of the study were teachers and administrators from the targeted schools. 60 teachers said they have access to Kana television in the 5 high and preparatory schools. 19 of these teachers work in the government school and the rest 41 teach in the private schools. Among these teachers, the researcher has selected 30 teachers as a sample (30.0 % from the

governmentschool and 70.0 % from the private schools). Also, the total population of the administrative staff with accessibility of kana television channel is 15 in all of the schools. From this total, 8 (2 from Ginbot 20 and the rest 6 from the private schools) administrators were sample. For all these sample teachers and administrators, questionnaires were distributed and relevant data were collected. Among these samples, 9 teachers and administrators were interviewed and data was also gathered through this in-depth interview.

3.7. Instruments of data collection

3.7.1. Questionnaire

A questionnaire is a research instrument consisting of a series of questions and other prompts for the purpose of gathering information from respondents. Questionnaire method can be used for collecting information. It consists of relevant questions, which the respondents can easily answer. It is the most common and effective way of getting the answers as it means direct contact with the respondent (Kolter, 2007).

Questionnaire is a data collection tool that is used to collect large amounts of data from large respondents at a time. Data can be collected relatively quickly because the researcher would not need to be present when the questionnaires will be completed. This is useful for large populations when interviews would be impractical (McLeod, 2014). Therefore, questionnaires are useful tools that it is possible to gather significant data systematically with relatively less effort.

A questionnaire is usually self-administered tool, allowing respondents to fill the questions freely without any impact from others. In such a way it is possible to gather a data that is purely of the respondent free from the researcher's or others' bias. Therefore, there are supposed to be effective, especially for the quantitative research method.

This study aimed at studying perception of school communities at high and preparatory school level. Hence, one of the tools we use to study perceptions is through a questionnaire which is suitable for obtaining a relatively quick, efficient and large amounts of information from a large sample of participants. In order to elicit the information on perception of the participants, the

researcher used a variety of questions in varied statements of opinions/attitudes. Similar questions were randomly included in the questionnaire in both positive and negative statements. The statements were carefully designed in a way that they are able to gather perceptual information on participants of the study. The researcher has adopted and used the questionnaire developed by Vithessonthi (2005).

The questionnaire was developed that intended to determine participants' exposure to TV, habits of watching, preferences of programs, and opinions/attitudes on effects. The questionnaire consisted of 22 questions organized in 3 sections and 48 Likert Scale items on 'Personally felt Importance' and 32 three scale items on degree of influence of watching Kana TV movies organized in section 4 and section 5 respectively. Each question from Section 4 'Personally felt importance Scale' was measured using a 5- point Likert item from "Strongly disagree" to "Strongly agree" and Section 5's (Degree of influence of watching Kana TV movies) was measured using a 3-point scale item from "Some degree of influence" to "Strong influence". The statements put in a likert scale were adopted from the relevant literature on the various aspects of local culture, such as styles of life, eating and drinking habits, dressing/clothing styles, parent-child relationship, husband-wife relationship, and open love/sexual relationships etc. The questionnaire items also include mainly close-ended questions on exposure to the media, media content, habit of watching/viewing as measure by time, interest in TV programs/shows, and reasons.

A Cronbach alpha (α) was run so as to test whether the items (Section 4 and Section 5) in this questionnaire were internally consistent. The 'Personally felt Importance' scale items were found to have an acceptable/fair level of internal consistency, $\alpha = 0.701$ for students and $\alpha = 0.79$ for teachers and administrators. The "Degree of influence of watching Kana TV movies" scale items were found to have a good and excellent level of internal consistency, $\alpha = 0.890$ for students and $\alpha = 0.943$ for teachers and administrators, respectively. Hence, the questionnaires were found to be reliable. Therefore, further analysis can be safely conducted.

The questionnaire was first prepared in English and translated into Amharic and the Amharic

version was administered to all participants. The translation was made by the researcher and edited by his advisor. (See Appendix 1, 2, 3 & 4)

The questionnaire was administered by the researcher and two other assistants from May 15 to 25, 2017. Filling out the questionnaire took 40 to 45 minutes to each student and 35 to 40 minutes to each teacher and administrator. The questions include much more of the close-ended items and some questions were open-ended. In such a way, the researcher was able to gather data of participants' opinions and attitudes in general way with the close-ended items and in descriptive and specific way with the open-ended items.

3.7.2. Interview

Interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation. For example, we might ask participants, staff, and others associated with a program about their experiences and expectations related to the program, the thoughts they have concerning program operations, processes, and outcomes, and about any changes they perceive in themselves as a result of their involvement in the program (Boyce and Neale 2006). Interviews are useful when we want detailed information about a person's thoughts and behaviors or want to explore new issues in depth. In this regard, Boyce and Neale (2006) say, "The primary advantage of in-depth interviews is that they provide much more detailed information than what is available through other data collection methods." For this specific research, interview was used to collect qualitative data from students, teachers and administrators of the selected high and preparatory schools.

In this particular study of perceptions of participants, interview was conducted by asking same questions indifferent ways and in random places to explore the different perceptual perspectives of the participants. As they were used by perception researchers like Belal (2011), and Vithessonthi (2005), constructs like 'think', 'see', 'feel', and 'believe', have been used in the constructed statements of opinions/attitudes as parameters of studying the perception of the research participants on the effects of Kana television movies on local culture. As it has been used in questionnaire of this study, indigenous culture indicator constructs were used in the

interview questions. The questions were divided into 2 main sections and the first section was about demographic characteristics of the respondents. The second section contained 9 questions that were prepared with different constructs to extract the respondents' views, opinions and attitudes. The main points included in the questions were: their favorite Kana TV program, list of programs they watch, time spent on watching the programs, anything positive/negative on the effect of watching kana movies, and positive/negative effects of the movies on local culture. Follow up questions like 'How' and 'Why' were included to make the respondents better clarify their views. (See Appendix 7 and Appendix 8).

The questions were translated into Amharic by the researcher and edited by his advisor. The interviews were conducted in Amharic by the researcher himself from May 27 to June 5, 2017. The interviewees were randomly selected from all the target schools. Hence, 21 students (13 from the private and 8 from the government schools) were selected. Out of the 13 private school students, 9 were girls and 4 of them were boys, whereas, out of the 8 government school students, 2 were females and the rest 6 were males. Regarding the teachers and administrators, 9 (7 male and 2 female) of them were interviewed. The interviews were conducted in the gardens of the school compounds during the interviewees' spare times. On average, 25 minutes were taken to interview each individual.

3.8. Reliability and Validity

The tendency towards consistency found in repeated measurements of the same phenomenon is referred to as reliability (Carmines and Zeller, 1979: 72). Internal consistency refers to the extent to which all of the items in a scale measure the different aspects of the same attribute (Parmenter, Waller and Wardle (2000: 15). Differences in results come from differences between participants, not from inconsistencies in how the items are understood or how different observers interpret the responses (Boynton and Greenhalgh, 2004). Similarly, Creswell (2012) also pointed out that scores from an instrument are expected to be stable and consistent. Scores should be nearly the same when researchers administer the instrument multiple times at different times. Validity, on the other hand, is usually defined as the degree to which an instrument actually measures what it sets out to measure (Wimmer and Dominick, 2011).

3.4.1. Content validity

Content validity refers to the extent to which the measure reflects the full domain of the concept being measured (Carmines and Zeller, 1979). For example, in the current study, the researcher tried to tap a wide variety of aspects of the habits and preferences of television viewers following the exhaustive readings of related studies/literature with a goal of covering all important parts of the constructs i.e. habits, preferences, and perception. The domain includes time spent watching TV (per day and per week), preferred programs of a TV transmission, the reason why viewers attend to TV shows, and their opinions/attitudes towards effects of watching the TV movies. In addition, words of studying perception in relation to indigenous culture are carefully included.

3.4.2. Face Validity

The other validating method used in this study was face validity. Face validity is a testing method of the instruments by individuals who are not experts but can give relevant comment on the instrument. In this regard, the researcher contacted post graduate and under graduate students from the School of Communication and Journalism, AAU, and other fields of study, and benefitted from their comments. He has also benefited from the comments of his advisor. By using this validating system, the researcher got enormous inputs and used them in shaping and reshaping the items.

3.4.3. Pilot Study

The researcher employed a pilot study before the actual data collection in order to ensure the reliability and validity of data collected through the questionnaire. He selected 20 students from grade 9 of one government (Ginbot 20) and one private (South West) school for the purpose of the pilot study. The pilot study was carried out a week ahead of the actual data collection time. Some questions of clarity and language from the students were used as inputs for amendment. In addition, the researcher has benefited from the comments and suggestions of his advisor before distributing to the participants.

Some of the improvements made by using the pilot study were vocabularies in a few of the items and general confusions made on some of the items. For example, item 47 of section 4 was, “Watching the Kana TV movies contributes to our people’s sexual transparency.” But the term

'sexual transparency' was found to be unclear during the pilot study and was improved to "Watching the Kana TV movies contributes to our people becoming open with sex." Hence, the students could easily understand the item.

3.9. Procedures of data collection and analysis

The questionnaires were developed both in Amharic and in English versions and the Amharic version was distributed to all the participants from both the government and private schools. First to the students and later the teachers and administrators filled out the questionnaire. At this time, some brief explanations were given to the participants as felt necessary. The raw data from responses of each participant students (363), teachers & administrators (38) were coded numerically and verbally. For instance, in Section 4 of the questionnaire items, reverse coding technique was employed as follows:

1. Strong agreement with a positive statement = 5
2. Agreement with a positive statement = 4
3. Neither agree nor disagree (Neutral) = 3
4. Agreement with a negative statement = 2
5. Strong agreement with a negative statement = 1

In Section 5, a 3-point scale was used to elicit due response on perceived degree of influence as follows:

- Some degree of influence = 1
- Moderate influence = 2
- Strong influence = 3

Similar procedures were followed in the preceding sections of the questionnaire as well. There were also items which demanded the respondents to choose from given alternatives. Having measured the internal consistency of the items (5-Point Likert Scale & 3-Point Scale) through Cronbach alpha coefficient measures of internal consistency and concluded that the instrument is reliable, further analysis was conducted. Data from the questionnaire was entered into the SPSS (Statistical Package for the Social Sciences, Version 21) and analyzed. Descriptive statistics including percentages, chi-squares, t-test and ANOVA were used to evaluate findings of the study. Qualitative data from the open-ended items of the questionnaire and the interview was also gathered and analyzed to corroborate findings of the analysis of data from the questionnaire.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

Introduction

This Chapter presents and analyzes data from the questionnaire, the main tool of data collection, and the interview. The main objective of the study was to examine high and preparatory school students', teachers' and administrators' perceived effects of Kana Television movies on local culture.

4.1. Data from the Questionnaire and the Interview

A total of 363 (male=135 and female= 228) students were selected as participants of the study. These participants include 151 students from government and 212 students from private schools.166 students were from grade 9 while197 were from grade 11. So, the questionnaire was administered by the researcher and two other assistants from May 15 to 25, 2017 to all of the participants and it was properly filled out. When it comes to interview, 21 students and 9 teachers and administrators (a total of30 participants) were interviewed. The interview was conducted from May 27 to June 5, 2017 in the garden of each school compound.

4.1.1. Exposure to media

A. Students

Table 1: Exposure to media

	Media	Exposure								
		Never	%	Some times	%	Often	%	Very often	%	Total
1	Newspaper	264	72.5	91	25.0	5	1.4	3	0.8	363
2	Radio	65	17.9	207	56.9	55	15.1	36	9.9	363
3	Television	1	0.3	40	11.0	112	30.8	210	57.7	363
4	Internet	35	9.6	99	27.2	85	23.4	144	39.6	363
5	Magazines	162	44.5	171	47.0	11	3.0	19	5.2	363
6	Mobile device	19	5.2	54	14.8	63	17.3	227	62.4	363

As can be seen in table 1, students' exposure to the various media outlets significantly differs from one media to another. The highest percentage of students, i.e. 264 (72.5%) of the total students replied that they never read/use newspapers. About 162 (44.5%) of the students said they never read/use magazines. On the contrary, the highest percentage of students, i.e. 227(62.4%) responded that they use mobile devices very often. Almost a similar number (210/57.7%) of students replied that they use or are exposed to television 'very often'. 30.8% of them claimed that they are 'often' exposed to the same medium. The third highest percentage for the option "very often" is an internet which takes 144(39.6%) of the total number of students.

The table clearly shows that most of the students are exposed to radio and magazines only 'sometimes'. This is 207(56.9%) for radio and 171(47.0%) for magazines. Most of the high and preparatory school students are highly exposed to 'mobile devices' and 'television' than any of the other media outlets. However, most of the students do not have any exposure to print media such as 'newspapers' and 'magazines'. This implies that their probability of acquiring knowledge and developing language skills through reading is very limited and they rather seem to use the media for interpersonal communication.

In the analysis of table two, the highest percentage of students are exposed to music and entertainment media contents very often. This is an indication that students prefer television and mobile devices for these purposes. And it implies that most high and preparatory school students are seriously exposed to entertainment media like movies and their productive times are getting wasted as a result.

Table2: Students' exposure to media content

	Media content	Exposure to media content								
		Never	%	Some times	%	Often	%	Very often	%	Total
1	News	109	29.9	186	51.1	43	11.8	25	6.9	363
2	Sports	125	34.3	118	32.4	59	16.2	61	16.8	363
3	Music	37	10.2	56	15.4	90	24.7	180	49.5	363
4	Education	44	12.1	69	19.0	125	34.3	125	34.3	363
5	Economy/ Business	235	64.6	96	26.4	15	4.1	17	4.7	363

6	Entertainment	16	4.4	95	26.1	122	33.5	130	35.7	363
7	Culture	111	30.5	184	50.5	47	12.9	21	5.8	363
8	Politics	287	78.8	41	11.3	15	4.1	20	5.5	363
9	Religion	57	15.7	98	26.9	83	22.8	125	34.3	363
10	Gender issues	186	51.1	120	33.0	28	7.7	29	8.0	363

Table 2 summarizes the type of media content to which students are exposed. Most high and preparatory school students are often exposed to music and entertainment on top 270 (74.2%) and 252(69.2%) respectively. Next to these two media contents, large number of students are again exposed often to education and religion (68.9% and 57.1, respectively). We can easily understand that interests of most high and preparatory school students lie in the two dominant electronic devices-television and mobile phones. Table 2 clearly indicates that music and entertainment, which are mostly products of the two electronic media, are dominantly preferred by most of the students. Therefore, most of the respondents are highly exposed to satellite movies as it is the easiest way of accessing movies (See Table 3).

Table 3: How students watch Kana TV shows

		Fr.	%
1	Watch online	24	6.6
2	Download	5	1.4
3	Satellitedish	334	91.8
Total		363	99.8

As we can see from table 3, almost all students, i.e. 334 (91.8%) use satellite dish to watch Kana TV shows. The students use the easily accessible channel which gives them much opportunity to follow up the various programs of the media according to their preferences. However, it is difficult to control the exposure. In other words, transmissions of movies from satellite dishes are always available (24 hours) without cost, once installed. If the movies were accessed by online means, or downloading, at least students may get reserved to some extent as the internet cost is somewhat expensive or unaffordable.

Table 4: How students choose which Kana TV show to watch

		Fr.	%
1	Recommendation by others/friends for example	32	8.8
2	Advertisements	42	11.5
3	Discussions on the Internet	3	.8
4	Based on own interest	286	78.6
Total		363	99.7

As can be seen in Table 4, most of the students, 286(78.6%) watch Kana TV shows based on their own interests. This indicates that most of the students do not seem to have been influenced in choosing the channel and they could have easily been attracted by the show.

We can understand the implication from the data that the participants believe that they don't have any pressure that influences them. And yet, even though most students said that they watch it based on their own interests, there may also be other driving motive that they haven't recognized. And other possible reasons make up about 21.1%.

Table 5: Reason of watching Kana TV

		Fr.	%
1	It increases my knowledge and education along with recreation	156	42.9
2	It is only as a means of recreation	83	22.8
3	It is just a means for passing time	71	19.5
4	It is a means for increasing knowledge and education	5	1.4
5	It has become popular-many people watch and talk about it	9	2.5
6	It is like a fashion –I want to follow it	2	.5
7	It is a means of relaxation	25	6.9
8	It is accessible and affordable	12	3.3
Total		363	99.7

Table 5 summarizes the reason why the respondents watch Kana TV shows. In this regard, most of the students (156/42.9%) replied that they watch Kana TV shows to increase their knowledge along with recreation. The 2nd largest number of students i.e. 83 (22.8%) said that they watch Kana TV shows only as a means of recreation and 71(19.5%) students watch it just as a means of passing time.

Knowledge along with recreation are the dominant reasons. Recreation and passing time together also constitute 154(42.3) of the total number of students' reason for watching of the shows. This number is almost similar with 'increasing knowledge and education along with recreation'.

Therefore, recreation in general needs to be noted in this section together with 'passing time'. Even though students claimed that they use Kana shows to also gain knowledge and education, there are two questions we need to raise here. 1) Do really students gain a culturally, socially and educationally acceptable knowledge from Kana TV shows? 2) Which of the dominant reasons are the real reasons why the students attend to the channel: recreation and passing time or education and knowledge?

In the previous section, we found out that entertainment and music are the often watched media contents used by the students. It is thus plausible to deduce that recreation and passing time are the main reasons for most students. And when we relate that with the issue in the current section, recreation and passing time are the main targets of most students.

When we come to the data from interview, twelve students replied that they watch Kana movies just for recreation. On the other hand, eight respondents responded that their reason of watching Kana TV channel is to learn some new things. Only one student responded that he/she watches the channel because it has much better quality than the other local programs. Similarly, the interviewees listed different issues as positive effects of Kana TV movies. To mention some of them, they mentioned six general positive effects and two points that specifically focus on local culture. The general positive effects are: i) to know other countries' culture (two respondents), ii) helps to relax (for recreation) (four respondents), iii) encouragement for better life (two respondents), iv) for a better knowledge (one respondent), v) crime investigation methods (one respondent), vi) thinking for each other (one respondent). The positive effects that the respondents mentioned specifically on local culture are: 1) to understand that some of our traditional norms are harmful (two respondents), 2) to improve our bad/harmful cultural practices (two respondents).

We can understand from students' responses that most of them are much crazy about Kana movies and their reason of watching these movies are for recreation. When we look back into the

analysis of the responses from the questionnaire, we can also observe that the main purpose of the respondents is recreation. One can also take into consideration that the similar responses from the two tools strengthens the reliability of the responses.

Table 6a: Male and Female Students' Interest in Kana TV shows

	Shows	Not interested (Male)	%	Interested (Male)	%	Not interested (Female)	%	Interested (Female)	%
1	Movies	7	5.2	113	83.7	4	1.8	203	89
2	Documentaries	23	17	88	65.2	63	27.6	125	54.8
3	Talk shows	46	34.1	58	43	82	36	100	43.9
4	Music(POP)	40	29.6	75	55.6	74	32.5	130	57.0
5	Cuisine(Method of cooking)	65	48.2	43	31.8	63	27.6	121	53.1

4.1.2. Gender difference in interest of movies

This section of the chapter examines the variation between male and female students and their interest in watching Kana TV shows.

As can be seen in Table 6a, movies is the leading preference of both male and female students (316 students). The second preferred show for all of the students was documentaries (213 students) while music (pop) was found to be the third popular choice (205 students). However, an examination of variation in terms of gender differences revealed interesting observations.

More number of female students outshined their male counterparts in their interest in movies, music (pop) and cuisine (method of cooking) while the interest of male students outshined the female students in documentaries, and talk shows. A chi-Square test was thus performed to determine whether the differences were statistically significant. The analysis indicated no significant difference in the interests of male and female students on movies, documentaries, talk shows, and music. But a significant difference was observed in male and female students only on cuisine (method of cooking) ($X^2= 19.95$, $df= 4$, $n= 363$, $p< .01$)

From all the programs of the Kana TV, most of the participants reported strong interest in the movies. This is in agreement with the findings of Sen (1993) who reported that movies are the

most influential of all shows. Even though there are reasonably higher degrees of interest in the other shows, the interest the participants have on Kana movies is remarkably higher. Students as well as teachers and administrators eagerly follow up the movies and consume the contents aired.

Table 6b: Number of shows regularly watched on Kana TV

	No of TV shows on KANA	Fr.	%
1	1	5	1.4
2	2	76	20.9
3	3	136	37.4
4	4	74	20.3
5	5	33	9.1
6	>5	39	10.7
Total		363	99.7

Table 6b shows that most of the students, i.e. 37.4% regularly watch 3 kana TV programs currently. 20.9% replied that they watch 2 shows and 20.3% responded that they regularly watch 4 kana shows regularly now. If we just take the highest percentage and look at it carefully, most of the students watch 3 programs. 146 students in total watch 4 and more programs regularly these days.

When we come to what shows these students watch, students listed three shows that are most preferred and most watched by them. According to the open-ended items of the questionnaire, the mostly watched program by the students is movies. 330 (90.9%) of the students responded that movies from the shows are their most preferred ones. Talk shows are their second choice as responded by 130 (33.1%) of the respondents. The third one is documentaries and this was claimed by about 80 (22.0%) of the respondents.

During the interview also, the participants listed out their preferred programs. Accordingly, most of the students (nineteen) included movies as their best choice of programs, ten students responded that talk shows are among the programs they watch on Kana TV movies. Six interviewees reported documentaries as their most preferred programs while four respondents said music is their favorite one. This list of students' program choice generally tells us that most

of the students that participated in the study, follow up movies above all programs. This is similar to the responses of the questionnaire.

As we can see from this result in general, students' significant choice from Kana TV shows is movie. This result strengthens the responses of the students seen on their interest of media content. In general, the most dominant show that is highly and exceptionally preferred by the students of high and preparatory schools is movies.

Table 7: Time spent on watching TV shows of all kinds from many countries

	Hours	Fr.	%
1	1	2	0.5
2	2	17	4.7
3	3	72	19.8
4	4	115	31.6
5	5	100	27.5
6	6	29	8.0
7	7	27	7.4
8	8	1	.3
Total		363	99.7

Table 7 shows the summary of reported amount of time spent attending to the various TV programs. As can be seen in the table, therefore, most of the students (272, 74.8%) appear to have heavy TV viewing behavior. They spend 4 and more hours per day to watch TV shows. The highest number of students (115, 31.6%) fell on 4 hours per day. The second largest number (100, 27.5%) of the total students responded that they watch TV programs for 5 hours per day.

This data tells us that viewing habit of the respondents with regard to TV shows of all kind as indicated in the table above is almost similar to the habit of watching Kana TV movies. This implies that the respondents spend all their times watching Kana TV shows. Because Kana TV show is one among the TV shows referred to as 'TV shows of all kinds' in Table 7.

Table 8: Habits of watching Kana TV shows

	Time	Fr.	%
1	0-3 month	40	11.0
2	3-6 month	44	12.1
3	6-9 month	50	13.7
4	10-12month	86	23.6
5	12-24 month	143	39.3
	Total	363	99.7

Table 8 shows the duration of time students have been watching Kana TV shows. The table can glimpse some light on the established habits of participants of the study. As we can see from the table, most of the students began following up the channel since its launch. It is clear that most of the students (279, 76.6%) have been watching Kana TV shows for about 6-24 months. Or about 229 participants of the study (62.9%) responded that they have been watching the shows for the last 10-24 months.

The data implies that most of the respondents have been watching the movies starting from its beginning. This in other way indicates that the participants have taken much time and that would be sufficient to develop some sort of perception about the channel.

Table 9: Time spent on watching only kana TV show

	Hours	Fr.	%
1	1	2	0.5
2	2	29	8.0
3	3	99	27.2
4	4	185	50.8
5	5	41	11.3
6	6	5	1.4
7	> 6 hours	2	.5
Total		363	99.7

Table 9 shows most of the participants (233, 64%) appear to be heavy viewers. 185 students (50.8%) replied they spend watching Kana TV shows for 4 hours per day. Next to this, 99 (27.2%) of the students watch the channel for 3 hours per day and 41 (11.3%) watch it for 5 hours. So, the average time claimed by the students for watching the channel is 4 hours.

When we compare this result with the result in Table 7, it is almost similar that most of the students watch programs of all kinds for 4-5 hours per day. And this is an indicator that most of the respondents watch only Kana TV shows. As we also saw it in the previous section, most students' preference from the Kana programs lies in the movies. Therefore, the conclusion is that these students watch Kana movies for about 4 hours every day.

These viewers have different reasons for staying this time long on the channel each day. Karimi et al. (2014) and other scholars believe that the U&G is grounded in the idea that users have certain reasons and motivations for selecting and using media for longer times. In this particular research, the participants were found to consume much of the Kana TV movies than any of the other programs of the channel. The analysis clearly shows that the young generation of the schools sampled is under the influence of the contents of Kana movies and has high probability of encountering any emotional, academic, parental or societal problems that may occur as a consequence.

Table 10: Convenient time for watching kana TV show

	Watching Time	Fr.	%
1	5:00-8:00pm. week days	81	22.3
2	6:00- 10:00pm. week days	220	60.4
3	9:00-12:00 am. weekends	24	6.6
4	2:00- 5:00pm. weekends	4	1.1
5	6:00-8:00pm. weekends	10	2.7
6	9:00-11:00 pm. weekends	21	5.8
7	Other please specify	3	.8
Total		363	99.7

Table 10 summarizes the respondents' convenient time to follow up the Kana TV shows. The table clearly indicates that most of the respondents (220 students, 60.4%) watch the Kana TV shows between 6:00 – 10:00 p.m. on week days. 81(22.3%) of the students reported that they watch the channel from 5:00-8:00 p.m. on week days.

This data indicated that students do not miss the original movie times that are transmitted for 4 hours every week day. This approves the choice the students made on movies earlier. It is very important to note that the use (time spending) of the students is highly focused on fresh serial movies of the five school days. It is also very vital to note the time the students use watching the

movies. This time is 6:00-10:00pm. If students use this time for movies, when do they study and work on their lessons? Without using this time for academic purpose, how can they be academically successful? The same question is true for those students who watch the movies from 5:00-8:00pm. The time before this is obviously school time and the time after that is their sleeping or rest time.

The findings indicate customary times of a day the students spend watching Kana movies are actually the times in which they would normally be engaged in their homework and studying their subjects. Thus, these students are susceptible to wasting their academically productive time. This can in turn contribute to a decline in the students' academic performance. So, regardless of the other social and cultural effects mentioned in use and gratification theory, this would affect students' ultimate intellectual achievements from the world of academics.

B. Teachers and Administrators

The researcher used about 38 teachers and administrators (25 male and 13 female) in this particular research as samples of the study. Questionnaires were distributed to these 38 teachers and administrators and data was mainly gathered through this tool. Therefore, the analysis and interpretation of the data gathered through this tool from the respondents is presented in the following section.

Table 11: Teachers' and Administrators' exposure to media

	Media	Exposure								Total
		Never	%	Some times	%	Often	%	Very often	%	
1	Newspaper	7	18.4	25	65.8	4	10.5	2	5.3	38
2	Radio	4	10.5	15	39.5	9	23.7	10	26.3	38
3	Television	-	-	5	13.2	13	34.2	20	52.6	38
4	Internet	2	5.3	13	34.2	12	31.6	11	28.9	38
5	Magazines	4	10.5	28	73.7	5	13.2	1	2.6	38
6	Mobile device	3	7.9	6	15.8	13	34.2	16	42.1	38

Table 11 shows the media to which teachers and administrators are exposed. Although the degree significantly differs, the table indicates that teachers and administrators use almost all the listed media. But the most dominantly used media by the respondents is television. We can say

most (86.8%) of the teachers and administrators often use television. This number is followed by mobile device which is often used by 76.3% of the participants. Thirdly, an internet is used by 60.5% of the participants.

When we look at this data in general, we can understand that teachers' and administrators most preferred media is television. This point is very remarkable that teachers' and administrators' media preference is similar to the students' media preference as seen earlier. Television is the easily available media with power of attraction. So, it is a preferred media to teachers and administrators may be because the teachers do not want to spend their leisure times reading newspapers or magazines or listening to radio without moving pictures.

Table 12. Teachers and Administrators Exposure to Media Content

	Media content	Exposure to media content								Total
		Never	%	Some times	%	Often	%	Very often	%	
1	News	3	7.9	10	26.3	14	36.8	11	28.9	38
2	Sports	9	23.7	6	15.8	8	21.1	15	39.5	38
3	Music	8	21.1	15	39.5	6	15.8	9	23.7	38
4	Education	1	2.6	10	26.3	16	42.1	11	28.9	38
5	Economy/Business	11	28.9	15	39.5	10	26.3	2	5.3	38
6	Entertainment	2	5.3	10	26.3	10	26.3	16	42.1	38
7	Culture	3	7.9	18	47.4	11	28.9	6	15.8	38
8	Politics	11	28.9	15	39.5	5	13.2	7	18.4	38
9	Religion	4	10.5	17	44.7	9	23.7	8	21.1	38
10	Gender issues	10	26.3	19	50.0	5	13.2	4	10.5	38
11	Other									

Table 12 contains a data of media contents preferred by teachers and administrators. According to the table, teachers' and administrators' most preferred (often enjoyed) media content is education with 71.0% and followed by entertainment (68.4%). Politics and economy are the most ignored media contents by the participants. Since these people are people who are actors in the world of education, it is very natural that they get gratified with education contents above all. But this high preference goes to music in the case of students.

When we look at the second preference of teachers and administrators, it is entertainment and this is related to their former preference (television). Because, education content can also be met through newspapers or magazines. We can generalize here that these teachers and administrators get their gratifications through education and entertainment contents they watch on television screens.

Table 13: Convenient time for watching Kana TV shows

	Watching Time	Fr.	%
1	5:00-8:00pm. week days	7	18.4
2	6:00- 10:00pm. week days	22	57.9
3	9:00-12:00 am. Weekends	3	7.9
4	2:00- 5:00pm. weekends	3	7.9
5	6:00-8:00pm. weekends	2	5.3
6	9:00-11:00 pm. weekends	1	2.6
Total		38	100.0

Table 13 clearly shows that the participants mostly watch kana TV channel from 6:00 pm.-10:00pm. on week days. This time preference is similar to the time preference of students as indicated in table 11. At this time of week days, the only shows transmitted on Kana channel are movies. These times are times at which unrepeated, original movies are watched. We can observe from this point that teachers and administrators like that of students strictly follow up the movies by waiting the right time of new or unrepeated movies. This shows the similarities between students and their teachers that the teachers would probably have similar attitude towards the issue. Because, this extensive use shows how much the teachers and administrators get gratifications out of the movies. Because of spending this longer time on watching the movies, the teachers and administrators probably face family communication problems due to their heavy viewing of the media. This is similar to the findings of Bryant and Zillmann (2002) devoting much time on television has an impact on family interaction. Generally, all the participants of the study would be affected in one way or the other for their habit of the TV viewing.

Table 14: Time spent on watching only Kana TV shows

	Hours	Fr.	%
1	1	-	-
2	2	2	5.3
3	3	12	31.6
4	4	14	36.8
5	5	7	18.4
6	6	2	5.3
7	7	1	2.6
Total		38	100.0

As can be seen in the table, the highest percentage of the teachers and administrators watch Kana TV shows for 4 hours per day. We can relate this with the point that they replied watching the shows from 6:00-10:00 p.m. This response again is similar with students' responses discussed in this chapter. Even though they did not clearly said so, these individuals may most probably spend more times watching the channel on weekends too. The indication we can see from the table is that the participants use the channel for longer hours every day. And this clearly shows the use and gratification of the media by the participants.

The findings indicate that Kana TV channel in general and its movies in particular are very popular among the participants included in the study. According to cultivation theorist Gerbner (1994), people who watch media of any kind for 4 or more hours per day are considered as heavy viewers and they are highly susceptible to the effects of the media. The other important thing is that no much difference was found out between students' and teachers & administrators' habits of watching the Kana movies. This is an indication that the teachers and the administrators may not be bold enough in advising their students not to waste much of their time on these movies. They may not have the gut to council and teach the students on matters directly and indirectly associated with becoming a regular follower of movies.

Table 15: Habits of watching Kana TV shows

	Time	Fr.	%
1	0-3 month	2	5.3
2	3-6 month	6	15.8
3	6-9 month	11	28.9
4	10-12month	9	23.7
5	12-24 month	10	26.3
Total		38	100.0

As shown in table 15, most of the teachers and administrators (78.9%) have been watching Kana TV shows for more than 6 months, i.e. 6-24 months. This duration of time is enough to evaluate their gratifications of the media. As it was indicated in Table 8, high percentage of the students also watched the channel for 10-24 months. This implies that those participants are almost devoted to the media use since its beginning. The fact that they are continuing with a more positive perception about it denotes how gratified they are with it.

Table 16: Number of shows regularly watched on Kana TV

	No of TV shows on KANA	Fr.	%
1	1	5	13.2
2	2	2	5.3
3	3	4	10.5
4	4	6	15.8
5	5	7	18.4
6	>5	14	36.8
Total		38	100.0

Table 16 summarized number of kana programs the teachers and the administrators regularly watch currently. The data indicated that more than half of the participants watch 5 and more than 5 kana TV programs regularly now. That means, they almost don't miss any of the programs, although the degree of their devotion may vary. This still tells us that the attachment of these participants to the channel is very strong. Most research employing a use and gratification approach focuses on gratifications obtained because they provide insight into what motivates continued use of the medium (Quan-Haase and Yong, 2010).

When we come to the top three favorites of the participants, high number of teachers and administrators, i.e. 29 (76.3) responded that their favorite is movies and next to that the teachers' and administrators' preferred show is documentaries with 20(52.6) respondents choosing it. Thirdly, 13(34.2) participants claimed that their preferred shows are Kana talk shows. This is almost similar to the students' preferences that movies are the first choices for both groups of participants. These various preferences of media for the users left viewers with options based on their own motives. This is what Griffin, 2000, pointed out that uses and gratifications theory assumes that users have alternate choices to satisfy their needs.

Table 17: Interest of teachers and Administrators in Kana TV shows

	Shows	Not interested	%	Interested	%
1	Movies	-	-	33	86.8
2	Documentaries	5	13.1	30	78.9
3	Talk shows	17	44.7	12	31.6
4	Music(POP)	24	63.2	10	26.3
5	Cuisine(Method of cooking)	21	55.3	10	26.3

As indicated in the table, very remarkable number of teachers and administrators (86.8%) responded that they are interested in movies and this high interest is followed by documentaries. When we look at students' response on the same issue, we see similarity in their first interest. Their only difference is that the teachers' and administrators' second interest is documentary and the students' is music. The similarities they have on movies shows that the teachers and the administrators are not in a situation where they can confidently advise their students to focus on their education rather than spending much of their time on the movies.

The responses obtained from the interview are also much similar to the responses from the questionnaire. The indication for this is that eight teachers and the administrators replied that movies are their favorites. Only one participant replied that music is her favorite program and two interviewees said they like Talk Shows. Next to movies, seven respondents replied that documentaries are their favorites from Kana TV programs. Here, we can see that most of the teachers' and administrators' preference was inclined towards the movies followed by the documentaries.

Table 18: How teachers and administrators watch Kana TV shows

		Fr.	%
1	Watchonline	2	5.3
2	Download	1	2.6
3	Satellite dish	35	92.1
Total		38	100.0

According to table 18, almost all (except 7.9%) teachers and administrators watch kana TV shows on satellite dish. This probably is what made the attachment to it very strong. Because, once satellite dish is installed, it doesn't have cost and it doesn't need participants to be outside their homes to follow it. It is safe that viewers can easily enjoy it laying down on their sofa. If this were not the case, it might have not got all this involvement and acceptance of the participants.

Table 19: Way of choosing which Kana TV show to watch

		Fr.	%
1	recommendation by others/friends for example	1	2.6
2	Advertisements	2	5.3
3	discussions on the Internet	-	-
4	based on own interest	35	92.1
Total		38	100.0

As the table briefly indicates, 92.1% of the teachers and administrators responded that they watch the channel based on their own interest. This again is similar with the students' way of choosing the channel. This implies that all the participants of this study do not have any external influence to follow up the channel. But what always drives them is the gratification they get after watching/using each show. But a critic of UGT, Baba (2012) points out that people's use of certain media may not be only because of their internal need. The media itself may rather force them to utilize it. But the researcher tried to tackle this limitation of the theory through examining the different perceptions of the participants in interview and open-ended questions.

Table 20: Reason of watching Kana TV shows

	Reasons	Fr.	%
1	It increases my knowledge and education along with recreation	9	23.7
2	It is only as a means of recreation	14	36.8
3	It is just a means for passing time	8	21.1
4	It is a means for increasing knowledge and education	-	-
5	It has become popular-many people watch and talk about it	-	-
6	It is like a fashion –I want to follow it	-	-
7	It is a means of relaxation	7	18.4
8	It is accessible and affordable	-	-
Total		38	100

As summarized in Table 20, most of the teachers and administrators (36.8%) responded that they watch Kana TV shows just for recreation. The second largest number chose 'increasing knowledge and education along with recreation'. The word 'recreation' is there in both issues. And this implies that the participants' focus in the use of this media is mostly for recreation.

Recreation, passing time, and relaxation all got their own values in the participants' media choice. The indication is that these 3 were chosen by 76.3% of the participants.

Similarly, the data from the interview showed some reasons for which the teachers and administrators watch the programs. Hence, five teachers and administrators said that they wanted to recreate themselves through the programs. On the other hand, two respondents replied that they wanted to learn something new, and one respondent (Geremew Sileshi) said, "I found the time quite comfortable"; another respondent (Alemu Teshome) said, "I found the programs much attractive than the programs on the local channels." As one can understand, to most of the respondents, the main reason to follow up Kana movies is recreation. This is similar to the responses given in the questionnaire.

4.1.3. Attitude towards Kana TV movies

This section focuses on data from section 4 of the questionnaire items. It aims at eliciting information on the respondents' opinion on Kana TV movies. The items are related to various aspects of life and life styles, TV outputs and productions, food and drink, fashion and cosmetics, traditions norms and cultures. The respondents were required to show the extent to which they agree or disagree with the 'Likert Scale' statements.

A. Student' overall/general attitude

The data in this section denoted that most of the students in general seemed to have positive attitude towards the effects of Kana TV movies. As the summary in table 20 implies, the total number of students in the positive column is 1,806 (65.5%); whereas, the total number of students in the negative column is 953 (34.5%) for all the items.

When we look at the students' general attitude as obtained from the interview data, the participants generally responded to this issue in three different ways. Ten students replied that the movies are much harmful than useful while seven students responded that Kana movies are much useful than harmful to the local culture and the rest four students said that Kana TV movies have both negative and positive sides. We can see that most of the respondents believe the movies on Kana TV are much harmful than useful to the local culture. This result implies that

these students' use of the media is with a gratification parallel to the concept that it has an impact on the local culture. But the second group of students' perception of useful nature of kana movies indicates that the participants have positive attitude towards the movies.

The positive qualities of the movies identified by the respondents are: to know other countries culture, to relax, encouragement for better life, better knowledge, better crime investigation methods, thinking for one another, and to understand that some of our traditional norms are harmful. On the other hand, the negative qualities identified by the participants are: forgetting ours and adopting others' culture, decreasing family communication, teaching bad practices to children, open love relationships and wasting students' time. One can see here that the participants' response of the qualitative data did not show much difference from the response found through the quantitative data collection. When we generally look at the perceptual tendency of the participants, there are various guide points that lead us to the assumption that these participants have positive view about the movies of Kana TV. The researcher also tried to crosscheck that most of these students do not see much of the bad sides of the channel, especially the movies.

B. Government versus private school students attitude

This section examines whether the socioeconomic background of the students has some association with their attitude towards Kana movies. The socioeconomic status of the students is indirectly measured with whether they are enrolled in a private or government school. In the Ethiopian context, the majority of the population attends a government school. The government school is largely for the poor and perhaps for the lower-middle income groups of the society.

A student who attends a government school spends/pays 165 Birr in a semester and 330 Birr in a year on average. This is equivalent to 12 \$. In contrast, the minority of the population, the rich, and the rising middle and upper-middle class send their children to a private school. The average amount of money paid/spent in the sampled private schools is 8,500 Birr in a semester and 17,000 Birr in a year. This is equivalent to 618.18 \$.

The subsequent analysis, therefore, aims at examining whether the socioeconomic background of the students matter. It particularly sets out to assess or evaluate a possible variation in attitude towards Kana TV movies along with the variation in the standard of living of the students.

Table 21a: School type versus students' attitude

	Items	School type	Attitude						Total
			Negative Attitude	%	Neutral	%	Positive Attitude	%	
6	I adopt modern life styles through watching the Kana TV movies.	Gov't	32	21.2%	39	25.8%	80	53.0%	151
		Private	38	17.9%	32	15.1%	142	67.0%	212
14	Watching the Kana TV movies contributes to better opposite sex relationships.	Gov't	46	30.5%	43	28.5%	62	41.1%	151
		Private	79	37.3%	34	16.0%	99	46.7%	212
16	I am used to western music.	Gov't	63	41.7%	13	8.6%	75	49.7%	151
		Private	59	27.8%	19	9.0%	134	63.2%	212
22	We can learn about western culture/tradition from Kana TV movies.	Gov't	37	24.5%	16	10.6%	98	64.9%	151
		Private	31	14.6%	29	13.7%	152	71.7%	212
27	I feel that if the movies were in English, I do not follow them the most.	Gov't	60	39.7%	23	15.2%	68	45.0%	151
		Private	110	51.9%	32	15.1%	70	33.0%	212
29	I think that lessons from watching Kana movies encourage children to make their own decision in a family.	Gov't	42	27.8%	30	19.9%	79	52.3%	151
		Private	67	31.6%	68	32.1%	77	36.3%	212
35	I like western such as American food and drinks (cakes, burgers, processed juice soft drinks, etc.).	Gov't	44	29.1%	23	15.2%	84	55.6%	151
		Private	29	13.7%	23	10.8%	160	75.5%	212
36	I like western such as American fashion and cosmetics.	Gov't	70	46.4%	16	10.6%	65	43.0%	151
		Private	58	27.4%	26	12.3%	128	60.4%	212
38	I don't mind eating fast food such as chips, sambusa, bread, Ice creams, popcorn etc. in open air or while walking on the street.	Gov't	42	27.8%	24	15.9%	85	56.3%	151
		Private	46	21.7%	18	8.5%	148	69.8%	212

Table 21a summarizes the findings on students' (from the private and government school background) attitude towards the Kana TV channel. The analysis focuses on items with statistically significant differences between the two groups of the students.

As can be seen in the table, there are 9 statements towards which the respondents exhibited notable differences. In response to item no. 6 i.e. adopting modern life styles through watching Kana TV movies, 53.0% of the government school students expressed positive attitude, whereas, about 67.0% of the private school students showed positive attitude towards the statement.

21.2% of the government school students and 17.9% of the private school students showed negative attitude towards Kana TV movies. More government school students showed negative attitude than the private school students. The analysis indicates that there is a difference between the attitudes of the students from the two groups. A Chi-Square analysis was performed on the results from the two groups. The analysis indicated statistically significant difference in the attitude of students from the two school backgrounds, ($X^2= 8.51$, $df= 2$, $n=363$, $p< .05$).

In response to item no. 14 i.e. Kana TV movies' contribution to better opposite sex relationships, 46.7% of the private school and 41.1% of the government school students showed positive attitude; while 37.3% of the private and 30.5% of the government school students showed negative attitude. The analysis indicates that there is a difference in the two groups' attitude. The Chi-Square analysis utilized indicated a statistically significant differences in the students' attitude ($X^2= 8.25$, $df= 2$, $n= 363$, $p< .05$).

Most of the private school students (63.2%) showed positive attitude towards getting used to western music, whereas 41.7% of the government school students negatively reacted to the statement. The chi-square analysis performed indicated a significant difference ($X^2= 7.88$, $df= 2$, $n= 363$, $p< .05$).

In the case of item 22 i.e. learning about western culture/tradition from Kana TV movies, most of the private school students (71.7%) reacted positively. Also, most (64.9%) of the government school students showed positive attitude in response to the statement. The participants in this regard looked that they were much in favor of the idea of learning from the western culture. Although both groups tended to be positive towards the statement, the Chi-Square analysis in this regard indicated a statistically significant difference ($X^2= 5.86$, $df= 2$, $n= 363$, $p< .05$).

In item 27 i.e. not following the movies if they were in English, the private school students mostly (110/51.9%) had negative attitude and only 33.0%) showed positive attitude to this statement. This denotes that private school students prefer the movies to be in English and their reason for being interested in them is not because it is in Amharic, whereas most (45.0%) of the government school students replied that they agree with the statement that they don't follow the movies if they were in English. The Chi-Square analysis in this regard showed a statistically significant difference ($X^2= 6.13$, $df= 2$, $n= 363$, $p<.05$).

Item 35 reads, 'I like western such as American food and drinks (cakes, burgers, processed juice soft drinks, etc.)'. For this item, most of the students in the private schools (75.5%) and most students of the government school (55.6%) responded that they have positive attitude about the statement. But very few (13.7%) of the private school students showed negative attitude on the item, whereas 29.1 government school students negatively responded. The Chi-Square analysis performed for the item indicated a statistically significant difference ($X^2= 16.98$, $df= 2$, $n= 363$, $p< .01$).

Item 36 is about respondents' interest in American fashion and cosmetics. In this regard, most of the private school students (60.4%) showed positive attitude, whereas most (46.4%) of the government school students showed negative attitude towards the statement. The performed Chi-square analysis indicated a statistically highly significant difference on this item ($X^2= 14.22$, $df= 2$, $n=363$, $p< 0.01$).

For item 38 i.e. 'I don't mind eating fast food such as chips, sambusa, bread, Ice creams, popcorn etc. in open air or while walking on the street,' most of the students from both school types responded that they feel positive. That is 56.3% for the government school students and 69.8% for the private school students. If we look at the negative attitude's response rate, 27.8% of the government and 21.7% of the private school students negatively replied to the item. When we observe the percentages in both positive and negative responses, we can see that the private school students have more positive attitude towards the statement than the government school students. A Chi-Square analysis was performed for this item and it was found out that the difference was statistically significant ($X^2= 8.1$, $df= 2$, $n= 363$, $p< .05$).

On the other hand, it is essential to pay some attention to the items of the questionnaire towards which the expressed attitudes by the respondents indicated no statistically significant differences.

Similarly, there are also a large number of items on which respondents from the two groups did not demonstrate significant differences in their attitude towards the Kana TV channel. Generally speaking, most of the students (61.5%) from both school types responded that their attitude towards the given 39 items is positive, whereas, 38.5% of the students from both school types expressed negative attitude towards the Kana TV channel as measured by the respective items.

This shows that the high and preparatory school students (whether private or government) had more positive attitudes towards the Kana TV programs. In other words, the more these students had attachment to the channel, the more they developed positive attitude towards it.

However, there are some statements on which students of both school types remarkably showed negative attitudes. For example, in response to item no 4 i.e. “The effect of Kana TV movies is more negative than positive on local culture,” 45.0% of the government school students and 48.1% of the private school students showed negative attitude. This means that students of both school types believe as Kana TV channel had no negative effect on local culture.

Item no.15 is also the other statement towards which most of the respondents from the private and government schools showed negative attitude. The item reads, “Watching Kana movies contributes to our people becoming open with sex, and this is good.” Most the students from both private and government schools (61.3% and 53.6%, respectively) appear to take that our people becoming open with sex as a result of Kana TV movies as bad.

In response to the item 39 which reads, “In general, the styles of life I watch on Kana movies are bad.” 57.0% of the government school students and 58.5% of the private school students showed a negative attitude. This indicates that most of the students from both school types perceive the styles of life they watch on Kana movies as good. This raises the question why do they have this kind of positive behavior about the movies?” In this regard, Karimi et.al (2014) explain that when it comes to user behavior and motivation, the use and gratifications theory explains why certain media behavior occurs. This is mainly because of a certain internal need of the media users, however, the critics of this theory take reason of media behavior from individual to social perspective.

Turning again to Research Question 2 which also asked whether perception of the effect of Kana television movies on local culture have some association with socioeconomic status, there is no significant difference between private and government school students’ perception of the effect of Kana television movies on local culture, relevant statistical analyses such as frequency and percentage distribution, and chi-square analysis were conducted.

Out of the 48 statements presented to the respondents in a five-point Likert scale, only 9 discreet statements elicited a significant difference of attitude between the private and government schools students.

Table 21a shows the descriptive statistics of the variables. The overall category of the participants of the study according to N=363, n= 212 and n= 151, indicates that 58.40 % of the students are from private and 41.60% are from government schools.

An examination of the discreet statements indicates remarkable variations in the attitude of students from the two types of schools. On item 6, more number of private school students (67.0%) and 53 % of the government school expressed a positive attitude towards the statement on adopting modern styles from the Kana movies. There is a difference of 14 % .More number of the government school students (21.2%) disagreed with the statement. The due statistical test performed indicated statistically significant difference between the private and government school students at p.05 level of significance ($X^2 = 8.51, df=2, n=363, p=.05$). Similarly, a higher number of private school students (46.7%) expressed agreement with the statement on watching Kana TV contributing to better opposite sex relationships; there is also a higher number of students (37.3%) from the same school type who disagreed with the statement.41.1% of the government school students expressed agreement; 30.05% of the students from the same school type expressed disagreement. The statistical test performed indicated statistically significant difference between the attitudes of the government and private school students at p.05 level of significance ($X^2 = 8.25, df=2, n=363, p<=0.05$). In much similar terms, more number of the private school students (63.2 %) had a positive attitude towards getting used to western music whereas more number of the government school students(41.7 %) expressed disagreement. The statistical test performed indicated a significant difference between the two school type groups at p.05 level of significance ($X^2 = 7.88, df=2, n=363, p<=0.05$).

Same pattern holds true in the attitudes of most of the private school students towards the statement on learning about western culture/ tradition from Kana TV movies; 71.7% of them and 64.9 % of the government school students also agreed. There is a difference of about 7 % between the students from the two groups. The due statistical test performed indicated a significant difference of responses between the students from two different school types and their

attitude towards the statement at p.05 level of significance ($X^2=5.86$, $df=2$, $n=363$, $p\leq 0.05$).

In response to the negatively stated conditional statement on language of the Kana movies, more of the private school students (51.9%) disagreed. The private school students chose the English version movies as well. The government school students (45%) expressed agreement with the negative statement. In other words, many of the government school students preferred the Amharic version of the Kana TV movies while many of the private school students preferred the English version of the movies though they also follow up the Amharic versions too. It is worth noting that language of the movies does not seem to be the very reason for attending to the movies and it is probably due to the entertainment value of the movies along with other more psychological and perhaps educational reasons for the private school students. The statistical test performed indicated a significant difference of responses between the two groups of students and their attitude towards the language of Kana TV movies at p.05 level of significance ($X^2=6.13$, $df=2$, $n=363$, $p\leq 0.05$).

In response to the statement on being fond of American food and drinks, both the government and private school students expressed a higher degree of agreement. However, more number of private school students (75.5%) had positive attitude (with a difference of 20%) than the government school students while much number of students from the government school (29.1%) expressed disagreement. The chi-square analysis was performed to compare the variation of attitudes between the two groups of students. The analysis indicated a highly significant difference in the attitudes of the government and private school students at p.01 level of significance ($X^2=16.98$, $df=2$, $n=363$, $p\leq 0.01$).

Similarly, 60.4% of the private school students expressed their agreement with the statement on being interested in American fashion and cosmetics while 46.4 % of the government school students disagreed. The analysis indicated a highly significant difference in the attitudes of the government and private school students at p.01 level of significance ($X^2=14.22$, $df=2$, $n=363$, $p\leq 0.01$).

In response to the affirmatively stated statement on eating fast foods in open air situations, many students from both types of schools expressed their agreement. More number of the private

school students (69.8 %) expressed their agreement in contrast to the government school students (56.3%) though. Whereas, higher number of the government school students (27.8%) disagreed with the statement. The chi-square analysis was performed to compare the variation in attitudes between the students from the two groups of schools. The analysis indicated a significant difference in the attitudes of the government and private school students at p.05 level of significance ($X^2=8.1$, $df=2$, $n=363$, $p<=0.05$).

Therefore, the analysis indicated the attitude of private and government school students towards the various aspects or qualities of Kana TV movies examined have some association with the socioeconomic status of the students. Students from both types of schools have positive attitude towards the Kana movies; however, the attitude of students from the private schools is much highly positive than that of the government school students as measured by the 9 discreet statements. In other words, the Chi-square analysis performed to compare the attitudes of students from the two types of schools, categorized as government and private, indicated a significant difference between the students. Most of the private school students tended to have a more positive attitude towards the Kana TV movies than the government school students.

C. Male versus Female students' attitude

This section is devoted to examining whether there is some association between students' gender and their attitude towards the Kana TV channel. As can be seen in Table 22, there are 228 female and 135 male students selected as participants of the study. The sample clearly demonstrates that the majority of the students from the selected schools are females. The table presents the statistically significant differences in the attitudes of the male and female students.

Table 22: Male and Female students' attitude towards the Kana TV channel

	Items	Sex	Attitude						Total
			Negative Attitude	%	Neutral	%	Positive Attitude	%	
4	The effect of Kana TV movies is more negative than positive on local culture.	Male	58	43.0%	23	17.0%	54	40.0%	135
		Female	112	49.1%	19	8.3%	97	42.5%	228
12	Our watching of the Kana TV movies indicates the cultural superiority of the countries represented in the movies.	Male	45	33.3%	27	20.0%	63	46.7%	135
		Female	117	51.3%	20	8.8%	91	39.9%	228

14	Watching the Kana TV movies contributes to better opposite sex relationships.	Male	26	19.3%	38	28.1%	71	52.6%	135
		Female	99	43.4%	39	17.1%	90	39.5%	228
16	I am used to western music.	Male	45	33.3%	21	15.6%	69	51.1%	135
		Female	77	33.8%	11	4.8%	140	61.4%	228
19	Watching Kana TV movies helps us to be receptive to new ideas; and this is good.	Male	39	28.9%	26	19.3%	70	51.9%	135
		Female	62	27.2%	20	8.8%	146	64.0%	228
20	Watching Kana TV movies helps us to be receptive to new ideas, but this is not good.	Male	66	48.9%	19	14.1%	50	37.0%	135
		Female	146	64.0%	16	7.0%	66	28.9%	228
26	Thanks to the use of the Amharic, I follow up movies on Kana TV.	Male	35	25.9%	20	14.8%	80	59.3%	135
		Female	54	23.7%	16	7.0%	158	69.3%	228
27	I feel that if the movies were in English, I do not follow them the most.	Male	50	37.0%	22	16.3%	63	46.7%	135
		Female	120	52.6%	33	14.5%	75	32.9%	228
28	Relatively speaking, my dressing style is not as such different from the characters /people I watch on the Kana movies.	Male	57	42.2%	29	21.5%	49	36.3%	135
		Female	128	56.1%	40	17.5%	60	26.3%	228
30	I know about the way how westerners such as Americans live from Kana TV movies.	Male	24	17.8%	40	29.6%	71	52.6%	135
		Female	58	25.4%	34	14.9%	136	59.6%	228
37	I like Mexican, South Korean, and Turkish...fashion and cosmetics.	Male	67	49.6%	28	20.7%	40	29.6%	135
		Female	74	32.5%	30	13.2%	124	54.4%	228
46	Our watching of the Kana TV movies indicates the cultural inferiority of our country.	Male	63	46.7%	27	20.0%	45	33.3%	135
		Female	89	39.0%	28	12.3%	111	48.7%	228

In response to item no. 4, i.e. ‘The effect of Kana TV movies is more negative than positive on local culture’, 49.1% of female and 43.0% male students expressed negative attitude, whereas, about 42.5% of female and 40.0% male students expressed positive attitude. In both degrees of attitudes, female students’ number was higher than their male counterparts. The analysis indicates that there is a difference between the attitudes of male and female students. In order to determine whether the differences were statistically significant, a Chi-Square analysis was performed on the results from the two groups. The analysis indicated statistically significant differences in the male and female students’ attitude ($X^2= 6.37$, $df= 2$, $n= 363$, $p< .05$).

In response to item no 12, i.e. ‘Our watching of the Kana TV movies indicates the cultural superiority of the countries represented in the movies’, 51.3% of female and 33.3% male students showed negative attitude; whereas, 46.7% of male and 39.9% of female students

expressed positive attitude. Most of the male students seem to agree with the idea of Kana movies' indicating the cultural superiority of the countries represented in the movies, whereas, most of the female students did not agree.

The analysis indicates there is a difference in the two groups' attitude. The Chi-Square analysis utilized indicated a remarkable statistically significant difference ($X^2= 15.31$, $df= 2$, $n= 363$, $p< .01$)

On the statement, Kana movies contribution to better opposite sex relationship, 52.6% of the male students had positive attitude while 43.4% of the female students had shown negative attitude. This indicates the perceptual differences between the two groups. The chi-square analysis performed indicated a high statistically significant difference ($X^2= 22.54$, $df= 2$, $N= 363$, $p< .01$).

Regarding the statement on 'western music' i.e. item 16, majority (51.1%) of the male students and 61.4% of the female students showed positive attitude. Almost similar percentage of male and female students (33.3% and 33.8%, respectively) showed negative attitude towards it. That means, they both agree that they are used to western music and it shows that these students are highly attracted towards and dominated by these movies on the Kana TV. As the performed chi-square analysis indicated, a statistically highly significant difference was found ($X^2= 12.64$, $df= 2$, $N= 363$, $p< .01$).

Item 19 reads, Watching Kana TV movies helps us to be receptive to new ideas; and this is good. In this regard, 51.9% male and 64.0% female students showed positive attitude. On the other hand, 28.9% male students and 27.2% female students positively reacted to the item. This indicates that the participants of the study perceive as kana movies are helpful to them in activating their minds to be familiar with new ideas. But there is a remarkable difference male and female students' attitude. The chi-square analysis also shows a significant difference ($X^2= 9.56$, $df= 2$, $n= 363$, $p< .05$).

For item 26 (Thanks to the use of Amharic, I follow up movies on Kana TV), most of both the male and female students (59.3% and 69.3%, respectively) replied that they had positive attitude

towards the statement. Whereas, male=25.9% and female=23.7% showed negative attitude. This means, the translation of the movies into Amharic played an important role to most of the students to be attracted to the movies. It is also important to note that female respondents more showed positive attitude than their male counterparts concerning this statement. A chi-square analysis was performed and indicated that the difference between the two group is statistically significant ($X^2= 6.68$, $df= 2$, $N= 363$, $p< .05$).

Most male students (46.7%) clearly reflected the preceding idea in the next item (item 27). The item reads, “I feel that if the movies were in English, I do not follow them the most”. The highest percentage (52.6%) of female students claimed that their attitude towards the case is negative. On the other hand, 37.0% of the male students showed negative attitude and 32.9% of the female students positively responded. This data indicates that most of the female students relatively are happy if the movies were presented in their English version. The performed chi-square analysis also indicates a statistically significant difference in this regard ($X^2= 8.82$, $df= 2$, $n= 363$, $p< .05$).

Statement 28 talks about a gradual dressing styles similarities of Kana TV viewers and its movies’ characters. For this item, the highest percentage (male= 42.2% and female= 56.1%) responded that they have negative attitude towards the statement. On the other hand, 36.3% of the male students and 26.3% of the female students showed positive attitude. This data implies, even though they both believe mostly that their dressing styles are different from the actors of Kana movies, more percentage of the female students in the study showed negative attitude than the male students. A chi-square analysis was performed and indicated that the difference between the two is statistically significant ($X^2= 6.78$, $df= 2$, $N= 363$, $p< .05$).

Statement 37 is about getting accustomed to Mexican, South Korean, and Turkish...fashion and cosmetics. When we critically observe this issue, most (49.6%) male respondents showed negative attitude, but most (54.4%) females in this regard positively reacted. On the other hand, 32.5 % female showed negative attitude and 29.6% male students had positive attitude on the item. This is may be because of their natural tendencies of using cosmetics. Because, the female viewers are expected to be under influence more than the male students as far as cosmetics is concerned. The chi-square analysis also showed a statistically highly significant differences ($X^2= 20.99$, $df= 2$, $N= 363$, $p< .01$).

In item 46 (Our watching of the Kana TV movies indicates the cultural inferiority of our country) also, 46.7% of the male students negatively reacted and 48.7% of the female students responded that they had positive attitude towards the item. This is the higher percentage for both male and female. Whereas, 33.3% of the male students showed positive attitude to the statement and 39.0% of the female students showed disagreement to the item. Here, we can see that perceptual variation is very remarkable between the two groups. The performed chi-square analysis also indicates a significant difference ($X^2= 9.16$, $df= 2$, $n= 363$, $p< .05$).

Similar to what has already been stated in 4.1.2 B it is very important to focus on the items of the questionnaire towards which the expressed attitudes of the male and female respondents showed no statistically significant differences. There are a large number of items towards which the respondents demonstrated no significant differences in their attitude towards the Kana TV channel.

In the first item on self-cultivation through Kana movies, most of the students from both sexes (male= 51.9% and female= 43.4%) expressed negative attitudes towards the statement. It appears that they didn't see the role of Kana movies in self-cultivation.

The other item with remarkable result is the statement that reads, "In general, the styles of life I watch on Kana movies are good." Most of the respondents agreed with the statement. This in percentage is male= 51.1% and female= 57.0%. It clearly indicates that a considerable number of the students follow Kana TV movies with a positive set of mind as the life styles on the movies are perceived to be good. In addition, most of the male (46.7%) and female (54.8%) respondents agreed with the statement that states our bad cultural practices can be improved through watching Kana TV movies.

In response to statement 8 which reads "Watching the Kana TV movies has positive effects on local culture", a significant number of female students (112, 49.1%) negatively reacted to it. To them, watching Kana movies doesn't have positive effects on local culture. Similarly, most (43.7%) of the male students showed negative attitude towards the statement. Whereas, 41.5% male and 36.8% male students positively responded to it. The implication here is that more male

students than the female students believe that watching the Kana TV movies has positive effects on local culture.

In reaction to the statement “People who are frequently watching kana TV shows would have decreased social bond with the local people/their neighbors,” 51.1% male and 45.2% female students responded in agreement with the statement. In other words, they see that watching kana TV shows decrease social bond of the viewers with their neighbors.

On statement 15 (Watching Kana TV movies contribute to our people becoming open with sex; and this is good), most of the students, male and female (54.1% and 60.5%, respectively) expressed disagreement with the statement. On the other hand, 54.8% of male and 53.1% of female respondents showed agreement with the statement on watching kana movies contribution to our being open to new things and this is good. The reverse was true for the opposite statement. In reaction to the statement on Kana movies’ role in helping our people to be open minded, 45.9% of the male and 54.8% of the female students expressed their agreement. Similarly, 68.9% of the male students and 68.9% of the female students agreed that they learn about western culture or tradition from kana TV movies.

When we come to the statement “Inputs from frequent watching of Kana movies are not harmful to the local culture; they rather modernize the local culture,” most of the male students (50.4%) were in agreement with it; so did 44.3% of the female students. On the other hand, 37.8% of the male students and 43.0% of the female students showed a negative attitude towards the statement. On item 29, 45.2% of the male and 41.7% of the female students agreed that watching kana movies encourage children to make their own decision in a family. 64.4% of the male and 65.8% of the female respondents expressed their agreement with the statement on the way how people from countries such as Mexico, South Korea, and Turkey live. This number is very high and it tells us how much the participants are getting familiarized with the whole context of the movies. Regarding the kana movies contribution to improved husband-wife relationship, most of the male (45.2%) and female (43.4%) students responded that they disagree with the statement.

In response to the item “In general, the styles of life I watch on kana movies are bad,” most of the students (male=51.9% and female=61.4%) showed negative attitude, whereas, 34.8% of the

male students and 28.9% of the female students showed positive attitude to the statement. Even though the difference of response between the two groups has no statistical difference, the data indicates that more female students had negative attitude than their male counterparts towards the statement. A statement with similar sense that is found in section 4 of the questionnaire (Table 32) i.e. “Watching Kana TV movies has negative effect” also showed analogous result especially in the response of the male students i.e. most (40.0%) of the male students chose ‘Strong influence’ towards the statement.

On statement 40 “I think watching Kana movies helps the young or adults in general to have open love relationships”, a higher number of students (male= 50.4% and female= 41.2%) responded that they agreed with the statement. On the contrary, 23.7% male and 27.2% female students showed disagreement. This implies more number of male than the female students believe in Kana movies’ role for open love relationships.

52.6% male and 52.2% female students also believe that there are some bad styles of life from the Kana TV shows. And 28.9 male and 28.9 female respondents positively reacted to the statement.

Research question 2 asked whether perception of the effect of Kana television movies on local culture have gender dimension. To test this question and the related hypothesis 1: there is no significant difference between male and female student TV viewers’ perception of the effect of Kana movies on local culture, relevant statistical analyses such as frequency and percentage distribution, and chi-square analysis were conducted.

An indicator of the students’ perception was elicited through identifying their attitude towards the possible effects of watching Kana movies on local culture as measured by 48 statements. The statements, in general terms, were on aspects of culture namely social roles, love relationships, music, new values and practices, language, character, life styles, fashion and cosmetics, clothing/dressing styles, social bond, openness/open-mindedness, tradition, modernity, parent-child relationships, husband-wife relationships, food and drink, eating and drinking habits, and holidays. The Likert scale items demand the respondents to show to what extent they agree or

disagree with the statements on the possible effects of Kana TV movies on the culture. The 5-point Likert scale statements were recategorized (condensed) into three major degrees/levels of attitude as negative attitude (strongly disagree + disagree), neutral and positive attitude (strongly agree + agree). Out of the 48 statements, the analysis indicated a statistically significant difference in the 10 discrete statements which were specifically on the negative influence/impact, cultural superiority of the countries represented in the movies, contributing to better opposite sex relationships, being fond of western music, the goodness and badness of being receptive to new ideas, the unique quality of foreign movies in Amharic version, and not attending to the English movies otherwise, identifying with characters on the Kana movies, familiarity with westerners' life styles, being fond of Mexican, South Korean and Turkish fashion and cosmetics and the cultural inferiority of the country (Ethiopia).

Table 22a shows the descriptive statistics on how many and to what extent the male and female students agree or disagree with the statements. Much of the female students (49.1%) disagreed with the negative statement on the much negative effect of watching Kana TV movies on local culture. This indicates that they 'see' more positive effects of the Kana TV movies than the negative, while (42.5%) of the same group of students agreed and hence expressed the negative effect/impact of the Kana TV movies on the culture. Actually, 43.0% of the male students also 'see' more of the positive effects of the TV and 40% of the positive. It is worth noting here that the expression of disagreement and agreement of the female students is higher than the male students.

In general, the analysis indicated that there is a variation in the attitude of male and female students regarding the impact of watching Kana TV movies on the culture. As reflected in those aspects of culture incorporated in the statements, homogeneity in attitude is observed. All of them seem to have a positive /favorable attitude towards Kana TV movies with regard to their impact on the culture. As a matter of comparison, however, the female students' attitude is positively greater than the males'.

In relation to the local culture, Kana TV movies are perceived among both the male and female students more positively. Most of the participants in this group see the movies as they do not as

such have an impact on the local cultural practices. Kim (2012) suggests in this regard that children and youngsters have a tendency to trust whatever they watch on television screens and develop positive attitude towards it. This is similar to the finding of the present study. We can understand here that this group of participants do not believe in Kana movies' serious influence in affecting some cultural values of the local traditions. This trust of the media may expose these subjects more to the negative impacts of the channel. The Use and Gratification theory also points out that people are actively involved in media usage and interact highly with the communication media, but they may not immediately understand the negative side it may have (Karimi et al. 2014).

4.1.4. Kana TV movies' Perceived Degree of Influence

This section deals with data from section 5 of the questionnaire. It aims at eliciting information on the respondents' perception on the degree of influence of the Kana TV channel. The items are related to judgmental or evaluative remarks on the possible effects of Kana TV productions i.e. movies. Practices, behavior, dressing styles, life styles in general, utilization of time, fashion consciousness, social bondage, sexual violence, bad habits, crime, traditions, norms and cultures, opposite sex, and family relationships are themes of the statements to which the respondents are required to act. The respondents show the degree of influence they 'see' as measured by the three-point scale: 3 Strong Influence, 2 Moderate Influence and 1 Some Degree of Influence.

A. Students

In general, the table indicates that most of the students of both school types (46.8%) responded that the movies have only some degree of influence in relation to the statements. That means, they showed positive perception towards the effects of Kana movies on local culture. 28.1% of the students showed negative perception (strong degree of influence) towards the effects of the movies on local culture. This is similar with the analysis result of attitude discussed in data from section 4. When we compare the two groups, more (53.0%) of the private school students chose 'Some Degree of Influence' i.e. positive perception. Whereas, 24.4% of them replied that they had negative perception (Strong Degree of Influence) on the effects of Kana TV movies. On the other hand, 38.0% of the government school students showed positive perception (Some Degree of Influence) and 33.4% of them showed negative perception.

B. Government versus private school students' perception

This section examines whether the socioeconomic background of the students has some association with their perceived influence of the Kana TV channel on the viewers. The analysis, therefore, investigates whether the socioeconomic background of the students matter. Does a possible variation in perception show some association with a variation in the socioeconomic status of the students?

Table 23 summarizes the findings on students' (private and government school) perception towards the influence of the Kana TV channel. The analysis focuses on items with statistically significant differences between the two groups.

Table 23: School types versus students' perceived degree of influence of the Kana TV channel

	Items	School type	Perceived Degree of Influence						Total
			Some degree	%	Moderate degree	%	Strong degree	%	
3	Our girls and women wear dresses like the actors on Kana TV movies.	Gov't	39	25.8%	44	29.1%	68	45.0%	151
		Private	82	38.7%	51	24.1%	79	37.3%	212
4	Through time, I see that our boys wear indecent clothes like actors on Kana TV movies.	Gov't	63	41.7%	38	25.2%	50	33.1%	151
		Private	123	58.0%	52	24.5%	37	17.5%	212
5	Our boys and men wear clothes like the actors on Kana TV movies.	Gov't	64	42.4%	43	28.5%	44	29.1%	151
		Private	123	58.0%	53	25.0%	36	17.0%	212
7	Watching Kana TV movies contributes to getting rid of backward traditional /cultural practices.	Gov't	52	34.4%	50	33.1%	49	32.5%	151
		Private	95	44.8%	41	19.3%	76	35.8%	212
8	Through time, I see that our women wear indecent clothes like actors on Kana TV movies.	Gov't	77	51.0%	33	21.9%	41	27.2%	151
		Private	155	73.1%	30	14.2%	27	12.7%	212
23	Kana TV movie viewers adopt open –air eating habits which are locally less common.	Gov't	57	37.7%	44	29.1%	50	33.1%	151
		Private	110	51.9%	56	26.4%	46	21.7%	212
29	Watching Kana TV movies has positive influence on husband - wife relationship.	Gov't	50	33.1%	50	33.1%	51	33.8%	151
		Private	99	46.7%	52	24.5%	61	28.8%	212
	Total	Gov't	402	38.0%	302	28.6%	353	33.4%	1057
		Private	787	53.0%	335	22.6%	362	24.4%	1,484

In response to the statement “Our girls and women wear dresses like the actors on Kana TV movies”, 45.0% of the government school and 37.3% of the private school students chose ‘Strong Degree of Influence’ while 29.0% of the government and 24.1% of the private school students chose ‘moderate degree of influence’. In addition, 25.8% of the government and 38.7% of the private school students chose ‘some degree of influence’. The analysis indicates there is a difference in the perception of the students from the two school backgrounds. The chi-square analysis performed indicated a statistically significant difference ($X^2=6.55$, $df=2$, $N=363$, $P<0.05$).

Statement 4 as indicated in the table reads, “Through time, I see that our boys wear indecent clothes like actors on Kana TV movies. 50(33.1%) of the gov’t school students and 37(17.5%) of the private school students responded that Kana movies have ‘strong degree of influence’ on wearing indecent clothes. Whereas, gov’t=38 (25.2%) and private=52(24.5%) said it has moderate influence and gov’t=63(41.7%) as well as private= 123(58.0%) responded that they have some degree of influence. We can see here that most of the students from both school types see that the movies have only some degree of influence wearing indecent clothes. This implies that most of both the government and private school students see that Kana movies have only some degree of influence on our boys wearing indecent clothes like its actors. Even though students from both school types showed relatively similar perception on ‘some degree of influence’, the differences are very remarkable on the other options. As we can see, 33.1% of the government school students chose strong influence with regard to the statement. On the other hand, 24.5% private school students replied that Kana movies have moderate influence on our boys wearing indecent clothes. A chi-square analysis was performed and indicated a statistically highly significant difference ($X^2=13.61$, $df= 2$, $n=263$, $p<0.01$)

Statement 5 is ‘Our boys and men wear clothes like the actors on Kana TV movies.’ As we can see from the table, 44(29.1%) government and 36(17.0%) private school students responded that it has ‘strong influence’. Whereas, 43(28.5%) government and 53(25.0%) private and 64(42.4%) government as well as 123(58.0%) private school students responded that kana movies in this issue have ‘moderate influence’ and ‘some degree of influence’ respectively. The data implies that most of the students in both types of schools do not perceive as kana movies have much influence in making

boys and men wear clothes like the actors on Kana TV movies. But we have to also note that the private school students showed more positive perception than the government school students. 29.1% government school students and 17.0% private school students' responses for 'strong influence' is also an indication for this. The performed chi-square analysis also showed a statistically highly significant difference ($X^2=10.50$, $df= 2$, $n =363$, $p <0.01$).

When we come to the statement 'Kana movies' contribution to getting rid of backward traditional /cultural practices', 49(32.5%) government and 76(35.5%) private school students replied that kana movies' influence based on the statement is 'strong'. On the other hand, 33.1% government and 19.3% private school students perceive that its influence is 'moderate' and 34.4% government and 44.5% private school students think that kana movies have 'some degree of influence' in this regard. Even though there is a significant difference in the responses of both types of schools, we can see that most students in both types said it has only some degree of influence. But it is still notable that the private schools' percentage rises for positive perception. Therefore, the implication is that most students in general see that Kana movies' contribution to getting rid of backward traditional /cultural practices is least. The chi-square analysis in this regard indicated a statistically significant difference ($X^2=9.31$, $df=2$, $n=363$, $p<0.05$).

Statement 8 reads 'Through time, I see that our women wear indecent clothes like actors on Kana TV movies'. 27.2% of government and 12.7% of private school students responded the influence of Kana movies in its contribution to our women wear indecent clothes like actors in the movies is strong. Whereas, students who responded as it has moderate influence to the item are: government= 21.9% and private=14.2%. On the other hand, those who responded as it has only some degree of influence are government =51.0% and private=73.1% of the total students. This result denotes that most of the participants in general believe that watching Kana movies doesn't have much influence in making our women wear indecent clothes like actors on Kana TV movies. But when we specifically see the two groups, the data shows that the government school students see the channel more negatively than the private school students. The performed chi-square analysis indicates that the difference between the two is statistically highly significant i.e. $X^2=19.55$, $df= 2$, $n=363$, $p<0.01$.

Statement 23 reads 'Kana TV movies' viewers adopt open-air eating habits which are locally less

common'. The reaction of students in this regard is that 33.1% of government and 21.7% of private school students responded that the movies have 'strong influence' on this point. But 29.1% and 26.4% government and private school students respectively replied as it has 'moderate influence'. Whereas, 37.7% of government and 51.9% of private school students responded that the influence is only to 'some degree'. Here, we can see a very wide gap between the responses of the two groups i.e. a remarkably high percentage of respondents from the private school showed a positive perception than their counterparts towards Kana TV movies. The chi-square test also showed a statistically highly significant difference ($X^2=8.41$, $df= 2$, $n=363$, $p<0.01$).

Statement 29 says, "Watching Kana TV movies has positive influence on husband-wife relationship." When we look at the responses of students towards this issue, government=33.8% and private=28.8% replied as it has 'strong influence'. Similarly, government 33.1% and private 24.5% of the students responded as it has 'moderate influence'. But those who chose 'some degree of influence' are 33.1% from government school and 46.7% from the private school students. When we look at the differences between the two types of schools in this regard, there is no much difference of choice with the government school students among the three degree of influences. But when it comes to the private ones most private school students (46.7%) responded that watching Kana movies has only 'some degree of influence' in positively influencing husband-wife relationship. But the variation of responses between the two groups is very remarkable in that less percentage of the government school students believe watching Kana TV movies has positive influence on husband-wife relationship. The performed chi –square analysis indicated that the difference in this regard is statistically significant ($X^2=6.99$, $df= 2$, $n=363$, $p<0.05$).

On the other hand, it is also very important to look at the items of the questionnaire towards which the private and government school respondents showed no statistically significant differences. As indicated in Table 22b (see appendix1), there are a large number of items towards which the respondents from the two school types did not show statistically significant difference in their perceived degree of influence of the Kana TV channel.

The first statement of the table reads 'Some practices commonly watched on Kana movies are becoming acceptable in our people/among us'. Towards this statement, most i.e.51.7% of the

government school students and 53.3% of the private school students replied that the practices commonly watched on kana movies have 'strong degree of influence' in getting acceptance. For statement 6 i.e. "Through time, I see that our girls wear indecent clothes like actors on Kana TV movies," there is a difference of perceived degree of influence between private and government school students although not statistically significant. Most of the private school students (50.2%) responded that kana movies have only some degree of influence on our girls wearing indecent clothes like actors on kana TV movies. Whereas, most (39.1%) of the gov't school students responded that it has both strong and some degree of influence. This implies that most of the private school students believe that the influence of Kana channel in this regard is only some level. But the response of the government school students indicates that there is some sort of confusion, perhaps misunderstanding towards the statement.

Statement 10 reads, "Young kids or even high school students' study time is disturbed due to kana movies." In this regard, most students from both school types (47.0% of government school and 51.9% of private school students) responded that it has strong degree of influence on students' study time. Whereas, 29.1% of the government and 24.1% of the private school students chose moderate influence and 23.8% government school students and 24.1% private school students replied as it has some degree of influence. This indicates that most of the students believe that Kana TV movies have remarkable negative effect on their study time. But it is also very important to note that almost half of the students from both the private and the government school chose 'moderate degree of influence' and 'some degree of influence'. This also implies that many students do not believe as Kana TV movies strongly disturb their study time.

In the case of Kana movies' contribution to spoiling good communal life style, most of the students from both types of schools (41.1% government and 44.8% private school students) responded that Kana TV movies regarding this item has only some degree of influence. Similarly, on kana TV's contribution to sexual violence, most of the students from both private (53.3%) and gov't (45.7%) schools replied that it has only some degree of influence in this regard. The same perception is also true for statement 19 i.e. Through time I see that our men wear indecent clothes like actors on Kana TV movies. That means 45.7% of the government school and 53.8% of the private school students reacted that the movies have only some degree of influence in this regard.

Out of the 32 statements directly aimed at assessing the respondents' degree of perception in a 3-point scale (Strong influence, moderate influence, some degree of influence), 7 discreet statements elicited a significant difference of perception in the government and private school students. As already pointed out, the scaled statements presuppose (tacitly assume) watching TV movies /channel exert influence of a certain magnitude on consumers. The statements were on girls and women, boys and men dressing like the actors or wearing indecent clothes imitating the actors, contributing to getting rid of backward cultural practices, adopting open—air eating habits, and influence on husband—wife relationship.

Accordingly, Table 22 a shows the prevalence of varying degrees of perception on the influence of Kana television movies on the viewers from government and private schools. The statistical analysis was performed to compare the different perceptions on the influence of Kana television movies on the viewers between the government and private school students.

An examination of the discreet statements indicates notable differences in the perception of students from the two types of schools. On item 3, more number of government school students (45%) saw strong degree of influence of watching Kana movies on girls and women imitative dressing styles whereas 38.7 % of the private school students saw some degree of influence. 37 % of the private school students also saw strong degree of influence. The private school students appear to see the influence to some limited degree. The due statistical test performed indicated statistically significant difference between the private and government school students at p.05 level of significance ($X^2=6.55,df=2,n=363,p=.05$). A higher number of the private school students (58.0%) accepted some degree of influence of the Kana TV movies on boys imitative wearing of indecent clothes and 41.7 % of the government school students accepted the same. Less number of the private school students (17.5%) accepted strong degree of influence. Almost equal number of students (25%) from both types of schools saw the influence at moderate degree level. The statistical test performed indicated a highly significant difference between the perceptions of the government and private school students at p.01 level of significance ($X^2=13.61,df=2,n=363,p<=0.01$).

More similarly, more number of the private school students (58 %) accepted some degree influence of the Kana movie on boys and men imitative wearing styles and 42.4% of the government school

students did the same. Consistent with their response in item 4, 29.1% of the government school students saw strong degree of influence of the Kana movies. The statistical test performed indicated a highly significant difference between the two school type groups at p.01 level of significance ($X^2 = 10.50$, $df=2$, $n=363$, $p<=0.01$). Same pattern holds true in the perception of more number of the private school students towards the statement on getting rid of backward cultural practices; 44.8 % of them accepted the degree of influence at some degree while 34.4 % of the government school students also accepted. Unlike in the responses to the items above, 35.8 % of the private school students accepted that the Kana movies strongly influence viewers followed by that of the government school students, 32.5 %.The due statistical test performed indicated a significant difference of responses between the students from two different school types and their perception towards the effect of Kana movies as measured by the statement at p.05 level of significance ($X^2 = 9.31$, $df=2$, $n=363$, $p<=0.05$).

In response to the statement on women wearing indecent clothes imitating actors ,the majority of the private school students (73.1 %) saw some degree of influence while 51.0% of the government school students did the same (a difference of about 22%).Similarly, more number of the government school students (27.2%) saw the influence at strong degree level with a difference of about 10 % from that of the private school students. The statistical test performed indicated a highly significant difference of responses between the two groups of students and their perception towards the effect of Kana TV movies as measured by the statement at p.05 level of significance ($X^2 =19.55$, $df=2$, $n=363$, $p<=0.01$).

In response to the statement on adopting open –air eating habits, more number of the private school students (51.9%) accepted that the Kana movies exert some degree of influence to be followed by 37.7 % of the government school students. In much consistent terms, in more than 11 % from the private school students' number, 33.1 % of the government school students saw strong degree of influence .26.4 % of the private school students saw moderate degree of influence. The chi-square analysis was performed to compare the variation of perception between the two groups of students. The analysis indicated a highly significant difference in the perception of the government and private school students at p.01 level of significance ($X^2 = 8.41$, $df=2$, $n=363$, $p<=0.01$).

Similarly, more number of the private school students (46.7%) accepted the degree of influence of Kana movies on husband –wife relationship at some degree level while more number of the government school students (33.8%) accepted influence at strong degree level. The private school students' perception of effect at moderate level (24.5%) and strong degree of influence level (28.8%) is lesser than that of the government school students perception of effect at moderate (33.1%) and strong degree of influence (33.8%) levels. The analysis indicated a significant difference in the perception of the government and private school students at p.05 level of significance ($X^2=6.99$, $df=2$, $n=363$, $p\leq 0.05$).

In sum, the analysis indicated that the perception of the private and government school students towards the various aspects or qualities of Kana TV movies identified had some association with the socio economic status of the students. Students from both types of schools have positive perception towards the Kana movies; however, the analysis showed that the private school students tended to accept the influence of the Kana movies to a limited degree (some degree) while the government school students tended to accept the influence at strong degree level as the analysis applies to the seven discreet statements.

The chi-square analysis performed to compare the variations observed indicated a significant difference in the perception of government and private school students at p.05 level of significance and p.01 level of significance as represented in the seven discreet statements. The hypothesis stating that there is no significant difference between private and government school students' perception of the effect of watching Kana TV movies on local culture is not supported partially as it applies to the seven statements analyzed. In other words, the Chi-square analysis performed to compare the perception of students from the two types of schools, categorized as government and private, indicated a significant difference between the students. Most of the private school students tended to have a much more positive perception towards the Kana TV movies than the government school students. Most of the government school students showed positive perception, but with no much variation with those who showed negative perception towards Kana TV movies.

It is very clear that there are economic differences between students of private and students of government schools. As already indicated ,an average annual education cost for the selected government school students is 330 Birr and an average annual education cost for the private school

students in the selected schools is 17,000 Birr. However, there is no much economic differences between the teachers and administrators of the two school types. On the other hand, most of the private school students showed positive perception towards the movies with a remarkable difference with those who negatively reacted to the movies. This shows that private school students' perception lies more significantly towards positively accepting it.

On the other hand, even though it is still positively perceived among most of the government school students, the magnitude is much lower than the private schools. For example, in the case of language of the movies, government school students are not that much accessible to English language and its Amharic version may be one of the reasons for them to follow Kana movies but that is not the case for the private school students. Similarly, in the case of western fashion and cosmetics, the private school students did not show more negative attitude. Probably, because, they can easily buy and use it. The government school students showed a negative attitude towards it. The reason may be is because their access to follow fashions and cosmetics is very low as a result of economic incapability.

When we look at all the other issues in the tables, even though the percentage of the two significantly differs, we can conclude that both private and government school students have mostly positive attitude towards the different contents of Kana TV movies. However, the difference is that very high number of the government school respondents also negatively reacted towards the movies. In short, the analysis indicated too many students with positive perceptions and very less number of them with negative perceptions from the total number of students of the government and private schools. This shows that Kana TV movies are positively perceived by most of the respondents. It is also very important to note that government school students have lesser degree of positive perception compared with the private school students.

This is what we also clearly see in Use and Gratification theory. In the earlier analysis, we identified that the participants had high interest in watching Kana TV channel, especially or most dominantly Kana TV movies. This day-to-day use of the media led the students to have gratifications on it. The positive attitude expressed towards the channel or the movies is indicative of their gratification of the program. The findings of the present study are similar to the findings of Steven (2003) as indicated in chapter two of the thesis.

C. Students' Perceived Positive effects of watching Kana TV movies

The question demanded the students to air out their views on the positive effects of watching Kana TV movie on local culture in general and in specific terms. **RQ₄** also asks what the positively perceived effects of kana television serial movies on the local culture are. There are different effects of Kana television serial movies that are positively perceived among students. To mention some of them, they mentioned six general positive effects and two points that specifically focus on local culture. The general positive effects are: i) to know other countries' culture (two respondents), ii) helps to relax (for recreation) (two respondents), iii) encouragement for better life (two respondents), iv) for a better knowledge (one respondent), v) crime investigation methods (one respondent), vi) thinking for each other (one respondent). The positive effects that the respondents mentioned specifically on local culture are: 1) to understand that some of our traditional norms are harmful (two respondents), 2) to improve our bad/harmful cultural practices (two respondents).

This indicates that many of the respondents think that kana movies have various positive effects. But the remaining 44.4% of the participants responded that the movies do not have anything positive. When we see this from the view of the responses of the questionnaire, we can observe similarities that most students perceive as Kana movies have positive effects in one way or the other, either in general situation or particularly on local culture.

As Tables 23 of the students and Table 27 of the teachers and administrators indicate, almost similar results were obtained in the responses of the questionnaire. The students raised their positively perceived issues such as, interest to American food and drinks, modern life styles, positive effect on local culture, and good styles of life. Similarly, teachers and administrators expressed their positively perceived issues such as, helps us to be receptive to new ideas, the Amharic translation of the movies, and its positive influence on parent- child relationship. When we look at these responses, the teachers' and administrators positively perceived issues are very general than having direct connection to the local culture.

This indicates that their perception of the effects of the movies on the local culture doesn't have positive indication. If at all they have positive perception towards the movies, it is in its general aspect rather than a relation with the local culture. However, the students positively perceived effects

have much relation with the local culture. In other words, the students have more of positive perception on Kana movies' effects in general terms and particularly on local traditions. This is what is more strengthened by the U&G theorists Bryant and Zillmann (2002) that the more matured people are reluctant about media contents than young people.

D. Students' Perceived Negative effects of watching Kana TV movies

Many negative issues were suggested by the students in general and in specific terms as a negative effect of watching Kana TV movies. The major ones among those suggested in general terms were: decreasing family communication (four students), wasting students' and others' time (four students), initiating youngsters to sex (two students), affecting parent-child relationship (two students), and changing wearing styles (two students). On the other hand, respondents suggested some negative effects of Kana movies particularly on local culture. These are: forgetting ours and adopting others' culture (nine students), abnormal and open love relationship (four students), teaching bad practices to children (four students) decreasing social life (two students), and decreasing our culture of hospitality (two students).

As we can see the data above, most students responded that the negative aspect they watched on kana TV movies is its role of making forget our culture and adopt others' culture. The second negatively perceived issue was kana movies effects in wasting students' time. Kim (2012) also agrees with this idea that movies are much harmful for the effectiveness of students in their studies. These two issues almost take the highest percentage of the students. This means, it is well understood by the students that the movies have negative impacts on local culture as well as on study time of students. When we compare this response with the responses in the questionnaire, similar results were produced in most cases. For example, item 10 of section 5 of the questionnaire reads, 'Young kids or even high school students' study time is disturbed due to Kana TV movies.' And most (72.0%) of male and most (53.8%) of the female respondents showed agreement towards the issue. This perception is similar with the response in the interview part. However, the response on the local culture showed some variations i.e. students showed more positive perception in the questionnaire than in the interview section.

As the analyzed data indicated, **RQ₅ i.e.** the negatively perceived effects of Kana television serial

movies on the local culture/tradition by the participants were: 1) ‘Kana TV movies contributes to our people becoming open with sex’. On this point, the respondents replied that this aspect of the movies’ effect is not good to the local culture. 2) With regard to the statement ‘Watching Kana TV movies helps us to be receptive to new ideas,’ most students responded as it has negative effect on the local culture. 3) The students expressed negative attitude to the point ‘Inputs from frequent watching of Kana movies are harmful to the local culture.’ That means they did not accept the idea. These issues clearly indicated that the students do not seriously take into consideration about Kana TV’s negative effect on local culture. But the teachers and administrators showed their serious stand on this point. Thus, the finding indicated that there is a significant difference between perceptions of these two groups.

E. Male versus female students’ perception

This section is devoted to examining whether there is some association between students’ gender and their perception towards the Kana TV channel. As can be seen in Table 24, there are 228 female and 135 male students selected as participants of the study. The sample clearly demonstrates that the majority of the students from the selected schools are females. The table presents the statistically significant differences in the perceptions of the male and female students.

Table 24: Gender versus Students’ Perceived Degree of Influence of the KANA TV channel

	Items	Gender	Perceived Degree of Influence						Total
			Some degree	%	Moderate degree	%	Strong degree	%	
2	Some movies from Kana TV instill harmful inputs on to the local people’s behavior.	Male	40	29.6%	50	37.0%	45	33.3%	135
		Female	95	41.7%	56	24.6%	77	33.8%	228
3	Our girls and women wear dresses like the actors on Kana TV movies.	Male	32	23.7%	48	35.6%	55	40.7%	135
		Female	89	39.0%	47	20.6%	92	40.4%	228
4	Through time, I see that our boys wear indecent clothes like actors on Kana TV movies.	Male	58	43.0%	42	31.1%	35	25.9%	135
		Female	128	56.1%	48	21.1%	52	22.8%	228
6	Through time, I see that our girls wear indecent clothes like actors on Kana TV movies.	Male	42	31.1%	38	28.1%	55	40.7%	135
		Female	124	54.4%	36	15.8%	67	29.4%	228

7	Watching Kana TV movies contributes to getting rid of backward traditional /cultural practices.	Male	43	31.9%	34	25.2%	58	43.0%	135
		Female	104	45.6%	57	25.0%	67	29.4%	228
8	Through time, I see that our women wear indecent clothes like actors on Kana TV movies.	Male	74	54.8%	25	18.5%	36	26.7%	135
		Female	158	69.3%	38	16.7%	32	14.0%	228
9	Watching Kana TV movies contributes to improving our life style.	Male	35	25.9%	51	37.8%	49	36.3%	135
		Female	89	39.0%	76	33.3%	63	27.6%	228
10	Young kids or even high school students' study time is disturbed due to Kana TV movies.	Male	28	20.7%	48	35.6%	59	43.7%	135
		Female	59	25.9%	47	20.6%	122	53.5%	228
12	Watching Kana TV movies contributes to spoiling our good communal life style.	Male	47	34.8%	48	35.6%	40	29.6%	135
		Female	110	48.2%	50	21.9%	68	29.8%	228
14	Watching Kana TV movies has negative effect.	Male	37	27.4%	44	32.6%	54	40.0%	135
		Female	107	46.9%	48	21.1%	73	32.0%	228
15	Watching Kana TV movies has positive effect.	Male	35	25.9%	58	43.0%	42	31.1%	135
		Female	105	46.1%	59	25.9%	64	28.1%	228
16	Social bondage of the local people decreases due to frequent viewing of Kana TV movies.	Male	47	34.8%	47	34.8%	41	30.4%	135
		Female	85	37.3%	53	23.2%	90	39.5%	228
17	Kana TV viewing contributes to sexual violence/rape.	Male	55	40.7%	45	33.3%	35	25.9%	135
		Female	127	55.7%	47	20.6%	54	23.7%	228
20	If the young follows the Kana TV movies very much, interest in local customs decreases.	Male	36	26.7%	46	34.1%	53	39.3%	135
		Female	98	43.0%	56	24.6%	73	32.0%	228
23	Kana TV movie viewers adopt open –air eating habits which are locally less common.	Male	44	32.6%	46	34.1%	45	33.3%	135
		Female	123	53.9%	54	23.7%	51	22.4%	228
26	Watching Kana TV movies contributes to spoiling our good cultural /traditional practices.	Male	35	25.9%	55	40.7%	45	33.3%	135
		Female	92	40.4%	56	24.6%	80	35.1%	228

27	Watching Kana TV movies has positive influence on love relationships.	Male	38	28.1%	47	34.8%	50	37.0%	135
		Female	96	42.1%	60	26.3%	71	31.1%	228
28	Watching Kana TV movies has negative influence on love relationship.	Male	49	36.3%	45	33.3%	41	30.4%	135
		Female	112	49.1%	58	25.4%	58	25.4%	228
29	Watching Kana TV movies has positive influence on husband -wife relationship.	Male	40	29.6%	50	37.0%	45	33.3%	135
		Female	109	47.8%	52	22.8%	67	29.4%	228
31	Watching Kana TV movies has positive influence on parent- child relationship.	Male	40	29.6%	48	35.6%	47	34.8%	135
		Female	103	45.2%	52	22.8%	73	32.0%	228
32	Watching Kana TV movies has negative influence on parent -child relationship.	Male	42	31.1%	45	33.3%	48	35.6%	135
		Female	111	48.7%	37	16.2%	80	35.1%	228

The first item of the table reads “Some movies from Kana TV instill harmful inputs on to the local people’s behavior”. In this case, a very big difference was seen on male and female students in the option ‘some degree of influence’ with male 40 (29.6%) and female 95 (41.7%). When we look at the total percentage of both male and female students who chose ‘strong influence’, they are about 122(33.6%) and this indicates that almost 1/3 of the total students perceive that kana TV movies instill harmful inputs on local people’s behavior. But the perceptual difference between male and female students is also very remarkable in the option of “strong influence” with a range of male 45(12.4%) of the total students and female 77(21.2%). The chi-square analysis performed also indicated that there is a statistically significant difference between male and female students’ responses ($X^2= 7.83$, $df= 2$, $N=363$, $P<0.05$). In general, more percentage of the female students positively perceived Kana movies than the male students.

With regard to item three (Our girls and women wear dresses like the actors on Kana TV movies), although there are differences in all the three levels of influence, much significant differences were clearly observed in the levels ‘some degree of influence: male=32(23.7%) and female=89(39.0%) and moderate influence: male= 48(35.6%) and female=47(20.6%). Therefore, the statement on wearing resemblance of girls and women with the actors of Kana TV movies is perceived among male and

female students in a completely different ways. The implication here is that the female students mostly perceive the movies to have only some degree of influence i.e. they tend to have positive perception. The Chi-square analysis also shows a highly significant difference ($X^2=13.22$, $df=2$, $N=363$, $P<0.001$).

Item four reads “Through time, I see that our boys wear indecent clothes like actors on Kana TV movies.” As it is shown in the table, perception of male and female students is different towards the statement of ‘our boys wearing indecent clothes like actors on Kana TV movies’. In this regard, we can see a very significant difference of the respondents at the levels ‘some degree of influence’ and ‘moderate influence’. Specifically, we found male=58(43.0%) and female= 128(56.1%) for some degree of influence. Whereas, we have male=42 (31.1%) and female= 48(21.1%) for moderate influence. The result for the level ‘strong influence’ in this case did not show much difference among male and female respondents i.e. male= 25.9 and female= 22.8.

We can understand from the above analysis that the statement is perceived by most students (both male and female) that it doesn’t have strong influence on our boys to wear indecent clothes like the actors in the movies. High number of the total students 186(51.2%) chose the level “some degree of influence” and the difference between the two groups is also very remarkable here. i.e. more of the female students showed positive perception towards the item than their male counterparts. A chi-square analysis was also performed and indicated a statistically significant difference ($X^2=6.68$, $df=2$, $N=363$, $P<0.05$).

Similarly, item six reads “Through time, I see that our girls wear indecent clothes like actors on Kana TV movies.” We can see from the table that most male students 40.7% perceive that Kana TV movies have strong influence in making our girls wear indecent clothes like actors on the movies. In this regard, the number of female students who said it has strong influence is very low (only 29.4%). This indicates that the perception female students have towards Kana movies’ influence on their wearing style is totally different from the male students’ perception. The male students showed negative perception and the females showed positive perception.

On the other hand the number of female students is very high for 'some degree of influence'. This means, about 124(54.4%) female students believe that Kana TV movies have only some degree of influence on our girls wear indecent clothes like the actors in the movies. In short, male students' and female students' perceptions are much far from one another in this case. The performed chi-square analysis also indicated a statistically highly significant difference ($X^2=20.24$, $df= 3$, $N=363$, $p<0.01$).

Item seven of the table indicates that the perceptual differences between male and female students was very high in the two extremes of influences-'strong influence' and 'some degree of influence'. In this regard, the higher percentage of male students 58(43.0%) perceive that Kana TV movies influence in contributing to getting rid of backward traditional/cultural practices is very strong. But female students' number is very high on the other extreme-'some degree of influence'. i.e. 104(45.6%) of the female students perceive that Kana TV movies have only some degree of influence in contributing to getting rid of backward traditional/cultural practices.

It is also possible to recognize from this analysis that the male students watch the Kana movies with a perception that they help them to get rid of backward traditional practices. But when it comes to the female students, most of them believe that the influence of Kana TV movies in contributing to getting rid of backward traditional practices is very low or only at some degree of influence level. The chi-square analysis in this regard showed a statistically significant difference ($X^2= 8.51$, $df= 2$, $N= 363$, $p< 0.05$).

For item eight (Through time, I see that our women wear indecent clothes like actors on Kana TV movies), remarkable differences were observed on the two influence levels or scales (strong influence & some degree of influence). Male and female students' percentage is almost the same in labeling against the issue as moderate influence. When we see the scale 'strong influence', 36(26.7%) male students and 32(14.0%) female students chose it for the statement. When we come to the scale 'some degree of influence', both the difference between male and female students' responses and the total number of both sexes is very much remarkable. Regarding the differences, male students that responded for this scale are 74(54.8%) and female students are 158(69.3%). This shows that higher number of female students than the male students believe that the influence of Kana TV movies on

our women in making them wear indecent clothes like the actors in the movies is very low. A Chi-square analysis was performed for the statement and indicated a statistically significant difference ($X^2=10.17$, $df= 2$, $N=363$, $P<0.05$).

The simple descriptive statistics shown in the table with regard to statement nine states that there are differences in perception among male and female students in all the three scales but it seems so remarkable in the scales 'strong influence' and 'some degree of influence'. 49(38.3%) of male students and 63(27.6%) of female students responded to this statement as it has 'strong influence'. This is an indication that most of the male participants perceive that watching kana movies has a strong influence in contributing to improving our life styles. Whereas, most female students do not believe that watching Kana TV movies has strong influence in contributing to improved life styles.

On the other hand, most female students 89(39.0%) are on the level of choice that watching kana movies has only some degree of influence in contributing to improving our life styles. And this number is the highest in relation to the rest two scales. But in the case of male students, the least percentage is in this category of 'some degree of influence'-only 35(25.9%). This generally indicates that the male students are more serious than the female students in being curious about the influence of kana TV movies on its contribution of improved life styles. The performed Chi-square analysis also indicated a statistically significant difference ($X^2=6.81$, $df= 2$, $N=363$, $P<0.05$).

Statement 10 reads "Young kids or even high school students' study time is disturbed due to Kana TV movies." As indicated in the table, the difference of responses between male and female students was seen mostly on the two level of influence-'moderate influence' and 'strong influence'. In this case, 48(35.6%) male students and 47 (20.6%) female students believe that the influence of Kana TV movies in disturbing students' study time is moderate. When we look at the differences, it is significant that the list percentage of female students (only 20.6%) said the influence is moderate, but a relatively higher percentage of male students (35.6%) responded against the same issue. This implies that female students' perception of the medium's influence on this statement is much more positive than the male ones'.

When it comes to the other level of influence (strong influence), the percentage of the responses in both sexes is very high and a considerable difference is also there. To put it clearly, about 59(43.7%)

of the male students and 122(53.5%) of the female students perceive that kana TV movies have 'strong influence' in disturbing young kids or even high school students' study time. This number in general is very high that most students' perception towards this issue is very bold that they believe it is of a strong influence. When we look at the difference also, it is so remarkable that especially the female students mostly perceive as kana movies impact on the given statement is very high. A chi-square analysis also indicated a statistically significant difference ($X^2=9.80$, $df= 2$, $N=363$, $P<0.05$).

The table given above states about item twelve that there is a perceptual difference between female and male students in the influence scales- 'some degree of influence' and 'moderate influence'. 47 (34.8%) of the male students and 110(48.2%) of the female students replied that the movies have some degree of influence on the statement. When we look at the differences, the number of females who chose 'some degree of influence' is much more and this indicates the perceptual differences found between the two groups i.e. most female students do not believe that watching kana TV movies contributes to spoiling our good communal life style strongly. For the option 'strong influence', almost similar percentage of both sexes (male= 29.6% and female= 29.8%) gave similar response. Not only similarity, but when we also compare it with the other response rates, it is very low.

On the other hand, 35.6% of the male students and 21.9% of the female students chose moderate influence. Here also, the difference between male and female students' responses are very remarkable. In general, this response rate indicates that the respondents do not strongly believe that Kana TV movies contribution to a spoiled communal life style is serious. The performed chi-square analysis indicated a statistically significant difference ($X^2=9.37$, $df= 2$, $N=363$, $P<0.05$).

Item fourteen says that watching Kana TV movies has negative effect. As shown in the table, there is a big difference between male and female students in the responses given against all the influence levels. Most of the male students (40.0%) perceive that watching kana TV movies has a strong influence in bringing about negative effect. On the other hand, most of the female students (46.9%) chose the level some degree of influence. These two extremes are indicators that the statement is perceived among the male and the female students very differently. Most male students watch the movies with understanding that it strongly influences them negatively. Whereas most female students watch it with understating that it doesn't have strong negative effect on them but it has only some degree of influence. A chi-square analysis was also performed and indicated that the difference is statistically highly significant ($X^2=14.15$, $df= 2$, $N=363$, $P<0.001$).

On the item that states ‘watching Kana movies has positive effect’, a very big difference was observed between male and female students especially on two influence levels or scales. These are ‘moderate influence’ and ‘some degree of influence’. In this case, male students are 58(43.0%) and female students are 59(25.9%) for moderate influence and male=35 (25.9%) and female=105(46.1%) for some degree of influence. When we look at this statistics, there is a perceptual gap between the male and the female students i.e. high number of female students believe that watching Kana TV movies has some degree of influence in creating positive effects. But when it comes to males the higher percentage believe that its influence is just moderate. The chi-square analysis showed a statistically significant difference ($X^2=16.85$, $df= 2$, $N=363$, $P<0.001$).

Item 16 reads “Social bondage of the local people decreases due to frequent viewing of Kana TV movies.” In this regard, most (39.5%) of the female students responded that frequent viewing of Kana TV movies has strong influence in decreasing social bondage of the local people. Nearly similar percentage (37.3%) of the female students believe that the movies have only some degree of influence in this regard. On the other hand, 34.8% of the male students chose moderate influence and similar number of male students again chose some degree of influence. But only 23.2% of females chose moderate influence. Generally speaking, one can see a difference in the responses of male and female students i.e. the most female respondents tended to take side for strong influence, whereas, the male respondents showed positive and moderate perception. In this regard, the performed chi-square analysis showed a statistically significant difference ($X^2=6.21$, $df= 2$, $N=363$, $P<0.05$).

In relation to Kana TV viewing contribution to sexual violence/rape, when we look at the response rates between male students and female students, a very remarkable difference had been seen on ‘moderate influence’ and ‘some degree of influence’. Only 25.9% male and 23.7% female students responded that Kana TV viewing has strong influence in its contribution to sexual violence/rape. As we can see from the table, most students from both sex (40.7% male and 55.7% female) chose the scale some degree of influence. We can see from this response that more percentage of female respondents showed positive perception than their male counterparts towards this statement. This implies that the female students have more interest on the channel than the male students. But in general, we can see that the respondents perceive as Kana movies don’t have that much serious effect

on sexual violence /rape. The chi-square analysis also indicated a statistically significant difference ($X^2= 9.37$, $df= 2$, $N= 363$, $P< 0.05$).

Item 20 states that if the young follows the Kana TV movies very much, interest in local customs decreases. Most (39.3%) of the male students replied as the movies have a ‘strong influence’ concerning this issue. On the other hand, most (43.0%) of the female students responded that it has only some degree of influence. Whereas, only (26.7%) of male students replied that if the young follows the Kana TV movies very much, interest in local customs decreases. In this regard, most female students believe that Kana TV movies have only some degree of influence in decreasing the young’s interest of local customs. But this perception is completely different when it comes to the male respondents. Because the highest percentage (39.3%) responded that the channel has a strong influence in decreasing the young’s interest of local customs. In general, it is possible to note from this data that this issue is differently perceived among male and female participants. A Chi-square analysis was also performed and indicated that the difference is statistically significant ($X^2=10.72$, $df= 2$, $N= 363$, $P< 0.05$).

Item 23 reads “Kana TV viewers adopt open-air eating habits which are locally less common.” As one can see in the table, there is a very remarkable difference between male and female responses in all aspects of the response rates. But the very significant difference among the three scales was seen in the response of female students. The rate in this regard is 22.4% for strong influence, 23.7% for moderate influence and 53.9% for some degree of influence. But in the case of male students, their response rates in the three scales are almost similar i.e. 33.3% for strong influence, 34.1% for moderate influence and 32.6% for some degree of influence.

The indication here is that most female students do not agree with the idea that Kana TV viewers adopt open-air eating habits which are locally less common. For most of the female respondents, the influence of Kana TV in this regard is very low. But when we look at the responses of the male students, it seems that their perception about the influence of the issue doesn’t have a clear variation like the females’. The performed chi-square analysis showed a remarkable statistical difference between the responses of the two groups ($X^2=15.58$, $df= 2$, $N=363$, $P<0.01$).

For item 26 (Watching kana TV movies contributes to spoiling our good cultural/traditional practices), there is a big difference in the percentage of the responses between male and female students in the scales 'moderate influence' and 'some degree of influence'. In the highest level (strong influence), the percentage of responses for male and female are 33.3% and 35.1% respectively. These are relatively medium responses in which we don't see much differences between the two. But we cannot consider these responses as simple and undermined ones.

In the case of the other two degree of influences (moderate and some degree of influence), the higher percentage of female students (40.4%) are still in favor of the scale 'some degree of influence'. But most of the male students (40.7%) chose moderate influence in this regard. And this again shows that most of the female students' perception of Kana TV movies' contribution to spoiling our good cultural practices is lower. It has also an implication that most of the male students have some reservation towards the issue that they don't want to consider the influence of Kana movies towards the given statement as serious one. A chi-square analysis was also found to show a statistically significant difference ($X^2=12.38$, $df= 2$, $N=363$, $P<0.05$).

As we can see the response rates from the table (item 27), the highest percentage of male students (37.0%) replied that watching kana TV movies has a strong positive influence on love relationships. But the response rate for female students is opposite to this i.e. the highest percentage of female students (42.1%) said that watching the movies has only some degree of positive influence on love relationships. On the other hand, 34.8% male and 26.3% female students replied as the influence in this regard is moderate. This shows that female students' perception towards kana TV movies in relation to its positive contribution to love relationship is very low. On the other hand, the male students consider movies of the channel as it has a strong effect in enhancing love relationships. A chi-square analysis was performed and showed a statistically significant difference ($X^2=8.03$, $df= 2$, $N=363$, $P<0.05$).

The table indicates that most (36.3%) of the male students and most (49.1%) of the female students chose some degree of influence for the statement 'watching Kana TV movies has negative influence on love relationship'. This implies that most of the students from the two groups believe that watching Kana TV movies doesn't have much negative influence on love relationship. But the

difference between the two groups is very remarkable. When it comes to their negative perception, 30.4% male and 25.4% of the female students replied that it has strong negative influence on love relationship. Generally speaking, a very remarkable number of the female students showed positive perception towards the statement than their male counterparts. The performed chi-square analysis indicated a statistically significant difference ($X^2=5.76$, $df= 2$, $N=363$, $P<0.05$).

Item 29 states that watching Kana TV movies has positive influence on husband-wife relationship. The table shows with this regard that there are much differences between male and female students in their responses to this statement. For this statement, high percentage of female students (47.8%) chose the level 'some degree of influence'. But most (37.0%) of the male students responded as it has moderate influence and 33.3% of them chose strong influence. This shows that the role of watching Kana TV movies in having positive influence on husband-wife relationship is accepted to some extent by the majority of female students. When we look at the male students' responses, most male students (37.0%) responded that watching Kana TV movies has moderate role in having positive influence on husband-wife relationship. The chi-square analysis result also indicated a statistically significant difference ($X^2=13.34$ $df= 2$, $N=363$, $P<0.05$).

In the case of the item "Watching Kana TV movies has positive influence on parent-child relationship," the table indicates that a much significant difference in response rate between male and female students was seen on 'moderate influence' and 'some degree of influence'. Even though it shows some similarities between male and female (34.8% and 32.0%, respectively) for 'strong influence', the percentage for this level is also very remarkable. In other words, about 120 (33.1%) of the total students believe that watching Kana TV movies has a strong positive influence on parent-child relationship. That means, 33.1% students from both sex perceive that kana TV movies are very good for parent- child relationship.

On the other hand, most female students (45.2%) perceive that Kana TV movies have only some degree of influence on parent-child relationship. This female students' perception shows that the role kana TV plays to build a parent-child relation is very low. But most male students (35.6%) replied that the role of kana movies for this issue is moderate and almost similar percentage said that its role in this regard is so strong. A chi- square analysis was performed and indicated that there is a

statistically significant difference between the responses of the two groups ($X^2=10.41$, $df= 2$, $N=363$, $P<0.01$).

Tables 23 shows the prevalence of different perceptions on the influence of Kana television movies on the viewers between the male and female students. The chi-square analysis was performed to compare the different perceptions on the influence of Kana television movies on the viewers between the male and female students. The chi-square analysis performed to compare the variations observed indicated a significant difference in the perception of male and female students at p.05 level of significance and p.01 level of significance as represented in the 20 discreet statements. Therefore, the hypothesis stating that there is no significant difference between the male and female students' perception of the effect of watching Kana TV movies on local culture is not supported as it applies to the twenty discreet statements analyzed. In other words, the Chi-square analysis performed to compare the perception of effect of watching Kana TV movies between male and female students indicated that both the male and female students positively perceive the Kana TV movies impact on people/ local culture ,but most of the female students tended to 'see' Kana TV movies more positively than the male students.

F. Teachers' and administrators' General Attitude

This section examines whether there is some association between teachers' and administrators' gender and their attitude towards the Kana TV channel. There are 13 female and 25 male teachers and administrators selected as participants of the study. The table presents the statistically significant differences in the attitudes of the male and female teachers and administrators in the selected schools.

Table 25: Male versus female teachers' and administrators' attitude

	Items	Gender	Attitude						Total
			Negative Attitude	%	Neutral	%	Positive Attitude	%	
16	I am used to western music.	Male	17	68.0	2	8.0	6	24.0	25
		Female	5	38.5	0	0.0	8	61.5	13
41	I celebrate some of western countries holidays such as (Lovers' day, New year).	Male	21	84.0	3	12.0	1	4.0	25
		Female	5	38.5	1	7.7	7	53.8	13

As the table summarizes, there are only two items with statistically significant difference out of the 48 items. The first item with nearly statistically significant difference is item 16 (I am used to Western music). When we look at the responses, most of the male teachers and administrators (68.0%) have negative attitude or do not agree with the statement. On the other hand, most of the female teaching and administrative staffs (61.5%) have positive attitude towards the idea of getting used to Western music. This implies that the female participants mostly use the Western music than the male ones. Most of the male respondents showed disagreement that they seem not to be used to western music. The chi-square test for this item indicates a statistically nearly significant difference ($X^2= 5.60$, $df= 2$, $n=38$, $p=0.06$).

Statement 41 is the other item on which significant difference was seen in responses of the male and female teachers and administrators. The statement is about celebrating western countries' holidays such as lovers' day and New Year. In this regard, 84.0% of the male teachers and administrators responded that they have negative attitude towards it. But most (53.8%) of the female ones positively responded to the statement. This tells us that the issue is a concern for the female teachers and administrators, and not for the male ones i.e. most of the male respondents are not that much happy to celebrate lovers day and western New Year. On the other hand, the females seem to have a remarkable interest on these two issues. The performed chi-square analysis for this item shows a statistically highly significant difference ($X^2= 12.84$, $df= 2$, $n=38$, $p<0.01$).

Similarly, it is very important to pay attention to the items of the questionnaire on which the responses of the male and female respondents did not show a statistically significant differences. There are a very large number of items that the respondents showed no statistically significant difference in their attitude towards the Kana TV movies.

This section explains what the attitude of both sexes look like regardless of their differences. For example, statement 1 reads "I self-cultivate myself through watching the Kana movies". To this statement, most of the participants from both sexes (male= 56.0% and female= 53.8%) replied that they have negative attitude towards it i.e. they believe that Kana TV movies do not help them to cultivate themselves. When we come to statement 4, it says, 'The effect of kana movies is more negative than positive on local culture. 'Participants' reaction towards this statement was more of

negative i.e. most of them (64.0% of male and 53.8% female) agree that the movies have more negative effects than positive on the local culture. The implication here is that even though teachers and administrators are highly interested in the movies, most of them also believe that the movies negatively affect the local culture.

Statement 8 reads, 'Watching the Kana TV movies has positive effects on local culture'. Towards this statement, most of the female respondents (61.5%) and most of the male respondents (44.0%) showed their negative attitude. This implies that most of these participants believe that watching the movies doesn't have any positive effect for the local culture. Similarly, for statement 13 (kana TV show doesn't have a serious impact on local culture), both male and female teachers and administrators with significantly more percent responded that they have negative attitude (disagreement) towards the issue. This strengthens their idea that their perception about kana movies is with its having negative effect on local culture.

Even though they believe that kana movies have negative effects, they also mostly (male= 60.0% and female= 53.8%) showed their agreement or positive attitude in item 19 which reads "Watching Kana movies helps us to be receptive to new ideas, and this is good". The implication here is that most of these teaching and administrative staff believe that they have a chance to learn new ideas from the movies. But we can understand from their reaction to the other items indicated above that learning new ideas from the movies doesn't make them have positive attitude towards the channel. Statements 26 and 27 try to examine the participants' attitude on the Amharic translation of the movies. Similar to most of the students at gov't schools, these participants also agreed that they don't follow the movies if they were in English. On the other hand, its Amharic translation played a great role for kana movies to be liked by the people.

Item 37 reads I like Mexican, South Korean, and Turkish fashion and cosmetics. In this regard, 84.0% of the male respondents and 53.8% of the female respondents replied that they have negative attitude towards the statement. According to this response, most of these participants are not interested in the fashion and cosmetics of the sources of the movies. This indicates that watching the movies did not put them to be under the influence of the countries of the movies' origin in other aspects. In the case of watching the movies showing cultural inferiority of our country (stated in item 46), most of the

male respondents (60.0%) disagreed with the idea, but the females with high percentage (53.8%) showed positive attitude (agreement) towards the issue. In this regard, there is a perceptual difference between the male and the female respondents even though the differences are statistically insignificant.

Similar to the responses of the students, teachers and administrators seem to be serious about becoming open with sex. Because, statement 47 reads, “Watching the Kana TV movies contributes to our people becoming open with sex, but this is not good. “Towards this statement, most (60.0% male and 76.9% female) respondents showed their agreement. Since the statement is negative, this shows their attitude towards the movies is negative.

Generally, teachers and administrators mostly have negative attitude towards kana TV movies, especially in relation to local culture. This is important that they have differences in attitude towards the issue with their students.

Similarly, general attitude of the teachers and administrators was examined through interview. Regarding this, five respondents replied that Kana movies are much harmful than useful to our culture and 3 of them said that it is more useful than harmful. Only one respondent replied that the movies are equally harmful and useful to the local culture. If we generally look at this response, most of these participants believe that kana movies are much harmful to the local traditional practices. In this regard, similar responses were found from the respondents in the questionnaire.

Even though these participants use the media, they are still too much worried about its harmful impacts on the local culture. In this case we can observe that most of these respondents could have put demarcation between the gratifications they get from movies and its harmful consequences on local cultural practices.

Because when we examine research question 2 from the point of view of teachers and administrators responses, similar to the students, no remarkable differences were not seen between attitude of the male and the female respondents. In this regard, both the male and the female teachers and administrators were found to be more serious than their students. Because, most of these subjects responded negatively to almost all the issues related to the local culture in both questionnaire and

interview. This clearly indicated that these groups watch the movies with equally understanding that it has a seriously negative effect on local culture. However, the male teachers and administrators showed more negative attitude than their female counterparts. In contrast, the students' perception of the movies is different. They eagerly watch it and at the same time most of them perceive it as it doesn't have negative impact on the local culture. Use and Gratification theorists like Bryant and Zillmann (2002) also suggest in this regard that the effect and understanding of movies on adults is not as serious as it is on children and youngsters. Therefore, we can say that perception of the movies has to some extent gender dimension, though totally opposite result was not produced.

Table 26a contains 5 statements from section 4 of the questionnaire. These 5 are statements with statistically significant differences between the responses of the private and the government school respondents.

Table 26a: School type versus teachers and administrators attitude

	Items	School type	Attitude						Total
			Negative Attitude	%	Neutral	%	Positive Attitude	%	
2	I learn good foreign cultural practices from watching the Kana movies.	Gov't	9	64.3%	1	7.1%	4	28.6%	14
		Private	5	20.8%	7	29.2%	12	50.0%	24
14	Watching the Kana TV movies contributes to better opposite sex relationships.	Gov't	4	28.6%	4	28.6%	6	42.9%	14
		Private	13	54.2%	10	41.7%	1	4.2%	24
17	Watching Kana TV movies contributes to our being open to new things; and this is good.	Gov't	10	71.4%	0	0.0%	4	28.6%	14
		Private	7	29.2%	7	29.2%	10	41.7%	24
21	Watching Kana movies helps our people to be open minded.	Gov't	8	57.1%	0	0.0%	6	42.9%	14
		Private	9	37.5%	9	37.5%	6	25.0%	24
36	I like western such as American fashion and cosmetics.	Gov't	4	28.6%	3	21.4%	7	50.0%	14
		Private	11	45.8%	8	33.3%	5	20.8%	24

Item 2 reads, “I learn good foreign cultural practices from watching the Kana movies.” Towards this statement most (64.3%) of the government school participants showed negative attitude. On the other hand, the highest (50.0%) of the private school respondents positively reacted to this statement. This is an implication that these participants from the private schools are more of admirers of foreign cultural practices and use kana movies as a means. But the government ones’ in most cases seem not to be keen to these foreign cultural practices. Because they responded that they don’t learn good foreign cultural practices from watching the Kana movies. The Chi-square analysis also indicated a statistically significant differences ($X^2= 7.53$, $df= 2$, $n=38$, $p<0.05$).

Statement 14 reads, “Watching the kana TV movies contributes to better opposite sex relationship.” When we look at the responses, most (54.2%) of the private school participants showed negative attitude and most (42.9%) of the government school respondents agreed with the statement. This implies that most of the government school teachers and administrators agree that watching kana movies is helpful to improve opposite sex relationships. On the contrary, most private school teachers and administrators responded that they are against this issue. A Chi-square analysis was performed and indicated that there is a statistically significant difference between the responses of the two groups ($X^2= 8.89$, $df= 2$, $n= 38$, $p<0.05$).

When we come to statement 17, “Watching kana movies contributes to our being open to new things; and this is good,” 71.4% of respondents from the government school reacted to this statement negatively. Whereas, most (41.7%) of the private school participants showed positive attitude towards the statement. We can understand from this response that the government school’s teachers and administrators do not trust whatever new things may come through the movies. This shows their much curiosity. On the other hand, the response of most of the private schools participants indicates that they are eager to learn new things from the movies. The Chi-square analysis performed for this statement indicated a statistically significant difference ($X^2= 8.03$, $df= 2$, $n= 38$, $p<0.05$).

Regarding open mindedness of our people shown in item 21, most (57.1%) of the government school participants showed negative attitude. Whereas, the private ones in most cases chose both negative attitude and neutral. 37.5% of the private school participants became reserved about this issue by choosing ‘neutral’ and another 37.5% of the same group chose ‘negative attitude’. This implies that

the statement was negatively perceived by most of the government school participants but most (62.5%) of the private school respondents showed a tendency of agreeing with and being reserved from the idea of Kana movies' help to our people to be open minded. The performed Chi-square test also showed a statistically significant difference ($X^2= 6.91$, $df= 2$, $n= 38$, $p<0.05$)

It is also very important to carefully look at the items of the questionnaire on which the responses of the male and female respondents did not show a statistically significant differences. As indicated in Table 25b, there are many items that the respondents showed no statistically significant difference in their attitude towards the Kana TV movies.

Table 26b: School type versus teachers and administrators attitude

	Items	School type	Attitude						Total
			Negative Attitude	%	Neutral	%	Positive Attitude	%	
1	I self-cultivate myself thorough watching the Kana movies.	Gov't	9	64.3%	2	14.3%	3	21.4%	14
		Private	12	50.0%	7	29.2%	5	20.8%	24
4	The effect of Kana TV movies is more negative than positive on local culture.	Gov't	6	42.9%	0	0.0%	8	57.1%	14
		Private	7	29.2%	2	8.3%	15	62.5%	24
6	I adopt modern life styles through watching the Kana TV movies.	Gov't	9	64.3%	1	7.1%	4	28.6%	14
		Private	10	41.7%	7	29.2%	7	29.2%	24
8	Watching the Kana TV movies has positive effects on local culture.	Gov't	8	57.1%	1	7.1%	5	35.7%	14
		Private	11	45.8%	5	20.8%	8	33.3%	24
12	Our watching of the Kana TV movies indicates the cultural superiority of the countries represented in the movies.	Gov't	5	35.7%	1	7.1%	8	57.1%	14
		Private	9	37.5%	3	12.5%	12	50.0%	24
13	Kana TV show doesn't have a serious impact on local culture.	Gov't	7	50.0%	2	14.3%	5	35.7%	14
		Private	15	62.5%	3	12.5%	6	25.0%	24
15	Watching the Kana TV movies contributes to our people becoming open with sex; and this is good.	Gov't	8	57.1%	0	0.0%	6	42.9%	14
		Private	16	66.7%	3	12.5%	5	20.8%	24
25	I am getting used to music from countries such as Mexico, South Korea, Turkey	Gov't	8	57.1%	3	21.4%	3	21.4%	14
		Private	18	75.0%	3	12.5%	3	12.5%	24

41	I celebrate some of western countries holidays such as (Lovers' day, New year).	Gov't	8	57.1%	1	7.1%	5	35.7%	14
		Private	18	75.0%	3	12.5%	3	12.5%	24
47	Watching the Kana TV movies contributes to our people becoming open with sex, but this is not good.	Gov't	3	21.4%	0	0.0%	11	78.6%	14
		Private	7	29.2%	3	12.5%	14	58.3%	24

Item 1 reads, 'I self-cultivate myself through watching the kana movies.' But most participants from both school types disagreed with this idea i.e. 64.3% of the government school respondents and 50.0% of the private school respondents showed negative attitude towards the statement. On the other hand, only 21.4% of the government and 20.8% of the private school participants positively reacted to the item. Therefore, the implication from the data is that most of the respondents from the two groups do not believe in self-cultivation by the movies.

Similarly for statement 8 that reads, 'Watching the kana movies has positive effects on local culture', most of the participants of both school types disagreed i.e. 57.1% of the government school students and 45.8% responded that they have negative attitude towards the statement. On the other hand, 35.7% of the government school and 33.3% of the private school teachers and administrators positively reacted to the statement. The data shows that most of the respondents do not have a trust on kana movies in relation to the local culture.

Concerning the indication of the cultural superiority of the countries represented in the movies (item 12), the respondents from both school types showed their agreement with higher percentage i.e. 57.1% of government school and 50.0% of the private school participants responded that their attitude towards the statement is positive. That means, they believe that our watching of the Kana TV movies indicates the cultural superiority of the countries represented in the movies.

For statement (13) which reads 'Kana TV show doesn't have a serious impact on local culture', the participants' response as we can see from the table is mostly negative i.e. 50.0% of government and 62.5% of the private school teachers and administrators negatively responded to the statement. On the other hand, 35.7% of government and 25.0% of the private school respondents replied as the TV show doesn't have a serious impact on local culture. This implies that the private school respondents showed negative attitude more remarkably than their government school counterparts. But both groups in general showed belief that the channel or the movies have serious negative impact on local culture.

Item 15 reads, “Watching the Kana TV movies contributes to our people becoming open with sex; and this is good.” Most (57.1%) of the government school and most (66.7%) of the private school respondents showed their disagreement towards this statement. But it is also very important to note that 42.9% of the government school participants and 20.8% of the private school participants showed positive attitude towards the statement. Similarly, for statement 47 which was presented as a direct opposite to statement 15, most (78.6%) government school and (58.3%) of private school respondents agreed that watching the Kana TV movies contributes to our people becoming open with sex; and this is not good. We can understand from this point that both groups did not agree with the statement that advocates the goodness of the movies’ contribution to having open sex, but the disagreement was remarkably seen on the private school respondents.

For the statement ‘I am getting used to music from countries such as Mexico, South Korea, and Turkey,’ most (57.1%) of the government school and 75.0% of the private school teachers and administrators replied that they have negative attitude towards the statement. Both groups’ percentage for this statement is very high but the private school respondents showed most significantly showed negative attitude than their counterparts. Exactly the same percentage is true for statement 41 which reads ‘I celebrate some of western countries holidays such as (Lovers’ day, New Year).’ This indicates that the issue is negatively perceived by most of the respondents in both groups. However, the private school teachers and administrators seem to be very much serious about their stand towards the effects of Kana TV movies.

G. Teachers’ and Administrators’ Perceived Positive effects of watching Kana TV movies

The respondents were demanded to give their general and specific answers on the positive effects of watching Kana TV movies. The identified positive effects of watching Kana TV movies by the participants are: increasing work culture (one respondent), learning art and technology (one respondent), sharing concept of transparency (one respondent), learning others’ culture (two respondents) and to safeguard our own culture (two respondents). Most of the respondents pointed out those watching Kana movies have positive effects on the local culture. They said that if Kana movies are properly managed and watched with a focus on the good ones/sides, ignoring the weaknesses, it can be helpful to learn other countries’ good cultural practices and to protect our own culture. This is similar to the response obtained through the open-ended part of the questionnaire.

Three respondents replied that they did not see any positive effect of watching Kana TV movies. They were rather highly reserved about the positive effects of these movies. In the responses obtained from the questionnaire, the respondents showed more of negative attitude towards Kana TV movies. It is possible to observe here that watching media shows obviously do not have only negative impacts. Hence, matured viewers may learn something new through relaxation and yet, may not be seriously influenced. But this may not work for children and youngsters as also reflected by the teachers and administrators. Because, these group of society are very sensitive to getting adopted to something new and these new thing have the power to influence them to take only one side without making a balance in between.

H. Teachers' and Administrators' Perceived Negative effects of watching Kana TV movies

Even though there are differences with the issues, all the participants stated the negative effects of watching Kana movies in general terms as: initiating and encouraging youngsters to sex and addiction, disturbing/stealing students' study time, affecting husband-wife relationship and contributing to family conflict, exposing children to open /public kissing and smoking and affecting parent-child relationship.

In relation to the respondents' view of Kana movies negative effects particularly on local culture, two points were raised i.e. affecting local cultural traditions and changing wearing and hair styles.

Most teachers and administrators were found to point out in the interview that Kana movies' contents deviate from the context of local traditions and this has negative effect on the local culture. This result is again similar to the results found from the questionnaire wherein the negative impacts of watching Kana movies is shared among the views of the teachers and administrators. In other words, the teachers and administrators have negative perception towards Kana TV movies as far as local culture is concerned.

The other negatively reported issue by most of the respondents was the movies' impact on students' study time. Similarly, the respondents reflected that they are much worried about their students' study time in their responses found from the questionnaire. This implies that the effect of the movies is very serious regarding students' study time. Because these respondents spend their times with the students

and know very well about what the situation looks like. The researcher also found out from the informal conversation with the teachers that there are students who write the titles of the Kana movies on exams as answers for the questions asked. This indicates how much the minds of the students are devoted to the movies rather than their education.

Almost all the teachers and administrators felt that watching kana TV movies have negative effects on local culture. For the 'how', they forwarded different viewpoints such as a gradual influence of the local culture by the traditions/ cultures watched on the movies. Especially, the young generation can be easily influenced; these movies' effect is very significant as reported by some of the participants. This is what strengthens the idea of Bryant & Zillmann (2002) which points out that all too often discussions of the effects of television on children and youngsters focus solely on the negative. The teachers and administrators have a perception that Kana movies have much more negative effects than positive effects on local culture.

Unlike the students, the teachers and administrators raised various points that they negatively perceive from Kana TV movies. One can understand from this part that the students negatively perceived effects are different from those of teachers' and administrators. As indicated in the earlier analysis, teachers and administrators mostly tended to show negative perception, whereas the students' perception seemed to be more of positive towards the channel in general.

In the interview, the teachers and the administrators also identified matters that have a negative impact on local culture. More importantly, the teachers and the administrators' responses showed similar results with their responses found from the questionnaire items. They expressed in both cases that watching Kana movies is harmful to the local traditions. This also has a strong association with an empirical study on children and adolescent by Turow (1985).

Respondents raised the point of 'forgetting our cultural values and adopting others' culture' as one of the fundamental negatively perceived effect. This goes along with findings of Petras (2000) who associates this with the idea of cultural imperialism, especially in relation to the Third World. He points out it as a systematic penetration and domination of the cultural life of the popular classes by the ruling class of the West in order to reorder the values, behavior, institutions and identity of the

oppressed people to fit in to the interests of the imperial classes. In this era of globalization, it is getting penetrated into the nations that have their own popular traditions. This is through technological advancements like movies and other satellite products. Similar findings of Fortner and Fickler (2011) also support the finding of this study.

I. Male and Female Teachers' and Administrators' Perceived Degree of Influence

It is very important to put into account the items of the questionnaire on which the responses of the male and female respondents did not show a statistically significant differences in their perceived degree of influence. There are a large number of items in which respondents showed no statistically significant difference in their perception towards the Kana TV movies.

The data showed what participants' perception of degree of influence of Kana TV channel looks like. In this regard, male and female respondents showed differences (although doesn't have statistically significant differences) in the items. In this section, some of the remarkable issues with attention seeking responses were analyzed. The respondents' homogeneity in their responses was also taken into consideration.

Item 1 raises about some practices of kana movies becoming acceptable in our people. For this point, high number (68.0%) of the male respondents responded that the movies in this regard have strong degree of influence. But most of the female respondents (38.5%) chose 'strong degree' and another 38.5% the female students chose 'moderate degree of influence. This implies that both male and female respondents showed negative perception towards the statement. But the male respondents significantly reacted to the statement negatively than their female counterparts.

Statement 2 says, 'Some movies from kana TV instill harmful input onto the local people's behavior.' Again high number of respondents from both sexes (male= 56.0% and female= 61.5%) responded to this statement that it has strong degree of influence. This shows that most of the participants (male and female) have negative perception towards Kana TV movies in relation to this statement. In case of our girls wearing indecent clothes like Kana TV actors, about 53.8% which is the highest number of female respondents replied that Kana movies have strong influence in this regard. But relatively higher percentage of the male respondents (40.0%) replied as it has only some degree of influence.

Male and female participants were found to have different opinion towards this statement. In other words, most of the male respondents seem not to agree with the statement that states our girls wear indecent clothes like actors on Kana TV movies. On the issue of our women wearing indecent clothes, most of the respondents from both male and female (60.0% and 53.8% respectively) respondents replied that Kana movies have only some degree of influence in this regard. The implication here is that these respondents do not believe that our women are not being influenced by Kana TV movies.

When it comes to the study time of students, both male and female teachers and administrators (72.0% of the male participants and 53.8% of the female participants) responded that the movies have strong degree of influence in disturbing students' study time. But 30.8% of the female respondents replied that it has only some degree of influence. We can understand from this data that the participants' perception towards the Kana TV's effect in disturbing students' study time is very negative. Especially, the male participants seem to be very serious in their stand that the movies highly affect study time of students.

Most of both male and female respondents (48.0% and 53.8% respectively) chose 'strong degree of influence' for the item 'social bondage of the local people decreases due to frequent viewing of kana TV movies'. This indicates that these participants showed negative perception towards the movies. Because the response implies that Kana TV movies strongly affect the social bondage of the local people. Similarly, most (male= 40.0% and female= 53.8%) respondents' perception towards the statement 'Watching kana TV movies contributes to spoiling our good cultural/traditional practices' is 'strong influence'. Only 32.0% of the male and 23.1% of the female participants positively reacted to the statement. Here, it is possible to see that very remarkable number of especially the female respondents showed negative perception towards the channel.

When we generally look at the perception of male and female teachers and administrators, it mostly tends towards 'strong influence' especially to the issues that have direct relations with the local culture. This shows that even though these people use the channel with high gratifications, their perception seems to be still serious about its influence on local traditions.

4.1.5. Kana TV viewing habit of students, teachers and administrators versus their attitude

Table 27: Kana TV viewing habit of respondents

Viewer	Teachers and Administrators		Students	
	Fr	%	Fr	%
Light Viewer	1	2.63	31	8.54
Moderate Viewer	15	39.5	99	27.30
Heavy Viewer	22	57.90	233	64.20
Total	38	100	363	100

Table 26 shows Kana TV viewing habit of students, as well as teachers & administrators. As one can see from the table, most of the students, teachers & administrators (64.20% and 57.90%, respectively) responded that they are heavy viewers of TV, whereas, 27.30% of the students and 39.5% of the teachers and administrators replied that they are moderate viewers of the channel. On the other hand, only 8.54% of the students and 2.63% of the teachers and administrators replied that they are light viewers of television. We can see from this table that most of the respondents in the study are heavy television viewers.

The interview result also indicated that most (66.7%) of the students were heavy viewers of television and only very few are light viewers according to Gerbner (1994)'s classification of television viewing. When we look at this daily TV watching habit of the students, it is almost similar to the result gathered through questionnaire. The highest time daily spent by the respondents on the programs is 4 hours per a day. And this long time TV viewing habit of respondents indicate that they are remarkably under the influence of the contents they watch. The next section discusses whether this viewing habit of the respondents have a relationship with their attitude.

On the other hand, five teachers and administrators replied that they watch the programs for 4 hours per day. Whereas, a respondent said hesponds5 hours per day watching the programs and three teachers and administrators responded that they watch those programs for 3 hours every day. These responses are almost similar to those of the responses found through the questionnaire. We can see that most of these participants fall in the category of heavy viewers as most of them watch the channel for 4 and more hours per day.

According to Gerbner (1994), television viewers who spend 4 or more hours watching it per day are supposed to be heavy viewers. From the perspective of Use and Gratification theory, we can relate the highly preferred program of these participants with the time they spend every day watching these programs. The approach suggests that people use or spend much time on the media to fulfill specific gratifications (Sarah Appiah, 2010). In the case of these particular participants, the specific gratification they get through watching this show is mainly recreation/relaxation. Similarly, learning new things and attractiveness of the programs gratify some other respondents.

4.1.5.1. Viewing Habit versus Students' Attitude towards the Kana TV channel

This section deals with investigating whether there is a difference between kana TV viewing habit of students and their attitude. Table 28 shows that out of the 48 items prepared in section 4 of the questionnaire to assess students' attitude, 7 of them indicated that there is a significant difference between kana TV viewing habit and students' attitude on the channel.

Table 28a: Viewing habit versus students' attitude on items with statistically significant difference

	Items	Viewing habit (hour per day)	Attitude						Total
			Negative Attitude	%	Neutral	%	Positive Attitude	%	
3	In general, the styles of life I watch on Kana movies are good.	1-2	12	38.7	7	22.6	12	38.7	31
		3	39	39.4	8	8.1	52	52.5	99
		4 and above	64	27.5	34	14.6	135	57.9	233
16	I am used to western music.	1-2	20	64.5	1	3.2	10	32.3	31
		3	32	32.3	15	15.2	52	52.5	99
		4 and above	70	30.0	16	6.9	147	63.1	233
36	I like western such as American fashion and cosmetics.	1-2	16	51.6	3	9.7	12	38.7	31
		3	43	43.4	14	14.1	42	42.4	99
		4 and above	69	29.6	25	10.7	139	59.7	233
37	I like Mexican, South Korean, and Turkish...fashion and cosmetics.	1-2	16	51.6	3	9.7	12	38.7	31
		3	47	47.5	19	19.2	33	33.3	99
		4 and above	78	33.5	36	15.5	119	51.1	233

39	In general, the styles of life I watch on Kana movies are bad.	1-2	12	38.7	7	22.6	12	38.7	31
		3	51	51.5	9	9.1	39	39.4	99
		4 and above	147	63.1	24	10.3	62	26.6	233
41	I celebrate some of western countries holidays such as (Lovers' day, New year).	1-2	19	61.3	4	12.9	8	25.8	31
		3	53	53.5	22	22.2	24	24.2	99
		4 and above	103	44.2	39	16.7	91	39.1	233
42	There are some bad styles of life from the Kana TV shows.	1-2	11	35.5	1	3.2	19	61.3	31
		3	19	19.2	19	19.2	61	61.6	99
		4 and above	75	32.2	48	20.6	110	47.2	233

The first item in which significant difference was observed is “The styles of life I watch on kana movies are good.” In this case, equal number of light viewers showed both positive attitude and negative attitude (38.7% each). But most of both medium viewers (52.5%) and heavy viewers (57.9%) responded that they agree with the idea of watching good life styles on Kana movies. This means that these viewers have positive attitude on the channel regarding this statement. The result of this item indicates a statistically significant difference ($X^2= 9.88$, $df= 4$, $n= 363$, $p= .05$).

In the other item (I'm used to western music), most (64.5%) of the light viewers indicated negative attitude, but most of both medium and heavy viewers (52.5% and 63.1% respectively) showed positive attitude towards the statement. This implies that most of the light viewers tended to have not been influenced by the western music and they showed negative attitude on the issue. Whereas, the medium and the heavy viewers (those who watch the channel for 3 hours and above) seem to use western music though the channel and positively reacted to it at the same time. A Chi-square analysis was performed and indicated a statistically highly significant difference ($X^2= 21.4$, $df= 4$, $n=363$, $p< .01$).

Similarly, item 3 is about liking western such as American fashion and cosmetics. Most (51.6%) of the light viewers replied that they have negative attitude on this point and most (59.7%) of the heavy viewers showed positive attitude in this regard. The implication here is that the viewers that are not seriously exposed to the movies were found to have negative perception towards the movies and those who were heavily exposed were found to positively perceive it. The Chi-square analysis for this statement also showed a statistically significant difference ($X^2= 12.35$, $df= 4$, $n= 363$, $p< .05$).

The 4th item (item 37) asks whether respondents like Mexican, South Korean, and Turkish fashion and cosmetics. In this regard, most of the light viewers (51.6%) responded that they have negative attitude, but most (51.1%) of the heavy viewers showed their agreement (positive attitude) towards the statement. This again implies that there is a relationship between TV viewing habit and attitude of respondents. In other words, the viewers who watch the channel for 4 and more hours per day consistently showed positive attitude towards the effects of the movies, whereas the viewers who watch the channel for 2 and less hours per day showed negative attitude. The Pearson Chi-square analysis also showed that there is a significant difference of responses between the viewing habits and attitude of students ($X^2= 11.53$, $df= 4$, $n= 363$, $p< .05$).

The next item (item 39) reads, “The styles of life I watch on Kana movies are bad.” In this regard, the light viewers of the channel showed both positive and negative attitude with equal percentage of 38.7%. But most of the medium and heavy viewers (51.5% and 63.1% respectively) were found to disagree with the issue. This again shows that most of the heavy and medium viewers perceive Kana movies as good and acceptable. A Chi-square analysis was performed and showed that there is a statistically significant difference of responses between these groups (light viewers, medium viewers, and heavy viewers, $X^2= 12.23$, $df= 4$, $n= 363$, $p< .05$).

In the case of celebrating some of the western countries holidays such as lovers’ day and New Year (item 41), most of the respondents from the three groups (light viewers, medium viewers and heavy viewers) replied that they disagree with the statement. As we can see, 19 light viewers(61.3%), 53 moderate viewers(53.3%) and 103 heavy viewers(44.2%) disagreed with the statement. On the other hand, 8 light viewers (25.8%), 24 moderate viewers (24.2%) and 91 heavy viewers (39.1%) showed positive attitude on this statement. Although most of all the respondents showed negative attitude, one can realize that there are much differences in the number of respondents from the three groups. But the number of heavy viewers with a negative attitude (44.2%) is not as such different from those who have positive attitude (39.1%). Generally, the fact that most of the respondents from the three groups tended to have negative perception could not show homogeneity of attitude as there are wide gaps between the responses. The performed Chi-square analysis indicated a statistically significant difference between the responses ($X^2= 9.25$, $df= 4$, $n= 363$, $p< .05$).

For the last item of the table (There are some bad styles of life from the Kana TV shows), most students in all the three categories (light viewers= 61.3%, medium viewers= 61.6%, and heavy viewers= 47.2%) responded they agree with the statement. But this doesn't mean that they showed positive attitude towards Kana TV movies. Since the statement is negative, the respondents' agreement implies that they have negative attitude towards the shows of the channel. In other words, the participants are saying that there are some bad life styles from the Kana TV shows. When we compare the responses from the three groups, we can see that the heavy viewers' percentage is much less than the other two groups. We conclude from the responses that there is much similarity of perception between the light viewers and moderate viewers. However, the heavy viewers unusually agreed that there are some bad styles of life from the Kana TV shows. It appears that they heavily watch Kana television even though they know its bad aspects. A Chi-square test was also made and showed a statistically significant difference($X^2= 12.16$, $df= 4$, $n= 363$, $p< .05$).

On the other hand, it is very important to pay attention to the items of the questionnaire on which the responses of the light, heavy and medium viewers did not show statistically significant differences. There are a very large number of items towards which the respondents showed no statistically significant difference in their attitude towards the Kana TV movies.

In this category, most of the items that were set to examine students' attitude were found to have no significant difference in the expected association between students' viewing habits and their attitude. Even though there is no statistically significant difference, homogeneity of the response by itself has its own indications in the analysis. Similarity of responses was identified on themes pertaining to the Kana movies' role in influencing local culture, becoming open and accepting new ideas or experiences. In addition, homogeneity of responses was identified on the ideas of openness in love and sex relationships.

As one can see, 58.5% of the statements were found to be positively reacted to by the light viewers, whereas 41.5% of the statements were negatively responded by the light viewers. This shows that although these viewers do not strictly follow up the channel or the movies, it is most likely that they don't have negative attitude towards the channel. In other words, the reason for most of the light viewers to have a limited devotion may not be due to the fact that they have negative attitude towards the channel.

When we come to the medium viewers, most of them (63.4%) showed positive attitude towards the movies, but the rest 15(36.6%) had negative attitude towards the channel. This implies that most of the medium viewers had positive attitude towards the channel. Their reason of being medium in viewing category may be either lack of time, refusal of permission from parents or some other inconvenience rather than lack of interest. It is very important to note that their positive attitude may lead these viewers to the category of heavy viewing through time.

Heavy viewers of Kana TV had a much more positively inclined attitude towards the statements used as a measure their perception. That means, out of the 41 items incorporated in the table, 73.2% of them were positively reacted on by the participants. Only 26.8% of the items were negatively replied as perceived by the students. This response indicates most of the participants in this category heavily follow up the channel and have positive attitude towards it simultaneously. The respondents' positive attitude was especially more visible on the ideas pertaining the Kana movies' role in improving local cultural practices, in being open to sex, receptive to new ideas, learning others' culture and ways of life, and having open parent-child relationship.

It is indicated that on seven statements which are on styles of life presented in Kana movies, familiarity with western music, being fond of American, Mexican, South Korea and Turkish fashion and cosmetics, and celebrating some holidays of the western countries, there is a variation in the attitude of the 363 students as a light, moderate and heavy viewers of Kana TV channel. An examination of the discreet statements indicates notable differences. On item 3, more number of heavy viewing students(57.9%) have expressed a positive attitude towards the presentation of styles of life in the Kana movies to be followed by moderate viewers (52.5%) while 38.7% of the light viewing students disagreed with the statement. The due statistical test performed indicated statistically significant difference between the light, moderate and heavy viewers at p.05 level of significance ($\chi^2=9.88, df=4, n=363, p=.05$).

Similarly, a higher number of heavy viewing students(63.1%) have expressed agreement with the statement on being fond of western music in the Kana TV channel to be followed by moderate viewers (52.5%) whereas 64.5% of the light viewing students expressed disagreement with the

statement. The statistical test performed indicated statistically significant difference between the attitudes of the light, moderate and heavy viewers at p.01 level of significance ($X^2 = 21.4, df=4, n=363, p \leq 0.01$).

In much similar terms, the heavy viewing students (59.7%) had a positive attitude towards being fond of American fashion and cosmetics whereas 51.6 % of the light viewing students expressed disagreement. The statistical test performed indicated a significant difference between the three TV viewing groups at p.05 level of significance ($X^2 = 12.35, df=4, n=363, p \leq 0.05$). Same holds true in attitudes of the heavy viewing students (51.10%). They were positive towards being fond of the Mexican, Korean and Turkish fashion and cosmetics in contrast to the attitudes of the light viewing students (51.65%) which was negative. The due statistical test performed indicated a significant difference of responses between the students with varied viewing habits and their attitude towards the Kana TV channel at p.05 level of significance ($X^2 = 11.53, df=4, n=363, p \leq 0.05$).

In response to the negatively stated statement on the badness of life styles represented in Kana TV movies, the heavy viewing students (63.10%) attitude was consistent; that is, they expressed disagreement. In other words, the heavy viewers took the Kana TV movie positively. To them the styles of life represented in the Kana TV movies are good. The moderate viewers' (51.50%) and the light viewers' (38.70%) expressed agreement with the negative statement. The statistical test performed indicated a significant difference of responses between these groups of students and their attitude towards the Kana TV channel at p.05 level of significance ($X^2 = 12.23, df=4, n=363, p \leq 0.05$).

The study also found out relatively smaller number of students who agreed with the statement on being fond of celebrating western countries' holidays. The tendency is the same though; that is, the heavy viewing students (39.1%) expressed agreement with the statement and 24.20% of the moderate viewers and 25.80% of the light viewers also expressed the same. It is worth noting that the frequency of the students from the three groups decreases down from light viewing to moderate and finally heavy viewing in expressing disagreement i.e. 61.30% of the light, 53.30 % of the moderate and 44.20 % of the heavy viewers disagreed with the statement.

The chi-square analysis was performed to compare the prevalence of different attitudes amongst the three groups of students. The analysis indicated a significant difference in the attitudes of the light, moderate and heavy viewing students at p.05 level of significance ($X^2 = 9.25$, $df=4$, $n=363$, $p \leq 0.05$).

In general, there is a remarkable association between TV viewing habit and attitude of the subjects. Even though the students' viewing habits falls into three different categories (light, medium and heavy), the analysis showed homogeneously more positive attitude towards the channel. It can be an indication of staying much with television and developing positive attitude towards it, for the medium and heavy viewers. It may seem unnatural only for the light viewers to have positive attitude towards the channel. Their very reason for being a light viewer may lie in other factors rather than having negative attitude towards the channel.

4.1.5.2. Kana TV Viewing Habit versus Attitude of Teachers and Administrators

Similar to those of students, viewing habit of teachers and administrators was assessed based on Gerbner and Gross's (1976) television viewing habit categorization as 'light', 'medium', and 'heavy' viewer. According to this categorization, viewers who watch TV for 2 or less hours per day i.e. 14 or less hours per week are 'light viewers' and those who watch it for 4 or more hours per day i.e. 28 or more hours per week are considered as 'heavy viewers'. Although Gross and Gerbner did not give much attention to the moderate viewers, we can consider those who watch in between these two stated hours as moderate viewers. There were about 48 items that were prepared to examine participants' attitude. In all the items, there was no statistically significant difference between the participants' viewing habit and their attitude.

Among the total respondents, most of the light viewing teachers and administrators replied that they have negative attitude towards 39.6% of the statements in this section, whereas, 31.3% of the total statements were positively viewed by the light viewers. The remaining 29.1% of the statements got neutral responses from most of those light viewers. The results suggest that most of the light viewing teachers and administrators have negative attitude towards the Kana TV channel. Also, the direct proportion of the respondents' viewing habit and their attitude indicates there is a relationship between Kana TV viewing habit of the viewers and their attitude towards the channel. The items

towards which most of the light viewing teachers and administrators negatively reacted to are related with statements on local cultural practices and the movies' impact in changing life styles. The findings suggest that most of the light viewing teachers and administrators had negative attitude towards the Kana TV channel because of its impact on local culture and changing individuals' life style.

The attitude of the medium viewing teachers and administrators indicated that they had negative reactions on 50.0% of the items while 45.8% of the items were positively reacted to and the rest 4.2% were neutrally viewed. Most of the teachers and administrators expressed their disagreement with most of the statements; this result is similar to the results obtained from the light viewers. The respondents' negative reaction relate to the Kana movies' impact on local culture, exposure to western music and holidays, being open to new things, and open parent-child relationship. On the other hand, the participants mostly expressed agreement with statements on challenging the respect for local traditions, interest in American fashion and cosmetics, translation of the movies to Amharic, learning from other countries culture/traditions, and help to be receptive to new ideas.

The heavy viewing teachers and administrators negatively viewed most of the items i.e. 58.3% of the statements. The rest 41.7% of the items were positively viewed by the same group of respondents. A comparison of viewing habit with attitude revealed no association with the two variables. That is to say, even though most of the teachers and administrators are heavy viewers, most of them do not have positive attitude towards the Kana TV /channel. The analysis seems to suggest that there is no significant relationship between the TV viewing habit of the heavy viewer teachers and administrators and their attitude towards the channel. The items that had expressions of disagreement by the heavy viewers are on local culture, adopting new life styles and new ideas, opposite sex relationships and western music. The respondents had negative attitude towards Kana TV channel, especially in relation to the ideas communicated through the statements stated.

Therefore, the data shows no statistically significant difference between the teachers' and administrators' viewing habits and their attitude and hence their perception. As a matter of comparison ,though, most of the light viewing teachers and administrators had negative perception towards the Kana TV movies because of its impact on local culture and changing individuals' life style. On the other hand, the teachers and administrators expressed agreement

with statements on challenging the respect for local traditions, interest in American fashion and cosmetics, Amharic version of the movies, learning from other countries culture, and being receptive to new ideas.

The heavy viewing teachers and administrators negatively expressed their attitude as measured by most of the items (58.3%) while about 42% of the items were positively viewed. The due statistical analysis performed indicated no statistically significant difference between the viewing habits of teachers and administrators and their perception towards the effect of Kana TV movies on local culture.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

The main objective of the study was to examine opinions/attitudes of preparatory school students, as well as their teachers and administrators on the influence of Kana Television movies on the local culture. The research questions raised were on the habits of TV viewing, the perception of school communities on Kana TV movies, the demographic characteristics (gender and socioeconomic status) of perception, the positively and negatively perceived effects of Kana television movies on local culture and the relationship between TV viewing habit and perception of effects. The study employed both quantitative and qualitative approaches in order to meet these purposes and answer the questions. The study used two instruments of data collection namely questionnaire and interview. The instruments designed attempted to elicit relevant information on the school communities' perception through expressions of personal opinion or attitude on the Kana TV channel and movies. A mix of purposive and stratified random sampling techniques was utilized to select 363 students and 38 school teachers and administrators from government and private schools found in the Nifas-Silk Lafto Sub-city of Addis Ababa.

The major findings are presented as follows:

- Most of the participants (63%) in this study described themselves as heavy viewers of the Kana TV. The participants express themselves as very committed viewers of the channel. 28% of the participants described themselves as moderate viewers. 64 % of the students and about 58% of teachers and administrators represent/describe themselves as heavy viewers. 27 % of the students, about 40 % of the teachers and administrators describe themselves as moderate viewers while about 9 % of the students and about 3 % of the teachers and administrators describe themselves as light viewers. The findings indicate that Kana TV channel in general and its movies in particular are very popular among the students as well as teachers and administrators included in the study. The other important thing is that no much difference was found out between students' and teachers & administrators' habits of watching the Kana movies.

- The statistical analysis performed to compare the perception of effect of watching Kana TV movies between male and female students indicated significant difference in the perception of male and female students as represented in the 20 discreet statements put in a 3 –point scale, namely *some degree of influence*, *moderate degree of influence* and *strong degree of influence*. Both the male and female students positively perceive the Kana TV movies impact on local culture in general and people’s behavior in particular. Most of the female students tended to ‘see’ Kana TV movies more positively than the male students.

However, the perception of the respondents can also be captured through an examination of their attitudes measured in the present study via 48 statements put in a 5 –point likert scale. The due statistical analysis indicated that there is a variation in the attitude of male and female students regarding the impact of watching Kana TV movies on the culture. As a matter of comparison, however, the female students’ attitude is positively greater than the males’. In the 38 statements used to measure the respondents’ attitude, though, homogeneity in response is observed. The majority of the students seem to have a favorable attitude towards Kana TV movies with regard to their impact on the culture. We can understand here that these groups of participants do not appear to believe in Kana movies’ serious influence in affecting some values of the local culture and traditions.

- The study also attempted to find out whether perception has association with the socioeconomic background of the respondents as determined by the type of schools they are enrolled in. The analysis indicated the attitude of the students towards the various identified qualities of Kana TV movies have some association with their school background. Most of the students from the government and private schools had positive attitude towards the Kana movies; however, the attitude of students from the private schools is much highly positive than that of the government school students as measured by the 9 discreet statements. The statistical analysis performed to compare the attitudes of students from the two types of schools indicated a significant difference between the students as it applies to only the nine discreet statements.
- On the other hand, there were 39 items put in a 5-point Likert scale to which the expressed attitudes of the respondents from the two school types indicated no statistically significant differences. Most of the students (about 62%) from both school types expressed a positive attitude, whereas about 39 % of

the students from both school types expressed negative attitude towards the Kana TV channel. This shows that the high and preparatory school students (whether private or government) had more positive attitudes towards the Kana TV programs. The more these students had attachment to the channel, the more they developed positive attitude towards it. Homogeneity of response is also observed in the students' attitude as an indicator of their perception towards the effect of watching Kana TV movies on the culture. Most of the private school students tended to have a much more positive perception towards the effect of the Kana TV movies on local culture than the government school students.

32 statements were used to directly measure the level of perception of the students from the two schools. There was a statistical significant difference in the perception of the government and private school students as represented in the seven discreet statements. Most of the private school students tended to have a much more positive perception towards the effect of the Kana TV movies on local culture than the government school students. The government school students also showed positive perception but with no much variation with those who showed negative perception towards Kana TV movies. So, the students' perception towards the various qualities of Kana TV movies identified had some association with their socio economic status. Students from both types of schools have positive perception of towards the Kana movies; however, the analysis showed that the private school students tended to accept the influence of the Kana movies to a limited degree (some degree) while the government school students tended to accept the influence at strong degree level as the analysis applies to the seven discreet statements.

Nonetheless, the reaction of the respondents to the remaining 25 statements indicated homogeneity of perception. The students from both the private and government schools had no significantly different perception of the effect of Kana TV movies on the culture. The students' dominant choice tends to be more on to 'some degree of influence' than 'strong degree of influence'. The majority of students from the two groups of schools appear to have perceived the influence of the Kana TV movies on the culture as low. They tended to have a positive perception of the possible influence of the Kana TV movies.

- There is no significant relationship between the socioeconomic status and perception of students towards the effect of Kana TV movies on local culture. Most of the government and private school students showed positive perception.
- The negatively perceived effects of watching Kana TV movies are openness with sex, being receptive to bad new ideas/values, forgetting ours and adopting others' culture, wasting students' study time, abnormal and open love relationship, decreased family communication, harmful inputs from the movies and sharing bad practices with children. In addition, unlike the students, the teachers and administrators identified : getting used to western music, poor husband - wife relationship, exposure to western such as American fashion and cosmetics, initiating youngsters to sex, disturbing students' study time, affecting parent-child relationship, exposing children to open kissing and smoking habits as negatively effects of watching /following up the Kana TV movies.
- The positively perceived effects of watching Kana TV movies are relaxation or recreation, knowing other countries' culture, better knowledge, crime investigation methods, encouraging for better life, modern life styles, interest in American food and drinks and improving our bad cultural practices. In contrast, the teachers and administrators identified safeguarding our own culture, learning from others' culture, transferring art and technology, encouraging transparency, increasing work culture, being receptive to new ideas/values, the Amharic version of the movies and good parent- child relationship as the positive effects.
- The study has also attempted to find out whether perception of effects of watching the Kana TV movies on the culture has association with the TV viewing habits of the respondents which is categorized as light viewer, moderate viewer and heavy viewer. The analysis indicated the perception of the students towards the various identified qualities of Kana TV movies have some association with their TV viewing habits as it relates to the 8 discreet statements. The statistical analysis performed to compare the perception of light viewing, moderate viewing and heavy viewing students towards the effects of watching Kana TV movies indicated a significant difference between the students from the three groups as it applies to only the eight discreet statements.

On the other hand, homogeneity of response was observed in the remaining 40 statements put in the 5-point Likert scale items. Similarity of responses was identified on themes pertaining to the Kana movies' role in influencing local culture, becoming open and accepting new ideas or experiences. In

addition, homogeneity of responses was identified on the ideas of openness in love and sex relationships. The light viewers don't have a dominantly negative attitude towards the channel. Most of the medium viewers showed positive attitude towards the movies. Heavy viewers of Kana TV had a much more positively inclined attitude towards the statements used as a measure their perception. The respondents' positive attitude was especially more visible on the ideas pertaining the Kana movies' role in improving local cultural practices, in being open to sex, receptive to new ideas, learning others' culture and ways of life, and having open parent-child relationship.

As to the majority of statements (40) analyzed, most of the students from the three groups tended to have a much more positive perception towards the effect of the Kana TV movies on local culture.

5.2. Conclusion

The findings suggest that most of the participants from both groups (students as well as teachers & administrators) express themselves as heavy viewers of Kana TV movies. This similarity of viewing habit is an indication that the teachers and the administrators may not be bold enough in advising their students not to waste much of their time on these movies. They may not have the gut to council and teach the students on matters directly and indirectly associated with becoming a regular follower of movies. Regardless of their heavy viewing habit, most of the teachers and the administrators showed negative perception towards the Kana TV movies. These two ideas contradict to one another and it seems these relatively experienced individuals are in confusion about the media. Because, they believe it has an impact, but they frequently watch it. This is because there are no other domestic media that can gratify their needs of recreation and relaxation.

The findings of the study also indicate that customary times of a day the students spend watching Kana movies are actually the times in which they would normally be engaged in their homework and studying their subjects. Thus, these students are susceptible to wasting their academically productive time. This can in turn contribute to a decline in the students' academic performance. So, regardless of the other social and cultural effects mentioned in use and gratification theory, this would affect students' ultimate intellectual achievements from the world of academics. On the other hand, teachers and administrators may probably face family communication problems due to their heavy viewing habit of the media. Moreover, those who have children pave a way for their children to be heavy viewers of the movies like them and get affected by the consequences.

Both the male and female students positively perceive the Kana TV movies impact on local culture. However, most of the female students tended to see Kana TV movies more positively than the male students. This implies that these participants in general watch the Kana TV movies with a belief that it benefits them rather than negatively affect them. But the female students' belief is more remarkable. This may be because the male students have many other options like football games out of their homes and they have more chance to enjoy themselves. Whereas, the female students usually stay at homes and have more attachments to the things that take place in homes. Therefore, this frequent familiarity might have created a more positive perception in the females than the male students.

The fact that the government and the private students homogeneously showed positive attitude is an implication that the channel is similarly perceived by the participants regardless of their socio-economic differences. Probably, age similarity is more determinant than economic status in this regard. Because, during this age of adolescence youngsters mostly seem to have the same interests that come along with their growth.

The students' tendency of showing positive attitude towards Kana TV movies may be an indication that these participants are interested in foreign based channel over the local channels. Hence, if parents, teachers and communities do not help these participants to know about their own culture, there is a very high probability for the next generation to get rid of even the useful cultural norms. Because domestic media may be unable to reach these youngsters with the various cultural contents.

But in the case of the teachers and administrators, unlike the students their perception inclined to more of negative. This implied that although these participants are highly attracted to the movies for the purpose of recreation as most of them replied, their use and gratification didn't change the long experience attitude they built about their culture. Here it seems that the students' immaturity and the teachers' and administrators' maturity brought about difference in perception. The teachers and administrators with their age maturity, life experience, and education status might have developed the perception of kana TV movies' negative effects on local culture.

Family value is one of the remarkable concerns being affected as a result of focus given to the movies. For example, evening time is traditionally known by children's experience sharing times from the elders. But this time has now totally replaced by TV programs such as Kana movies. Having evening family interaction and getting advices for the wrong deeds committed during the day time is now almost unthinkable. In addition, family bondage and affection is also facing a significant challenge, though it is not easily visible. Since family is a base for a country, this at large grows to the nationwide problem.

In sum, the study makes up the part of the interdisciplinary field known as Communication/Media studies that deals with the production, consumption and effects of various media in particular, the electronic media (TV), which also draws some relevance to schooling and even culture studies.

5.3. Recommendation

The findings of this research showed high and preparatory school communities' (students', teachers' and administrators') perceptions towards the effects of Kana TV movies on local culture. Based on the findings, the researcher would like to forward the following recommendations.

First of all every citizen in any country is expected work anything they work for the good of their citizens. Similarly, Ethiopians who involved in the business of Kana TV channel with the other foreign owners should critically think about the new generation in their country over their profit. Media business is a business that needs huge responsibility above most other businesses. What makes Kana TV channel different is its continuous streaming of movies with foreign actors in Amharic language. Therefore, regardless of the other issues, it is highly recommended that the movies should be minimized, other educational and cultural programs should be included, and the time of transmission of movies should be revised.

Secondly, since schools are very vital places to shape the generation, this issue should be raised in schools and there should be discussions about the good and the bad effects of continuously watching television in general and Kana movies, in particular. For this, teachers and school administrators are expected to have a different stand point or outlook towards the effects of movies on culture and about culture itself and love of one's own useful traditions. In that case, teachers and administrators can shape many attitudes in schools working together with parents.

Thirdly, the Ethiopian Broadcasting Authority should make various cross-checked evaluations before offering licenses to new media houses such as Kana Television. There is also a need to make due assessments through studies, such as the present study, which would necessitate a practical course of action. The Ministry of Tourism and Culture is also expected to interfere and evaluate the performance of media institutions, like the Kana TV channel, through relevant studies. In this case, the Ministry's office should make its own evaluation based on the findings of this study.

In this regard, the present study gives a good direction in the field of Communication /Media studies to conduct an interdisciplinary research that deals with the production, consumption and effects of various media in particular, in relation to education and culture studies, to say the least.

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APPENDIX

Appendix 1

Students' Questionnaire (English version)

Addis Ababa University
College of Humanities, Language Studies, Journalism and Communication
Graduate School of Journalism and Communication

Dear respondents,

I am conducting a research entitled “ **School Communities’ Perceived Impact of Watching Satellite Television(*Kana* TV) Movies on Local Culture** ”.The study aims to find out high and preparatory students’ ,teachers’ and school administrators’ media exposure especially to Kana Television and its perceived impact on local culture. This study will be successful only if you provide your genuine answers to all of the questions. I assure you that all the information you give in this questionnaire will only be used for the purpose of the research and will be kept anonymous. Thus, you shall not write your name.

Thank you for your assistance!

Section 1:

Section 1:

1. Sex: i. Male ii. Female
2. How old are you?
 - i. 14
 - ii. 15
 - iii. 16
 - iv. 17
 - v. 18
 - vi. 19
 - vii. 20
 - viii. 21
 - ix. 22
 - x. 23 or older
3. School's Name: _____
School's Characteristics: Government School Private School
4. What is your current grade in School?
 - i. Grade 9
 - ii. Grade 11

Section 2:

1. In general, how often are you exposed to the following media?
1 = *Never* 2= *Sometimes* 3= *Often* and 4 = *Very often*

Media	1	2	3	4
Newspaper				
Radio				
Television				
The Internet				
Magazines				
Mobile device				
Other Please specify.....				

2. In general, how often are you exposed to the following media content?

1 = *Never* 2= *Sometimes* 3 = *Often* and 4 = *Very often*

Media content	1	2	3	4
News				
Sports				
Music				
Education				
Economy/Business				
Entertainment				
Culture				
Politics				
Religion				
Gender issues				
Other Please specify _____				

3. Approximately how many hours do you spend watching TV shows?

3.1. How many **hours per day** do you spend on watching TV shows of all kinds in any medium, including those from Ethiopia, South Korean, Turkey, Mexico and Western ,such as American TV shows etc.?

0, 1, 2, 3, 4, 5.....24; Please specify_____

3.2. How many **hours per week** do you spend on watching TV shows of all kinds in any medium, including those from Ethiopia, South Korean, Turkey, Mexico and Western , such as American TV shows etc.?

0, 1, 2, 3, 4, 5.....30; more than 30-Please specify_____

4. Do you watch *Kana* TV shows?

- i. Yes ii. No

5. Approximately, which time do you often use to watch *Kana* TV show?
- i. 5:00-8:00pm. week days
 - ii. 6:00- 9:00pm. week days
 - iii. 9:00-11:00pm. week days
 - iv. 9:00-12:00 am. weekends
 - v. 2:00- 5:00pm. weekends
 - vi. 6:00-8:00pm. weekends
 - vii. 9:00-11:00 pm. weekends.
 - viii. Other please specify: week days- _____weekends- _____

6. Approximately how many hours do you spend on watching *Kana* TV shows?

6.1. How many **hours per day** do you spend on watching *Kana* TV show?

0, 1, 2, 3, 4, 5.....24; Please specify _____

6.2. How many **hours per week** do you spend on watching *Kana* TV show ?

0, 1, 2, 3, 4, 5.....30; more than 30-Please specify _____

7. How long have you been watching *Kana* TV shows?

- i. 0-3months
- ii. 3-6 months
- iii. 6-9 months
- iv. 10-12 months
- v. 1-2 years

8. How many *Kana* TV shows have you ever watched?

0, 1, 2, 3.....10 & more than 10 Please specify _____

9. How many *Kana* TV shows do you watch regularly now?

0, 1, 2, 3.....10 & more than 10 Please specify _____

10. Please list your top three favorite *Kana* TV show?

Section 3:

1. To what degree the following kind of *Kana* TV show interests you (1: not interested at all;2:Not interested ;3:I'm not sure ;4:interested ; 5:much interested)

	Kana TV show	5	4	3	2	1
i.	Movies					
ii.	Documentaries					

iii.	Talk shows					
iv.	Music(<i>POP</i>)					
v	Cuisine(<i>Method of cooking</i>)					
vi.	Other please specify.....					

Choose any answers that are applicable to you.

2. How do you watch *Kana* TV show (channel) usually?

- i. Watch online
- ii. Download
- iii. Satellite Dish(Nile Sat/Arab Sat etc.)
- iv. DVD
- v. Other Please specify _____

3. How do you usually watch *Kana* TV shows?

- i. at home with my family
- ii. at home alone
- iii. at friend's home
- iv. at cafes alone
- v. at cafes with friends
- vi. at recreation centers/places

4. How do you choose which *Kana* TV show to watch?

- i. Recommendation by others/friends for example
- ii. Advertisements
- iii. Discussions on the Internet
- iv. based on own interest
- v. Other Please specify _____

5. Why do you want to watch *Kana* TV show?

- i. It increases my knowledge and education along with recreation.
- ii. It is only as a means of recreation.
- iii. It is just a means for passing time.
- iv. It is a means for increasing knowledge and education.
- v. It has become popular-many people watch and talk about it
- vi. It is like a fashion –I want to follow it.
- vii. It is a means of relaxation.
- viii. It is accessible and affordable.
- ix. Other Please specify _____

6. Why are *Kana* TV shows appealing to you?

- i. Interesting movies
- ii. Varieties of music (local and foreign)
- iii. Varieties of foreign music
- iv. Foreign movies in Amharic
- v. Other shows such as documentaries are also in Amharic
- vi. Other shows such as cuisine also in Amharic

- vii. Fashionable/trendy
- viii. Interesting characters on movies
- ix. I do not have other better choices
- x. Other Please specify_____

Section 4:

Please indicate how important to you each of the 48 items is. To express your opinions, imagine an *Importance Scale* that varies from 1 to 5. 1 stands for “*Strongly disagree*”, 2 “*Disagree*”, 3 “*I’m not sure*”, 4 “*Agree*” and 5 stands for “*Strongly agree*”.

S.n	Statement/Item	5	4	3	2	1
1.	I self-cultivate myself thorough watching the Kana movies.					
2	I learn good foreign cultural practices from watching the <i>Kana</i> movies.					
3	In general, the styles of life I watch on <i>Kana</i> movies are good.					
4	The effect of <i>Kana</i> TV movies is more negative than positive on local culture.					
5	We improve our bad cultural practices through watching the <i>Kana</i> TV movies.					
6	I adopt modern life styles through watching the <i>Kana</i> TV movies.					
7	The effect of watching <i>Kana</i> TV movies is more positive than negative on local culture.					
8	Watching the <i>Kana</i> TV movies has positive effects on local culture.					
9	<i>Kana</i> TV movies are equally important as the local TV programs in the cultivation of local culture.					
10	Watching the <i>Kana</i> movies helps to improve local traditions.					
11	People who frequently watching <i>Kana</i> TV shows would have decreased social bond with the local people/their neighbors.					
12	Our watching of the <i>Kana</i> TV movies indicates the cultural superiority of the countries represented in the movies.					
13	<i>Kana</i> TV show doesn’t have a serious impact on local culture.					
14	Watching the <i>Kana</i> TV movies contributes to better opposite sex relationships.					
15	Watching the <i>Kana</i> TV movies contributes to our people becoming open with sex ; and this is good.					
16	I am used to western music.					
17	Watching <i>Kana</i> TV movies contributes to our being open to					

	new things ; and this is good.					
18	Watching <i>Kana</i> TV movies contributes to our being open to new things ,but this is not good .					
19	Watching <i>Kana</i> TV movies helps us to be receptive to new ideas; and this is good.					
20	Watching <i>Kana</i> TV movies helps us to be receptive to new ideas, but this is not good .					
21	Watching <i>Kana</i> movies helps our people to be open minded.					
22	We can learn about western culture/tradition from <i>Kana</i> TV movies.					
23	We can learn about other countries' culture/tradition from <i>Kana</i> TV movies.					
24	Inputs from frequent watching of <i>Kana</i> movies are not harmful to the local culture; they rather modernize the local culture.					
25	I am getting used to music from countries such as Mexico, South Korea, Turkey					
26	Thanks to the use of the Amharic, I follow up movies on <i>Kana</i> TV.					
27	I feel that if the movies were in English, I do not follow them the most.					
28	Relatively speaking, my dressing style is not as such different from the characters /people I watch on the <i>Kana</i> movies.					
29	I think that lessons from watching <i>Kana</i> movies encourage children to make their own decision in a family.					
30	I know about the way how westerners such as Americans live from <i>Kana</i> TV movies.					
31	I know about the way how people from countries such as Mexico, South Korea, and Turkey live.					
32	I think that parents and children should be able to have open discussions.					
33	I think watching <i>Kana</i> movies contribute to improved husband - wife relationship.					
34	I think watching <i>Kana</i> movies negatively affects husband - wife relationship.					
35	I like western such as American food and drinks (cakes, burgers, processed juice soft drinks, etc.).					
36	I like western such as American fashion and cosmetics.					
37	I like Mexican, South Korean, and Turkish...fashion and cosmetics.					
38	I don't mind eating fast food such as chips, <i>sambusa</i> , bread ,Ice creams, popcorn etc. in open air or while walking on the street.					
39	In general, the styles of life I watch on <i>Kana</i> movies are bad.					

40	I think watching Kana movies helps the young or adults in general to have open love relationships.					
41	I celebrate some of western countries holidays such as (Lovers' day, New year).					
42	There are some bad styles of life from the <i>Kana</i> TV shows.					
43	Watching the <i>Kana</i> TV movies has negative effects on local culture.					
44	Watching the <i>Kana</i> TV movies challenges the respect for local traditions.					
45	I think watching Kana movies contribute to improved parent - child relationship.					
46	Our watching of the <i>Kana</i> TV movies indicates the cultural inferiority of our country.					
47	Watching the <i>Kana</i> TV movies contributes to our people becoming open with sex, but this is not good.					
48	Inputs from frequent watching of Kana movies are harmful to the local culture.					

Section 5: Degree of Influence of watching *Kana* TV

How much does this statement apply to you and others?

Choose: Strong Influence (3), Moderate influence (2), some degree of influence (1)

S.n	Statement	3	2	1
1	Some practices commonly watched on <i>Kana</i> movies are becoming acceptable in our people/among us.			
2	Some movies from <i>Kana</i> TV instill harmful inputs on to the local people's behavior.			
3	Our girls and women wear dresses like the actors on <i>Kana</i> TV movies.			
4	Through time, I see that our boys wear indecent clothes like actors on <i>Kana</i> TV movies.			
5	Our boys and men wear clothes like the actors on <i>Kana</i> TV movies.			
6	Through time, I see that our girls wear indecent clothes like actors on <i>Kana</i> TV movies.			
7	Watching <i>Kana</i> TV movies contributes to getting rid of backward traditional /cultural practices.			
8	Through time, I see that our women wear indecent clothes like actors on <i>Kana</i> TV movies.			
9	Watching <i>Kana</i> TV movies contributes to improving our life style.			
10	Young kids or even high school students' study time is disturbed due to <i>Kana</i> TV movies.			
11	<i>Kana</i> TV movies increase my fashion awareness.			
12	Watching <i>Kana</i> TV movies contributes to spoiling our good communal life style.			
13	Young/very young <i>Kana</i> TV viewers adopt various kinds of culturally unacceptable behaviors.			
14	Watching <i>Kana</i> TV movies has negative effect.			
15	Watching <i>Kana</i> TV movies has positive effect.			
16	Social bondage of the local people decreases due to frequent viewing of <i>Kana</i> TV movies.			
17	<i>Kana</i> TV viewing contributes to sexual violence/rape.			
18	Young/very young <i>Kana</i> TV viewers are attracted towards smoking habits.			
19	Through time, I see that our men wear indecent clothes like actors on <i>Kana</i> TV movies.			
20	If the young follows the <i>Kana</i> TV movies very much, interest in local customs decreases.			
21	Young /very young <i>Kana</i> TV viewers learn diverse kinds of crimes.			
22	Young /very young <i>Kana</i> TV movie viewers are attracted towards drug addiction.			
23	<i>Kana</i> TV movie viewers adopt open –air eating habits which are locally less common.			
24	Young/very young <i>Kana</i> TV viewers are attracted towards drinking habits.			
25	<i>Kana</i> TV helps me adopt modern life styles.			
26	Watching <i>Kana</i> TV movies contributes to spoiling our good cultural /traditional practices.			
27	Watching <i>Kana</i> TV movies has positive influence on love relationships.			

28	Watching Kana TV movies has negative influence on love relationship.			
29	Watching Kana TV movies has positive influence on husband -wife relationship.			
30	Watching Kana TV movies has negative influence of husband -wife relationship.			
31	Watching Kana TV movies has positive influence on parent- child relationship.			
32	Watching Kana TV movies has negative influence on parent -child relationship.			

Do you think *Kana* TV shows have influenced you? Can you simply describe how *Kana* TV shows impact you? State the positive and/or the negative?

Appendix 2
Students' Questionnaire (Amharic version)

አዲስ አበባ ዩኒቨርሲቲ
የሁሙኒቲ ኮሌጅ፣ ቋንቋ ጥናት፣ ጋዜጠኝነትና ኮሙኒኬሽን
የጋዜጠኝነትና ኮሙኒኬሽን ድህረ ምረቃ ትምህርት ቤት

ወድ የ ማከይቁ ማላሽች፣

“ School Communities’ Perceived Impact of Watching Satellite Television(*Kana* TV) Movies on Local Culture ” በሚል ርእስ በማጥናት ላይ እንኛ ለሁኑ ፡ የጥናቱ ዓላማ የ2ኛ ደረጃ እና የፕሪፖራቶሪ ተማሪዎች፣ ማህሪን እና የአስተዳደር ሰራተኞች ለሚደረጉ በተለይ ለቃና ቲቪ ምን ያህል ቅርብ እንደሆኑ እንዲሁም በባህል ላይ ያለውን ተፅዕኖ ምን ያህል እንደሚገኝ ማለት ማወቅ ማለት ነው ፡ በማህሪን ምን ያህል ጥናት ስኬታማ የሚሆነው ትክክለኛውን ማለት ከሰጠህ/ሽ ብቻ ነው ፡ ለዚህ ማከይቅ የምትሰጠው/ጩታ ሚጃ ለዚህ ጥናት አላማ ብቻ እንደሚቀጥልና ምስጢርም

እንደሚጠበቅ አረጋግጧለሁ፡ ስለዚህ ስምዖን/ሽን መጥፍ አያስፈልግም፡ ስለ ትብብርህ/ሽ አመክግናለሁ

ክፍል 1:

1. ጾታ: i. ወንድ ii. ሴት
2. እድሜ/ሽ ስንት ነው?
 i. 14 vi. 19
 ii. 15 vii. 20
 iii. 16 viii. 21
 iv. 17 ix. 22
 v. 18 x. 23 ወይም ከዚያ በላይ
3. አሁን ስንተኛ ክፍል ነህ/ሽ?
 A. 9ኛ B. 11ኛ

4. የትምህርት ቤት ስም _____
 የትምህርት ቤቱ አይነት: የመንግስት የግል

ክፍል 2:

1. በጥቅሉ የሚከተሉትን መደደዎች ምን ያህል ትከታተላለህ/ይአለሽ?
 1 = **በፍጹም** 2 = **አንዳንዴ** 3 = **በተደጋጋሚ** 4 = **በጣም በተደጋጋሚ**
 (Never) (Sometimes) (Often) (Very often)

መደደዎ	1	2	3	4
ጋዜጣ				
ራዲዮ				
ቴሌቪዥን				
ኢንተርኔት				
መጽሐፍት				
ጥገኛ				
ሌላ ካለዎ ይግለጹ				
.....				

2. በጥቅሉ የሚከተሉትን የመደደዎ ይዘቶች ምን ያህል ጊዜ ትከታተላቸዋለህ/ይአቸዋለሽ?
 1 = **በፍጹም** 2 = **አንዳንዴ** 3 = **በተደጋጋሚ** 4 = **በጣም በተደጋጋሚ**
 (Never) (Sometimes) (Often) (Very often)

የመደደዎ ይዘት	1	2	3	4
ዜና				
ስፖርት				
መጠቃ				
ትምህርት				
ኢኮኖሚክስ ግድ (ክ)				
መዝናኛ				
ባህል				

ፖለቲካ				
ሀይማኖት				
ጾታዊ ጉዳዮች				
ሌላ ካለዎ ይግለጹ _____				

3. በግምት ምን ያህል ሰዓት የቴሌቪዥን ፕሮግራሞችን በመካታተል ታሰልፋለህ/ፊአለሽ?

3.1. **በቀን ምን ያህል ሰዓት** በምንኛ ወምቋን ቋ የሚተላለፉ ማንኛውንም የቲቪ ፕሮግራሞች ለምሳሌ፡ የኢትዮጵያ፣ የደቡብ ኮሪያ፣ የቱርክ፣ የሜክሲኮ፣ እና እንደ አሜሪካ ያሉ የምስራቅ ወይን ፕሮግራሞችን ታያለህ/ይአለሽ?

0, 1, 2, 3, 4, 5.....24; ሰዓቱን በግልጽ ይጠቀሱ _____

3.2. **በሰዓት ምን ያህል ሰዓት** በምንኛ ወምቋን ቋ የሚተላለፉ ማንኛውንም የቲቪ ፕሮግራሞችን ለምሳሌ፡ የኢትዮጵያ፣ የደቡብ ኮሪያ፣ የቱርክ፣ የሜክሲኮ፣ እና እንደ አሜሪካ ያሉ የምስራቅ ወይን ፕሮግራሞችን ታያለህ/ይአለሽ?

0, 1, 2, 3, 4, 5.....30፤ ሰዓቱን በግልጽ ጠቀስ/ሽ _____

4. የቃና ቴሌቪዥን ፕሮግራሞችን ታያለህ/ይአለሽ?

- i. አዎ
- ii. አላይም

5. የቃና ቴሌቪዥን ፕሮግራሞችን ለማየት በአብዛኛው የትኛውን ጊዜ ትጠቀማለህ/ሚለሽ?

(ከአንድ በላይ ማለስ ይቻላል)

- i. ማታ ከ 11:00-2:00 ከሰኞ-አርብ
- ii. ማታ ከ 12:00- 4:00 ከሰኞ-አርብ
- iii. ማታ ከ 3:00-5:00 ከሰኞ-አርብ
- iv. ጧት ከ 3:00-6:00 ቅዳሜ እና እሁድ
- v. ከሰዓት ከ 8:00 - 11:00 ቅዳሜ እና እሁድ
- vi. ማታ ከ 12:00-3:00 ቅዳሜ እና እሁድ
- vii. ምሽት ከ 3:00- 5:00 ቅዳሜ እና እሁድ
- viii. ሌላ ካለ ይግለጹ፡ ከሰኞ-አርብ- _____ ቅዳሜ እና እሁድ- _____

6. የቃና ቴሌቪዥን ፕሮግራሞችን ለማየት በግምት ምን ያህል ሰዓት ትጠቀማለህ/ሽ?

6.1. **በቀን ለስንት ሰዓት** የቃና ተላቪዥን ፕሮግራሞችን ታያለህ/ይአለሽ?

0, 1, 2, 3, 4, 5.....24; ሰዓቱን በግልጽ ጠቀስ/ሽ _____

6.2. **በሰዓት ለስንት ሰዓት** የቃና ተላቪዥን ፕሮግራሞችን ታያለህ/ይአለሽ?

0, 1, 2, 3, 4, 5.....30; ከ30 በላይ - ሰዓቱን በግልጽ ጠቀስ/ሽ _____

7. ለምን ያህል ጊዜ የቃና ተላቪዥን ፕሮግራሞችን ስትከታተል/ይነበር?

- i. 0-3 ወራት
- ii. 3-6 ወራት
- iii. 6-9 ወራት
- iv. 10-12 ወራት
- v. 1-2 አመታት

8. እስከ ዛሬ ስንት የቃና ቴሌቪዥን ፕሮግራሞችን አይተሀል/ሻል?

0, 1, 2, 3.....10 እና ከ10 በላይ፤ ብዛታቸውን በቁጥር ግለጽ/ጪ _____

9. አሁን በቋሚ ተወይም በተከታታይ ስንት የቃና ቲቪ ፕሮግራሞችን ታያለህ/ይአለሽ??

0, 1, 2, 3.....10 & ከ 10 በላይ ብዛታቸውን በቁጥር ግለጽ/ጫ_____

10. አንተ/ኛ ይበልጥ የምትወዳቸውን/ጂአቸውን ሶስት የቃና ቲቪ ፕሮግራሞች ዘርዘር/ሪ?

ክፍል 3:

1. ቀጥሎ የተቀማገጧቸው ቃና ቴሌቪዥን ፕሮግራምም ያህል ያስደስትሁል/ሻል? (1፣ በፍፁም ምንም ደስታ አይሰጠኝም፣ 2: ደስታ አይሰጠኝም፣ 3: እርግጠኛ አይደለሁም; 4: ያስደስተኛል ; (Not interested at all) (Not intrested) (I'm not sure) (Interested)

5: በጣም ያስደስተኛል (Much interested)

	የቃና ቲቪ ፕሮግራም	5	4	3	2	1
i.	ፊልሞች					
ii.	ዶኩመንታሪዎች (ቃና ፓስፖርት)					
iii.	ቶክ ሾው ፕሮግራሞች					
iv.	ፖፕ ማህቃ					
v.	የምግብ አዘገጃጀት					
vi.	ሌላ ካለ ይግለጹ _____					

ለአንተ/ኛ ትክክለኛ የሆነ/የሆኑ ምላሽ/ሾች የትኛውን ው/የትኞቹ ናቸው?

2. የቃና ቲቪ ፕሮግራሞችን በአብዛኛው በምን ድን ነ ው የምታዩ ው/ይዩ?
- i. አንላይን (online) አያለሁ
 - ii. ዳውንሎድ (download) በሚሮረግ
 - iii. በሳተላይት ዲሽ (ና ይል ሳት/አራብ ሳት ወዘተ)
 - iv. በዲቪዲ (DVD)
 - v. ሌላ ካለ ይግለጹ _____
3. አብዛኛውን ጊዜ የቃና ፕሮግራሞችን የት ነ ው የምታዩ ው/ይዩ?
- i. እቤት ከቤተሰብ ጋር
 - ii. እቤት ብቻ
 - iii. ዳደሮቼ ቤት
 - iv. ካፌ ወይን ጥብቻ
 - v. ካፌ ወይን ጥብቻ ደኞቼ ጋር
 - vi. በሌላ ማዘና ስፍራዎች
4. የምታዩ ውን/ይዩን የቃና ቲቪ ፕሮግራም እንዴት ነ ው የምትመርጧል/ጩዳ?
- i. በሌሎች ምክር (ለምሳሌ በገደቦች)
 - ii. በማስታወቂያዎች (ደብረ ቲስም ተ)
 - iii. በኢንተርኔት በማስታተላቸው ወይም ይደቡኝ
 - iv. በራሴ ፍላጎት ላይ ተመክርኛለሁ
 - v. ሌላ ካለ ይግለጹ _____
5. ለምን ድን ነ ው የቃና ቲቪ ፕሮግራም መስታተል የምትፈልገው ወ/ጊደው?
- i. ከማዘናና ቱ በተጨማሪ እወቅትንና ትምህርትን የሚያሻሽል ስለሆነ
 - ii. ስለሚያዘናኝ ብቻ
 - iii. ለጊዜ ማለፊያነት
 - iv. እወቅትንና ትምህርትን የሚያሻሽል ስለሆነ
 - v. የታወቀ በሚሆኑ እና ብዙ ሰዎች የሚያዩትና የሚገኙ ጋገፍ በት ስለሆነ
 - vi. ልክ እንደፋሽን ነ ው—ስለዚህ ልክተለው እፈልጋለሁ
 - vii. ለማዘናና ት ስለሚሆን
 - viii. በቀላሉ የሚገኝና ብዙ ወጪ ስለሚጠይቅ
 - ix. ሌላ ካለ ግለጽ/ጫ _____

6. የቃና ቲቪ ፕሮግራሞች ለአንተ/ቺ ሰቢ ወይምተመራጭ ሆኑት ለምንድን ነው?
- i. ደስ የሚሉ/የሚስቡ ፊልሞች ስላሉት
 - ii. የተለያዩ ማረጋገጫዎች (የሀገር ውስጥና የውጭ) ስላሉት
 - iii. የተለያዩ የወጪሀገር ማረጋገጫዎች ስላሉት
 - iv. የወጪፊልሞች በአሚርኛ ስለሚቀርቡ
 - v. እንደ ዶኩመንተሪ (ቃና ፓስፖርት) ያሉ ሌሎች ፕሮግራሞችምበአሚርኛ ስለሚቀርቡ
 - vi. እንደ ምግብ ዝግጅት ያሉ ሌሎች ፕሮግራሞችምበአሚርኛ ስለሚቀርቡ
 - vii. ዘመናዊ ስለሆነ
 - viii. ፊልሞቹ ላይ ሚኒኪ ገጸባህሪያት ስላሉ
 - ix. ሌላ የተሻለ አማራጭ ስለሌለኝ
 - x. ሌላ ካለግለጽ/ጩ_____

ክፍል 4:

እባክህ/ሽ ቀጥሎ የተሰጡት 48 ሀሳቦች እያንዳንዱ ለአንተ/ቺ ምን ያህል አስፈላጊ እንደሆኑ ግለጽ/ጩ : ሀሳብህን/ሽን ለመግለጽ **ከ1 እስከ 5** ያለውን የአስፈላጊነት ደረጃ እያሰብክ/ሽ መልስ/ሺ: : **1**ማለት “በጣምአልስማማም”፣ **2** “አልስማማም”፣ **3** “እርግጠኛ አይደለሁም” ፣ **4** “እስማማለሁ” እና **5** ማለት “ በጣምእስማማለሁ”፡ :

ቁ.	ርዕስ ጉዳይ/ሀሳብ	5	4	3	2	1
1.	የቃና ቲቪ ፊልሞችን በመጫካክት ራሴን በእውቀትና ክህሎት አበቃለሁ: :					
2	ከቃና ቴሌቪዥን ፊልሞች የወጪሀገር ጠቃሚባህላዊ ልማዶችን እሚራለሁ: :					
3	በጥቅሉ ከቃና ፊልሞች የሚያቸዉ የህይወት ዘይቤዎች(life styles) ጥሩ ናቸው: :					
4	የቃና ቲቪ ፊልሞችን መጫካክት በነባሩ ባህል ላይከአዎንታዊ ተጽእኖ ይልቅ አሉታዊ ተጽእኖ አለው: :					
5	የቃና ፊልሞችን በመቻቻ ራሳችንን መጥፎ ባህላዊ ድርጊቶችን መሻሻል እንችላለን: :					
6	የቃና ፊልሞችን በመጫካክት አዳዲስ የህይወት ዘይቤዎችን(life styles)አወቁአለሁ					
7	የቃና ቲቪ ፊልሞችን መጫካክት በነባሩ ባህል ላይከአሉታዊ ተጽእኖ ይልቅ አዎንታዊ ተጽእኖ አለው: :					
8	የቃና ቲቪ ፊልሞችን መቻቻ ለባህላችን አዎንታዊ ተጽዕኖ አለው: :					
9	ነባሩን ባህል ለመጠበቅ የቃና ቲቪ ፊልሞች ከሀገር ውስጥ ቲቪ ፕሮግራሞች እኩል ጠቃሚናቸው: :					

10	የቃና ቲቪ ፊልሞችን ማቅረብ ለመቻላቸው ለመሻሻል ይረዳል፡፡					
11	የቃና ቲቪ ፕሮግራሞችን በተከታታይ የሚያዩ ሰዎች ከአካባቢ ሰዎች/ጎረቤቶች ጋር ያላቸው ግንኙነት አናሳ ይሆናል፡፡					
12	የቃና ቲቪ ፊልሞችን ማቅረብ በፊልሙ ውስጥ የተወከሉ ሀገሮችን የባህል የበላይነት ያሳያል፡፡					
13	የቃና ቲቪ ፕሮግራም በነባር ባህል ላይ ከባድ ተጽዕኖ ያለውም፡፡					
14	የቃና ቲቪ ፊልሞችን ማቅረብ ለተሻለ የተቃራኒ ጾታ ግንኙነት አስተዋጽኦ አለው፡፡					
15	የቃና ቲቪ ፊልሞችን ማቅረብ ህዝባችን ለውሲብ ግልጽ እንዲሆን አስተዋጽኦ ያደርጋል፤ ይህ ደግሞ ማህበራዊ ግንኙነት ይፈጠራል፡፡					
16	የምዕራባውያን ማህበራዊ ልዩነት አዳምጥላለሁ፡፡					
17	የቃና ቲቪ ፊልሞችን ማቅረብ ለአዳዲስ ነገሮች ክፍት እንድንሆን አስተዋጽኦ ያደርጋል፤ ይህ ደግሞ ጥሩ ነው፡፡					
18	የቃና ቲቪ ፊልሞችን ማቅረብ ለአዳዲስ ነገሮች ክፍት እንድንሆን አስተዋጽኦ ያደርጋል፤ ይህ ግን ጥሩ አይደለም፡፡					
19	የቃና ቲቪ ፊልሞችን ማቅረብ አዳዲስ ሀሳቦችን እንድናገኝ ይረዳል፤ ይህ ደግሞ ጥሩ ነው፡፡					
20	የቃና ቲቪ ፊልሞችን ማቅረብ ለአዳዲስ ሀሳቦች እንድንጋለጥ ያደርገናል፤ በሚሆኑ ምጥሩ አይደለም፡፡					
21	የቃና ቲቪ ፊልሞችን ማቅረብ ህዝባችንን ሰፊ ያለ አስተሳሰብና ብስለት እንዲኖረው ይረዳል፡፡					
22	ከቃና ቲቪ ፊልሞች የምዕራባውያንን ባህል/ወግ መመር እንችላለን፡፡					
23	ከቃና ቲቪ ፊልሞች ስለሌሎች ሀገሮች ባህል/ወግ መመር እንችላለን፡፡					
24	የቃና ፊልሞችን በተደጋጋሚ ማቅረብ የሚገኙ ግብአቶች ለነባር ባህል ጎጂ አይደሉም፤ ይልቁንስ ነባርን ባህል ዘመናዊ ያደርጉታል፡፡					
25	እንደ ማህበራዊ፣ ደብዳቤ ሪፖርት እና ቱርክ ያሉ ሀገሮች ማህበራዊ ልዩነት ለመታወቅ ይረዳል፡፡					
26	በሚኖሩ ቋንቋ በመቅረብ የቃና ቲቪ ፊልሞችን በደንብ እንከታተላለሁ፡፡					
27	ፊልሞች በእንግሊዝኛ ቢሆኑ ኖሮ በአብዛኛው እንደ ማህበራዊ ተገቢነት ይረዳሉ፡፡					
28	በንጽጽር ሳይሆን የአለባበስ ሁኔታዎችን ፊልሞች ላይ ከሚያቀሩ ጾታ-ባህሪ ያት አለባበስ ብዙም ተለየ አይደለም፡፡					
29	ከቃና ፊልሞች የሚገኙ ነገር ልጆችን በቤተሰብ ውስጥ የራሳቸውን ወሳኔ እንዲወስኑ ያነሳቸዋል ብዬ አስባለሁ፡፡					
30	ከቃና ቲቪ ፊልሞች እንደ አሜሪካ ያሉ ምዕራባውያን የአኗኗር					

	ሁኔታ/ዘይቤን አወቃለሁ፡፡					
31	ከቃና ቲቪ ፊልሞች አንደ ማክሲኮ፣ ደቡብ ኮሪያ... እና ቱርክ ያሉ ሀገሮች ሰዎችን የአኗኗር ሁኔታ/ዘይቤ አወቃለሁ፡፡					
32	ከቃና ቲቪ ፊልሞች ወላጆችና ልጆች ነጻ የሆነ ወይይት ሊኖራቸው አንደሚገባ መሆኑን ይቻላል፡፡					
33	በእኔ ግምት ቃና ፊልሞችን ማየት የባልና ማህት ግንኙነትን ያሻሽላል፡፡					
34	በእኔ ግምት የቃና ቲቪ ፊልሞችን ማስታወስ በባልና ማህት ግንኙነት ላይ አሉታዊ ተጽዕኖ አለው፡፡					
35	የምዕራባዊያንን ምግብና ማጠጦች ለምሳሌ የአሜሪካ (ኬኮች፣ በርገሮች፣ የታሸጉ ጭቆታዎችና ለስላሳዎችን ወዘተ) እወዳለሁ፡፡					
36	የምዕራባዊያንን (እንደ አሜሪካ) ፋሽንና ኮስሞቲክስ እወዳለሁ፡፡					
37	የማክሲኮን፣ የደቡብ ኮሪያንና የቱርኮችን ፋሽንና ኮስሞቲክስ እወዳለሁ፡፡					
38	እንደ ቺፕሎ፣ ሳምቡሳ፣ ዳቦ፣ አይስ ክሬም በቆሎ ወዘተ. ወጪ ላይ ወይም ማን ድረስ እየሄድኩ ብብላ ምንም አይመስለኝም፡፡					
39	በጥቅሉ ከቃና ፊልሞች የሚኖሩት የህይወት ዘይቤዎች (life styles) መጥፎናቸው፡፡					
40	በእኔ ግምት የቃና ፊልሞችን ማየት ወጣቶችም ሆኑ ጎልማሶች ግልጽ የሆነ የፍቅር ግንኙነት እንዲኖራቸው ይረዳቸዋል፡፡					
41	እንደፍቅር ጥቅም፣ የፈረንጆች አዲስ አመትና የሚሰሉትን አንዳንድ የምዕራባዊያን በአሎችን አከብራለሁ፡፡					
42	ከቃና ቲቪ ፕሮግራሞች መጥፎ የህይወት ዘይቤዎች ያላቸው አሉ፡፡					
43	የቃና ቲቪ ፊልሞችን ማየት ለባህላችን አሉታዊ ተጽዕኖ አለው፡፡					
44	የቃና ቲቪ ፊልሞችን ማየት ነባር ልማዶችን እንዳናከብር ተጽዕኖ አለው፡፡					
45	የቃና ቴሌቪዥን ፊልሞችን ማየት ለወላጆችና ልጆች ግንኙነት ማሻሻል አስተዋጽኦ አለው፡፡					
46	የቃና ቲቪ ፊልሞችን ማየት ሁሉንም ሀገራችንን ባህል የበታችነት ያሳያል፡፡					

47	የቃና ቲቪ ፊልሞችን ማየት ህዝባችን ለወሲብ ግልጽ እንዲሆን አስተዋጽኦ ያደርጋል፤ ይህ ግን ማህከም አይደለም፡					
48	የቃና ፊልሞችን በተደጋጋሚ ማየት የሚገኙ ግብአቶች ለነባር ባህል ጎጂ ናቸው፡					

እያንዳንዱ ርዕሰ ጉዳይ/ሀሳብ አንተን/ኛን ወይም ሌሎችን ምን ያህል ይመለከታል?

አሜራኬኖች

ክፍል 4:

እያንዳንዱ ርዕሰ ጉዳይ/ሀሳብ አንተን/ኛን ወይም ሌሎችን ምን ያህል ይመለከታል?

አሜራኬኖች ማከፋተኛ ተጽዕኖ (3), ማከለኛ ተጽዕኖ (2), የተወሰነ ተጽዕኖ (1)

ቁ.	ርዕሰ ጉዳይ/ሀሳብ	3	2	1
1	በቃና ፊልሞች ላይ በተደጋጋሚ ማየት አንዳንድ ድርጊቶች በህዝባችን/በእኛ ዘንድ ተቀባይነት እያገኙ ማስተዋል፡			
2	የተወሰኑ የቃና ቲቪ ፊልሞች በህዝባችን ባህሪ ላይ ጎጂ ልማቶችን እየጫኑ ይገኛሉ፡			
3	ሴቶቻችንና ልጃገረዶቻችን እንደቃና ፊልሞች ገጸባጎሪያት የሚመስሉ ልብሶችን ይለብሳሉ፡			
4	በሂደት ወጣት ወንዶቻችን በቃና ፊልሞች ላይ እንደሚታዩ ውክልናዎች አግባብ የሌለው አለባበስ ሲለብሱ እያየሁኑ፡			
5	ወጣቶቻችንና ጎልማሶቻችን የቃና ፊልሞች ገጸባጎሪያት አይነት ልብሶችን ይለብሳሉ፡			
6	በሂደት ወጣት ሴቶቻችን በቃና ፊልሞች ላይ እንደሚታዩ ውክልናዎች አግባብ የሌለው አለባበስ ሲለብሱ እያየሁኑ፡			
7	የቃና ቲቪ ፊልሞችን ማህከም ከኋላ ቀርቦ ለህላዌ ድርጊቶች ለመላቀቅ ይረዳል፡			
8	በሂደት እና ቶቻችን በቃና ፊልሞች ላይ እንደሚታዩ ውክልናዎች አግባብ የሌለው አለባበስ ሲለብሱ እያየሁኑ፡			
9	የቃና ቲቪ ፊልሞችን ማህከም የህይወት ዘይቤዎቻችንን ለማሻሻል አስተዋጽኦ ያደርጋል፡			
10	የህጻናት እንዲሁም ሁለተኛ ደረጃ ተማሪዎች የጥናት ጊዜ በቃና ፊልሞች ምክንያት እየተሰረቀነው፡			
11	የቃና ቲቪ ፊልሞች የፋሽን ግንዛቤን ይጨምራሉ፡			
12	የቃና ቲቪ ፊልሞችን ማህከም ጥሩ የሆነውን ማህበራዊ የህይወት ዘይቤ አቅርቦት ይበርዛል፡			
13	የቃና ቲቪ ተማሪዎች ወጣቶች/ህጻናት በባህላችን ተቀባይነት የሌላቸውን ባህሪያት ይወርሳሉ፡			
14	የቃና ቲቪ ፊልሞችን ማየት አሉታዊ ተጽዕኖ አለው፡			

15	የቃና ቲቪ ፊልሞችን ማየት አዎንታዊ ተጽዕኖ አለው፡፡			
16	የቃና ቲቪ ፊልሞችን በተከታታይ ከማየት የተነሳ ሳንባር የሰዎች ማህበራዊ ትስስሮች ይቀንሳሉ፡፡			
17	የቃና ቲቪን ማየት ለአስገዳጅ ማድረግ አስተዋጽኦ አለው፡፡			
18	የቃና ፊልም ተማሪዎች ህጻናት ሲጋራ ወይ ማጫኛ ዝንባሌ ሊሰጡ ይችላሉ፡፡			
19	በሂደት ጎልማሳቸውን በቃና ፊልም ላይ እንደሚታዩ ውሳኔዎች አግባብ የሌለው አለባባስ ሲለብሱ እያየሁት፡፡			
20	ወጣቶች የቃና ፊልሞችን አጥብቀው ማክታተል ከሆነ ለሳንባር ባህላዊ ልማዶች ያላቸው ፍላጎት ይቀንሳል፡፡			
21	የቃና ቲቪ ተማሪዎች ወጣቶች/ህጻናት የተለያዩ የወንጀል አይነቶችን ይማራሉ፡፡			
22	የቃና ፊልም ተማሪዎች ህጻናት ወይ አደንዛዥ ዕጽ ሊሰጡ ይችላሉ፡፡			
23	የቃና ቲቪ ፊልሞች ተማሪዎች በባህላችን ብዙም ያልተለመደውን ወጪ ማን ድላይ የሚገለጹ ልማድን ይወርሳሉ፡፡			
24	የቃና ፊልም ተማሪዎች ህጻናት ወይ ማጥጥ ዝንባሌ ሊሰጡ ይችላሉ፡፡			
25	የቃና ቲቪ ዘመናዊ የህይወት ዘገታዎችን (life styles) እንዳይወቅ ይረዳል፡፡			
26	የቃና ቲቪ ፊልሞችን ማመልከት ጥሩ የሆኑ ባህላዊ ልማዶቻችንን ይበርዛል፡፡			
27	የቃና ቲቪ ፊልሞችን ማየት ለፍቅር ግንኙነት አዎንታዊ አስተዋጽኦ አለው፡፡			
28	የቃና ቲቪ ፊልሞችን ማየት ለፍቅር ግንኙነት አሉታዊ አስተዋጽኦ አለው፡፡			
29	የቃና ቲቪ ፊልሞችን ማየት ለባልና ማኅት ግንኙነት አዎንታዊ አስተዋጽኦ አለው፡፡			
30	የቃና ቲቪ ፊልሞችን ማየት ለባልና ማኅት ግንኙነት አሉታዊ አስተዋጽኦ አለው፡፡			
31	የቃና ቲቪ ፊልሞችን ማየት ለወላጅና ለልጅ ግንኙነት አዎንታዊ አስተዋጽኦ አለው፡፡			
32	የቃና ቲቪ ፊልሞችን ማየት ለወላጅና ለልጅ ግንኙነት አሉታዊ አስተዋጽኦ አለው፡፡			

የቃና ቲቪ ፕሮግራሞች አንዳች ተጽዕኖ አድርገውብኛል ብለው ያስባሉ? የቃና ቲቪ ፕሮግራሞች በእርስዎ ላይ ያላቸውን ተጽዕኖ እስኪይግለጹ፡፡
በጎ ተጽዕኖ

አሉታዊ ተጽዕኖ

Appendix 3

Teachers' and Administrators' Questionnaire (English version)

Addis Ababa University
College of Humanities, Language Studies, Journalism and Communication
Graduate School of Journalism and Communication

Dear respondents,

I am conducting a research entitled “ **School Communities’ Perceived Impact of Watching Satellite Television(Kana TV) Movies on Local Culture** ”.The study aims to find out high and preparatory students’ ,teachers’ and school administrators’ media exposure especially to Kana Television and its perceived impact on local culture. This study will be successful only if you provide your genuine answers to all of the questions. I assure you that all the information you give in this questionnaire will only be used for the purpose of the research and will be kept anonymous. Thus, you shall not write your name.

Thank you for your assistance!

Section 1: 1. Sex: i. Male ii. Female

2. How old are you? _____

3. Level of education

A. Certificate

C.BA/BSC/BEdD

B.Diploma

D.MA/MSc

4. Any additional training? Please specify:_____

5. Work experience: _____

6. School's Name: _____

School's Characteristics: Government School

Private School

Section 2:

1. In general, how often are you exposed to the following media?

1 = *Never* 2= *Sometimes* 3= *Often* and 4 = *Very often*

Media	1	2	3	4
Newspaper				
Radio				
Television				
The Internet				
Magazines				
Mobile device				
Other Please specify.....				

2. In general, how often are you exposed to the following media content?

1 = *Never* 2= *Sometimes* 3 = *Often* and 4 = *Very often*

Media content	1	2	3	4
News				
Sports				
Music				
Education				
Economy/Business				
Entertainment				
Culture				
Politics				
Religion				
Gender issues				
Other Please specify _____				

3. Approximately how many hours do you spend watching TV shows?

3.1. How many **hours per day** do you spend on watching TV shows of all kinds in any medium, including those from Ethiopia, South Korean, Turkey, Mexico and western, such as American TV shows etc.?

0, 1, 2, 3, 4, 5.....24; Please specify _____

3.2. How many **hours per week** do you spend on watching TV shows of all kinds in any medium, including those from Ethiopia, South Korean, Turkey, Mexico and

Western , such as American TV shows etc.?

0, 1, 2, 3, 4, 5.....30; more than 30-Please specify_____

4. Do you watch *Kana* TV shows?

- i. Yes ii. No

5. Approximately, which time do you often use to watch *Kana* TV show?

- i. 5:00-8:00pm. week days
- ii. 6:00- 9:00pm. week days
- iii. 9:00-11:00pm. week days
- iv. 9:00-12:00 am. weekends
- v. 2:00- 5:00pm. weekends
- vi. 6:00-8:00pm. weekends
- vii. 9:00-11:00 pm. weekends.
- viii. Other please specify: week days- _____weekends- _____

6. Approximately how many hours do you spend on watching *Kana* TV shows?

6.1.How many **hours per day** do you spend on watching *Kana* TV show?

0, 1, 2, 3, 4, 5.....24; Please specify_____

6.2. How many **hours per week** do you spend on watching *Kana* TV show ?

0, 1, 2, 3, 4, 5.....30; more than 30-Please specify_____

7. How long have you been watching *Kana* TV shows?

- i. 0-3months
- ii. 3-6 months
- iii. 6-9 months
- iv. 10-12 months
- v. 1-2 years

8. How many *Kana* TV shows have you ever watched?

0, 1, 2, 3.....10 & more than 10 Please specify_____

9. How many *Kana* TV shows do you watch regularly now?

0, 1, 2, 3.....10 & more than 10 Please specify_____

10. Please list your top three favorite *Kana* TV show?

Section 3:

1. To what degree the following kind of *Kana* TV show interests you (1: not interested at all;2:Not interested ;3:I'm not sure ;4:interested ; 5:much interested)

	Kana TV show	5	4	3	2	1
i.	Movies					
ii.	Documentaries					
iii.	Talk shows					
iv.	Music(<i>POP</i>)					
v	Cuisine(<i>Method of cooking</i>)					
vi.	Other please specify.....					

Choose any answers that are applicable to you.

2. How do you watch *Kana* TV show (channel) usually?

- i. Watch online
- ii. Download
- iii. Satellite Dish(Nile Sat/Arab Sat etc.)
- iv. DVD
- v. Other Please specify _____

3. How do you usually watch *Kana* TV shows?

- i. at home with my family
- ii. at home alone
- iii. at friend's home
- iv. at cafes alone
- v. at cafes with friends
- vi. at recreation centers/places

4. How do you choose which *Kana* TV show to watch?

- i. Recommendation by others/friends for example
- ii. Advertisements
- iii. Discussions on the Internet
- iv. based on own interest
- v. Other Please specify _____

5. Why do you want to watch *Kana* TV show?

- i. It increases my knowledge and education along with recreation.
- ii. It is only as a means of recreation.
- iii. It is just a means for passing time.
- iv. It is a means for increasing knowledge and education.
- v. It has become popular-many people watch and talk about it
- vi. It is like a fashion –I want to follow it.
- vii. It is a means of relaxation.
- viii. It is accessible and affordable.
- ix. Other Please specify _____

6. Why are *Kana* TV shows appealing to you?

- i. Interesting movies

- ii. Varieties of music (local and foreign)
- iii. Varieties of foreign music
- iv. Foreign movies in Amharic
- v. Other shows such as documentaries are also in Amharic
- vi. Other shows such as cuisine also in Amharic
- vii. Fashionable/trendy
- viii. Interesting characters on movies
- ix. I do not have other better choices
- x. Other Please specify_____

Section 4:

Please indicate how important to you each of the 48 items is. To express your opinions, imagine an *Importance Scale* that varies from 1 to 5. 1 stands for “*Strongly disagree*”, 2 “*Disagree*”, 3 “*I’m not sure*”, 4 “*Agree*” and 5 stands for “*Strongly agree*”.

S.n	Statement/Item	5	4	3	2	1
1.	I self-cultivate myself thorough watching the Kana movies.					
2	I learn good foreign cultural practices from watching the <i>Kana</i> movies.					
3	In general, the styles of life I watch on <i>Kana</i> movies are good.					
4	The effect of <i>Kana</i> TV movies is more negative than positive on local culture.					
5	We improve our bad cultural practices through watching the <i>Kana</i> TV movies.					
6	I adopt modern life styles through watching the <i>Kana</i> TV movies.					
7	The effect of watching <i>Kana</i> TV movies is more positive than negative on local culture.					
8	Watching the <i>Kana</i> TV movies has positive effects on local culture.					
9	<i>Kana</i> TV movies are equally important as the local TV programs in the cultivation of local culture.					
10	Watching the <i>Kana</i> movies helps to improve local traditions.					
11	People who frequently watching <i>Kana</i> TV shows would have decreased social bond with the local people/their neighbors.					
12	Our watching of the <i>Kana</i> TV movies indicates the cultural superiority of the countries represented in the movies.					
13	<i>Kana</i> TV show doesn’t have a serious impact on local culture.					
14	Watching the <i>Kana</i> TV movies contributes to better opposite sex					

	relationships.					
15	Watching the <i>Kana</i> TV movies contributes to our people becoming open with sex ; and this is good.					
16	I am used to western music.					
17	Watching <i>Kana</i> TV movies contributes to our being open to new things ; and this is good.					
18	Watching <i>Kana</i> TV movies contributes to our being open to new things ,but this is not good .					
19	Watching <i>Kana</i> TV movies helps us to be receptive to new ideas; and this is good.					
20	Watching <i>Kana</i> TV movies helps us to be receptive to new ideas, but this is not good .					
21	Watching <i>Kana</i> movies helps our people to be open minded.					
22	We can learn about western culture/tradition from <i>Kana</i> TV movies.					
23	We can learn about other countries' culture/tradition from <i>Kana</i> TV movies.					
24	Inputs from frequent watching of <i>Kana</i> movies are not harmful to the local culture; they rather modernize the local culture.					
25	I am getting used to music from countries such as Mexico, South Korea, Turkey					
26	Thanks to the use of the Amharic, I follow up movies on <i>Kana</i> TV.					
27	I feel that if the movies were in English, I do not follow them the most.					
28	Relatively speaking, my dressing style is not as such different from the characters /people I watch on the <i>Kana</i> movies.					
29	I think that lessons from watching <i>Kana</i> movies encourage children to make their own decision in a family.					
30	I know about the way how westerners such as Americans live from <i>Kana</i> TV movies.					
31	I know about the way how people from countries such as Mexico, South Korea, and Turkey live.					
32	I think that parents and children should be able to have open discussions.					
33	I think watching <i>Kana</i> movies contribute to improved husband - wife relationship.					
34	I think watching <i>Kana</i> movies negatively affects husband - wife relationship.					
35	I like western such as American food and drinks (cakes, burgers, processed juice soft drinks, etc.).					
36	I like western such as American fashion and cosmetics.					
37	I like Mexican, South Korean, and Turkish...fashion and					

	cosmetics.					
38	I don't mind eating fast food such as chips, <i>sambusa</i> , bread ,Ice creams, popcorn etc. in open air or while walking on the street.					
39	In general, the styles of life I watch on <i>Kana</i> movies are bad.					
40	I think watching <i>Kana</i> movies helps the young or adults in general to have open love relationships.					
41	I celebrate some of western countries holidays such as (Lovers' day, New year).					
42	There are some bad styles of life from the <i>Kana</i> TV shows.					
43	Watching the <i>Kana</i> TV movies has negative effects on local culture.					
44	Watching the <i>Kana</i> TV movies challenges the respect for local traditions.					
45	I think watching <i>Kana</i> movies contribute to improved parent - child relationship.					
46	Our watching of the <i>Kana</i> TV movies indicates the cultural inferiority of our country.					
47	Watching the <i>Kana</i> TV movies contributes to our people becoming open with sex, but this is not good.					
48	Inputs from frequent watching of <i>Kana</i> movies are harmful to the local culture.					

Section 5: Degree of Influence of watching *Kana* TV

How much does this statement apply to you and others?

Choose: Strong Influence (3), Moderate influence (2), some degree of influence (1)

S.n	Statement	3	2	1
1	Some practices commonly watched on <i>Kana</i> movies are becoming acceptable in our people/among us.			
2	Some movies from <i>Kana</i> TV instill harmful inputs on to the local people's behavior.			
3	Our girls and women wear dresses like the actors on <i>Kana</i> TV movies.			
4	Through time, I see that our boys wear indecent clothes like actors on <i>Kana</i> TV movies.			
5	Our boys and men wear clothes like the actors on <i>Kana</i> TV movies.			
6	Through time, I see that our girls wear indecent clothes like actors on <i>Kana</i> TV movies.			
7	Watching <i>Kana</i> TV movies contributes to getting rid of backward traditional /cultural			

	practices.			
8	Through time, I see that our women wear indecent clothes like actors on <i>Kana</i> TV movies.			
9	Watching <i>Kana</i> TV movies contributes to improving our life style.			
10	Young kids or even high school students' study time is disturbed due to <i>Kana</i> TV movies.			
11	<i>Kana</i> TV movies increase my fashion awareness.			
12	Watching <i>Kana</i> TV movies contributes to spoiling our good communal life style.			
13	Young/very young <i>Kana</i> TV viewers adopt various kinds of culturally unacceptable behaviors.			
14	Watching <i>Kana</i> TV movies has negative effect.			
15	Watching <i>Kana</i> TV movies has positive effect.			
16	Social bondage of the local people decreases due to frequent viewing of <i>Kana</i> TV movies.			
17	<i>Kana</i> TV viewing contributes to sexual violence/rape.			
18	Young/very young <i>Kana</i> TV viewers are attracted towards smoking habits.			
19	Through time, I see that our men wear indecent clothes like actors on <i>Kana</i> TV movies.			
20	If the young follows the <i>Kana</i> TV movies very much, interest in local customs decreases.			
21	Young /very young <i>Kana</i> TV viewers learn diverse kinds of crimes.			
22	Young /very young <i>Kana</i> TV movie viewers are attracted towards drug addiction.			
23	<i>Kana</i> TV movie viewers adopt open –air eating habits which are locally less common.			
24	Young/very young <i>Kana</i> TV viewers are attracted towards drinking habits.			
25	<i>Kana</i> TV helps me adopt modern life styles.			
26	Watching <i>Kana</i> TV movies contributes to spoiling our good cultural /traditional practices.			
27	Watching <i>Kana</i> TV movies has positive influence on love relationships.			
28	Watching <i>Kana</i> TV movies has negative influence on love relationship.			
29	Watching <i>Kana</i> TV movies has positive influence on husband -wife relationship.			
30	Watching <i>Kana</i> TV movies has negative influence of husband -wife relationship.			
31	Watching <i>Kana</i> TV movies has positive influence on parent- child relationship.			
32	Watching <i>Kana</i> TV movies has negative influence on parent -child relationship.			

Do you think *Kana* TV shows have influenced you? Can you simply describe how *Kana* TV shows impact you? State the positive and/or the negative?

Appendix 4
Teachers' and Administrators Questionnaire (Amharic version)

አዲስ አበባ ዩኒቨርሲቲ
የሁሚ ቲኮሌጅ፣ ቋንቋጥና ት፣ ጋዜጠኝነትና ኮሚኒኬሽን
የጋዜጠኝነትና ኮሚኒኬሽን ድህረ ምረቃ ትምህርት ቤት

ወድ የ ማከይቁ ማላሽቶ፣

“ School Communities’ Perceived Impact of Watching Satellite Television(Kana TV) Movies on Local Culture ” በሚል ርእስ በማጥናት ላይ እንኛ ለሁኑ፡ ፡ የጥናቱ ዓላማ የ 2ኛ ደረጃ እና የፕሪፓራቶሪ ተማሪዎች፣ ማህሪን እና የአስተዳደር ሰራተኞች ለሚደረጉ በተለይ ለቃና ቲቪ ምን ያህል ቅርብ እንደሆኑ እንዲሁም በባህል ላይ ያለውን ተፅዕኖ ምን ያህል እንደሚገኝ ያዘገቡ መመሪያ መረጃ ማግኘት፡ ፡ በመሆኑም ይህ ጥናት ስኬታማ መሆኑን ወቅት ክንክለኛውን መልስ ከሰጡብቻ ማግኘት፡ ፡ ለዚህ ማከይቁ የሚሰጡት መረጃ ለዚህ ጥናት አላማ ብቻ እንደሚያገለግልና ምስጢሩም እንደሚጠበቅ አረጋግጥለሁ፡ ፡ ስለዚህ ስምዎን ማግኘት አደስረልግም፡ ፡

ስለ ትብብርዎ አመሰግናለሁ

ክፍል 1:

1. ጾታ: i. ወንድ ii. ሴት
 2. እድሜዎ ስንት ነው? _____
 3. የ ትምህርት ደረጃ

A. ሰርተፊኬት	C. ቢኤ/ቢኤስሲ/ቢኤዲ
B. ዲፕሎማ	D. ኤምኤ/ኤምኤስሲ
 4. ተጨማሪ ስልጠና ካለዎ ይግለጹ _____
 5. የስራ ልምድ: _____
 6. የ ትምህርት ቤት ስም _____
- የ ትምህርት ቤቱ አይነት: የ ማን ግስት የ ግል

ክፍል 2፣

1. በጥቅሉ የ ሚዲያዎች ምን ያህል ይከታተላሉ?
 1 = **በፍጹም** 2 = **አንዳንድ** 3 = **በተደጋጋሚ** 4 = **በጣም በተደጋጋሚ**
 (Never) (Sometimes) (Often) (Very often)

ሚዲያ	1	2	3	4
ጋዜጣ				
ራዲዮ				

ቴሌቪዥን				
ኢንተርኔት				
ሙዚቃ				
ሞባይል				
ሌላ ካለዎት ይግለጹ				
.....				

2. በጥቅሉ የሚከተሉትን የሚደቀም ደዘቶች ምን ያህል ጊዜ ይከታተላሉ?

1 = **በፍፁም** 2=**አንዳንድ** 3 = **በተደጋጋሚ** 4 = **በጣምበተደጋጋሚ**
 (Never) (Sometimes) (Often) (Very often)

የሚደቀም ደዘቶች	1	2	3	4
ዜና				
ስፖርት				
ሚዲያ				
ትምህርት				
ኢኮኖሚና ግድ (ከክ)				
ሙዚና ፎ				
ባህል				
ፖለቲካ				
ሀይማኖት				
ጸታዊ ጉዳዮች				
ሌላ ካለዎት ይግለጹ _____				

3. በግምት ምን ያህል ሰዓት የቴሌቪዥን ፕሮግራሞችን በሚከታተል ያሳልፋሉ?

3.1. **በቀን ምን ያህል ሰዓት** በማንኛውም ቀን የሚተላለፉ ማንኛውንም ቲቪ ፕሮግራሞች ለምሳሌ: የኢትዮጵያ፣ የደቡብኮሪያ፣ የቱርክ፣ የሜክሲኮ፣ እና እንደ አሜሪካ ያሉ የምዕራባውያን ፕሮግራሞችን ያያሉ?

0, 1, 2, 3, 4, 5.....24; ሰዓቱን በግልጽ ይጥቀሱ _____

3.2. **በሳምንት ምን ያህል ሰዓት** በማንኛውም ቀን የሚተላለፉ ማንኛውንም ቲቪ ፕሮግራሞችን ለምሳሌ: የኢትዮጵያ፣ የደቡብኮሪያ፣ የቱርክ፣ የሜክሲኮ፣ እና እንደ አሜሪካ ያሉ የምዕራባውያን ፕሮግራሞችን ያያሉ?

0, 1, 2, 3, 4, 5.....30; ሰዓቱን በግልጽ ይጥቀሱ _____

4. የቃና ተለቪዥን ፕሮግራሞችን ያያሉ?

- i. አዎ
- ii. አላይም

5. የቃና ቴሌቪዥን ፕሮግራሞችን ለማየት በአጠቃላይ ወይን ጊዜ ይጠቀሙ? (**ከአንድ በላይ ማለት ይቻላል**)

- i. ማታ ከ 11:00-2:00 ከሰኞ-አርብ
- ii. ማታ ከ 12:00- 4:00 ከሰኞ-አርብ
- iii. ማታ ከ 3:00-5:00 ከሰኞ-አርብ
- iv. ጧት ከ 3:00-6:00 ቀዳሜ እና እሁድ
- v. ከሰዓት ከ 8:00 - 11:00 ቀዳሜ እና እሁድ

- vi. ማታ ከ 12:00-3:00 ቅዳሜ እና እሁድ
- vii. ምሽት ከ 3:00- 5:00 ቅዳሜ እና እሁድ
- viii. ሌላ ካለ ይግለጹ፣ ከሰኞ-አርብ- _____ ቅዳሜ እና እሁድ- _____

6. የቃና ቴሌቪዥን ፕሮግራሞችን ለማየት በግምት ምን ያህል ሰዓት ይጠቀማሉ?

6.1. በቀን ለስንት ሰዓት የቃና ተላቪዥን ፕሮግራሞችን ያያሉ?

0, 1, 2, 3, 4, 5.....24; ሰዓቱን በግልጽ ይጠቀሱ _____

6.2. በሰሜን ለስንት ሰዓት የቃና ተላቪዥን ፕሮግራሞችን ያያሉ?

0, 1, 2, 3, 4, 5.....30; ከ30 በላይ - ሰዓቱን በግልጽ ይጠቀሱ _____

7. ለምን ያህል ጊዜ የቃና ተላቪዥን ፕሮግራሞችን ሲከታተሉ ነበር?

- i. 0-3 ወራት
- ii. 3-6 ወራት
- iii. 6-9 ወራት
- iv. 10-12 ወራት
- v. 1-2 አመታት

8. እስከ ዛሬ ስንት የቃና ቴሌቪዥን ፕሮግራሞችን አይተዋል?

0, 1, 2, 3.....10 እና ከ10 በላይ፣ ብዛታቸውን በቁጥር ይግለጹ _____

9. አሁን በቋሚነት ወይም በተከታታይ ስንት የቃና ቲቪ ፕሮግራሞችን ያያሉ?

0, 1, 2, 3.....10 & ከ10 በላይ ብዛታቸውን በቁጥር ይግለጹ _____

10. እርስዎ ይበልጥ ማወቋቸውን ስንት የቃና ቲቪ ፕሮግራሞች ይዘርዝሩ?

ክፍል 3:

1. ቀጥሎ የተቀማጠጠዎ የቃና ቴሌቪዥን ፕሮግራም ምን ያህል ያስደስቶታል? (1፣ በፍጹም ምንም ደስታ አይሰጠኝም፣ 2: ደስታ አይሰጠኝም፣ 3: እርግጠኛ አይደለሁም;

4: ያስደስተኛል ;

(Not interested at all) (Not intrested) (I'm not sure) (Interested)

5: በጣም ያስደስተኛል

(Much interested)

	የቃና ቲቪ ፕሮግራም	5	4	3	2	1
i.	ፊልሞች					
ii.	ይኩሙን ታሪኮች (ቃና ፓስፖርት)					
iii.	ቶክ ሾው ፕሮግራሞች					
iv.	ፖፕ ማዚቃ					

v	የምግብ አዘገጃጀት					
vi.	ሌላ ካለይግላዲ_____					

ለእርስዎ ትክክለኛ የሆነ/የሆኑ ምላሽ/ሾች የትኛውን ዉ/ የትኞቹ ናቸው?

2. የቃና ቲቪ ፕሮግራሞችን በአብዛኛ ወገን ለምን ድን ነ ዉ/የ ማይዩት?
 - i. አንላይን (online) አያለሁ
 - ii. ዳውንሎድ (download) በማድረግ
 - iii. በሳተላይት ዲሽ (ናይል ሳት/አራብ ሳት ወዘተ)
 - iv. በዲቪዲ (DVD)
 - v. ሌላ ካለይግላዲ_____
3. አብዛኛ ዉን ጊዜ የቃና ፕሮግራሞችን የት ነ ዉ/የ ማይዩት?
 - i. እቤት ከቤተሰብ ጋር
 - ii. እቤት ብቻ
 - iii. ጓደኞቼ ቤት
 - iv. ካፌ ወስጥ ብቻ
 - v. ካፌ ወስጥ ከጓደኞቼ ጋር
 - vi. በሌላ ማዘናኛ ስፍራዎች
4. የማይዩትን የቃና ቲቪ ፕሮግራም እንዴት ነ ዉ/የ ማድረግ?
 - i. በሌሎች ምክር (ለምሳሌ በገደቦች)
 - ii. በማስታወቂያዎች (ደብረ ቲቪ ምንተ)
 - iii. በኢንተርኔት በማስታተላቸው ወይም
 - iv. በራሴ ፍላጎት ላይ ተማኝ
 - v. ሌላ ካለይግላዲ_____
5. ለምን ድን ነ ዉ/የ ቃና ቲቪ ፕሮግራም መከታተል የሚፈልጉት?
 - i. ከማዘናና ቱቦተጭራ እወቅትንና ትምህርትን የማይሻሻል ስለሆነ
 - ii. ስለ ማይዩት ገና ብቻ
 - iii. ለጊዜ ማለፊያነት
 - iv. እወቅትንና ትምህርትን የማይሻሻል ስለሆነ
 - v. የታወቀ በሚሆኑ እና ብዙ ሰዎች የማይዩትና የሚገጥሙ ስለሆነ
 - vi. ልክ እንደፋሽን ነ ዉ-ስለዚህ ልክተላወጥ እፈልጋለሁ
 - vii. ለማዘናና ት ስለሚሆን
 - viii. በቀላሉ የሚገኝና ብዙ ወጪ ለማይጠይቅ
 - ix. ሌላ ካለይግላዲ_____
6. የቃና ቲቪ ፕሮግራሞች ለእርስዎ ሳቢ ወይም ተራጭ ሆኑት ለምን ድን ነ ዉ?
 - i. ደስ የሚሉ/የሚስጡ ፊልሞች ስላሉት
 - ii. የተለያዩ ማዕቀቦች (የሀገር ወስጥና የወጭ) ስላሉት
 - iii. የተለያዩ የወጪ ሀገር ማዕቀቦች ስላሉት
 - iv. የወጪ ፊልሞች በአሜሪካ ስለሚቀርቡ
 - v. እንደ ዶኩመንተሪ (ቃና ፓስፖርት) ያሉ ሌሎች ፕሮግራሞችም በአሜሪካ ስለሚቀርቡ
 - vi. እንደ ምግብ ዝግጅት ያሉ ሌሎች ፕሮግራሞችም በአሜሪካ ስለሚቀርቡ
 - vii. ዘመናዊ ስለሆነ
 - viii. ፊልሞቹ ላይ ማራኪ ገጸባህሪያት ስላሉ
 - ix. ሌላ የተሻለ አማራጭ ስለሌለኝ
 - x. ሌላ ካለይግላዲ_____

ክፍል 4:

እባክዎ ቀጥሎ ተሰጠች 48 ሀሳቦች እያንዳንዱ ለእርስዎ ምን ያህል አስፈላጊ እንደሆኑ ይግለጹ: ፡ ሀሳብዎን ለመግለጽ **ከ1 እስከ 5** ያለዉን የአስፈላጊነት ደረጃ እያሰቡ

ይመልሱ: 1 ማለት “በጣም አልስማማም”፣ 2 “አልስማማም”፣ 3 “እርግጠኛ አይደለሁም”፣ 4 “እስማማለሁ” እና 5 ማለት “በጣም እስማማለሁ”፡፡

ቁ.	ርዕስ ጉዳይ/ሀሳብ	5	4	3	2	1
1.	የቃና ቲቪ ፊልሞችን በመጻፍ ከት ራሴን በእወቅትና ክህሎት አበቃለሁ፡፡					
2	ከቃና ቴሌቪዥን ፊልሞች የወጪ ሀገር ጠቃሚ ባህላዊ ልማዶችን እማራለሁ፡፡					
3	በጥቅሉ ከቃና ፊልሞች የሚታዩ የህይወት ዘይቤዎች (life styles) ጥሩ ናቸው፡፡					
4	የቃና ቲቪ ፊልሞችን መጻፍ ከት በነባሩ ባህል ላይ ከአዎንታዊ ተጽእኖ ይልቅ አሉታዊ ተጽእኖ አለው፡፡					
5	የቃና ፊልሞችን በመቅረብ ራሳችንን መጥፎ ባህላዊ ድርጊቶችን መሻሻል እንችላለን፡፡					
6	የቃና ፊልሞችን በመጻፍ ከቴ አዳዲስ የህይወት ዘይቤዎችን (life styles) አወቅ አለሁ					
7	የቃና ቲቪ ፊልሞችን መጻፍ ከት በነባሩ ባህል ላይ ከአሉታዊ ተጽእኖ ይልቅ አዎንታዊ ተጽእኖ አለው፡፡					
8	የቃና ቲቪ ፊልሞችን መቅረብ ባህላችንን አዎንታዊ ተጽዕኖ አለው፡፡					
9	ነባሩን ባህል ለመጥበቅ የቃና ቲቪ ፊልሞች ከሀገር ወስጥ ቲቪ ፕሮግራሞች እኩል ጠቃሚ ናቸው፡፡					
10	የቃና ቲቪ ፊልሞችን መቅረብ በር ልማዶችን ለመሻሻል ይረዳል፡፡					
11	የቃና ቲቪ ፕሮግራሞችን በተከታታይ የሚታዩ ሰዎች ከአካባቢ ሰዎች/ጎረቤቶች ጋር ያላቸው ግንኙነት አናሳ ይሆናል፡፡					
12	የቃና ቲቪ ፊልሞችን መቅረብ በፊልሙ ወስጥ የተወከሉ ሀገሮችን የባህል የበላይነት ያሳያል፡፡					
13	የቃና ቲቪ ፕሮግራም በነባሩ ባህል ላይ ከባድ ተጽዕኖ ያለው ነው፡፡					
14	የቃና ቲቪ ፊልሞችን መቅረብ ለተሻለ የተቃራኒ ጾታ ግንኙነት አስተዋጽኦ አለው፡፡					
15	የቃና ቲቪ ፊልሞችን መቅረብ ሀዘባችን ለወሲብ ግልጽ እንዲሆን					

	አስተዋጽኦ ያደርጋል፤ ይህ ደግሞ ማሳካት ይችላል፡፡					
16	የምዕራባዊያን ማህበራዊ ልዩነት አዳዲስ ሆኖ ፡፡					
17	የቃና ቲቪ ፊልሞችን ማየት ለአዳዲስ ነገሮች ክፍት እንድንሆን አስተዋጽኦ ያደርጋል፤ ይህ ደግሞ ጥሩ ነው፡፡					
18	የቃና ቲቪ ፊልሞችን ማየት ለአዳዲስ ነገሮች ክፍት እንድንሆን አስተዋጽኦ ያደርጋል፤ ይህ ግን ጥሩ አይደለም፡፡					
19	የቃና ቲቪ ፊልሞችን ማየት አዳዲስ ሀሳቦችን እንድንገኝ ይረዳል፤ ይህ ደግሞ ጥሩ ነው፡፡					
20	የቃና ቲቪ ፊልሞችን ማየት ለአዳዲስ ሀሳቦች እንድንገለጥ ያደርገናል፤ በሆኑ ምጥሩ አይደለም፡፡					
21	የቃና ቲቪ ፊልሞችን ማየት ህዝባችንን ሰፊ ያለ አስተሳሰብና ብስለት እንዲኖረዉ ይረዳል፡፡					
22	ከቃና ቲቪ ፊልሞች የምዕራባዊያንን ባህል/ወግ ማመረጥ እንችላለን፡፡					
23	ከቃና ቲቪ ፊልሞች ስለሌሎች ሀገሮች ባህል/ወግ ማመረጥ እንችላለን፡፡					
24	የቃና ፊልሞችን በተደጋጋሚ ማየት የሚገኙ ግብአቶች ለነባር ባህል ጎጂ አይደሉም፤ ይልቅ ነገን ለባህል ዘመናዊ ያደርጉታል፡፡					
25	እንደ ማህሲኮ፣ ደቡብ ኮሪያ እና ቱርክ ያሉ ሀገሮች ማህበራዊ ልዩነት ማረጋገጥ ይቻላል፡፡					
26	በሚሮኛ ቋንቋ በሚናገሩ የቃና ቲቪ ፊልሞችን በደንብ እንከታተላለን፡፡					
27	ፊልሞች በእንግሊዝኛ ቢሆኑ ኖሮ በአብዛኛዉ እንደ ማህሲኮ ተተላቸው አስባለን፡፡					
28	በንጽጽር ሳይሆን የአለባበስ ሁኔታዎችና ፊልሞች ላይ ከሚኖሩ ግደብ-ባህሪያት አለባበስ ብዙም የተለየ አይደለም፡፡					
29	ከቃና ፊልሞች የሚኖሩት ነገር ልጆችን በቤተሰብ ውስጥ የራሳቸውን ወሰን እንዲወስኑ ያነሳሳቸዋል ብዬ አስባለን፡፡					
30	ከቃና ቲቪ ፊልሞች እንደ አሜሪካ ያሉ ምዕራባዊያን የአኗኗር ሁኔታ/ዘይቤን አወቃለን፡፡					
31	ከቃና ቲቪ ፊልሞች አንደ ማህሲኮ፣ ደቡብ ኮሪያ... እና ቱርክ ያሉ ሀገሮች ሰዎችን የአኗኗር ሁኔታ/ዘይቤ አወቃለን፡፡					
32	ከቃና ቲቪ ፊልሞች ወላጆችና ልጆች ነጻ የሆነ ወይይት ሊኖራቸው አንደሚገባ ማመረጥ ይቻላል፡፡					
33	በእኔ ግምት ቃና ፊልሞችን ማየት የባልና ማህት ግንኙነትን ያሻሽላል፡፡					
34	በእኔ ግምት የቃና ቲቪ ፊልሞችን ማሳተፍ በባልና ማህት ግንኙነት ላይ አሉታዊ ተጽዕኖ አለው፡፡					
35	የምዕራባዊያንን ምግብና ማጠገን ለምሳሌ የአሜሪካ (ኬኮች፣ በርገሮች፣ የታሽጉ ጭቆኖችና ለስላሳዎችን ወዘተ)					

	እወዳለሁ: :					
36	የምዕራባውያንን (እንደ አሜሪካ) ፋሽንና ኮስሞቲክስ እወዳለሁ: :					
37	የሜክሲኮን፣ የደቡብ ኮሪያንና የቱርኮችን ፋሽንና ኮስሞቲክስ እወዳለሁ: :					
38	እንደ ቺፕሶ፣ ሳምቡሳ፣ ዳቦ፣ አይስ ክሬም፣ በቆሎ ወዘተ. ወጪ ላይ ወይም መንገድ ላይ እየሄድኩ ብባለሁም ምን ዓይነት ላኝ ምልክት ላለኝም :					
39	በጥቅሉ ከቃና ፊልሞች የሚገኙ የህይወት ዘይቤዎች (life styles) መጠጫ ናቸው:					
40	በእኔ ግምገማዎቼ የቃና ፊልሞችን ማየት ወጣቶቻችን ላይ ማሳሰብ ግልጽ የሆነ የፍቅር ግንኙነት እንዲኖራቸው ይረዳቸዋል: :					
41	እንደ ፍቅር ራሾች ቀን፣ የፈረንጆች አዲስ አላማና የመሳሰሉትን አንዳንድ የምዕራባውያን በአሎችን አክብራለሁ: :					
42	ከቃና ቲቪ ፕሮግራሞች መጠጫ የህይወት ዘይቤዎች ያላቸው አሉ: :					
43	የቃና ቲቪ ፊልሞችን ማየት ለባህላችን አሉታዊ ተጽዕኖ አለው: :					
44	የቃና ቲቪ ፊልሞችን ማየት ነባር ልማዶችን እንዳናከብር ተጽዕኖ አለው: :					
45	የቃና ቴሌቪዥን ፊልሞችን ማየት ለወላጆችና ልጆች ግንኙነት መሻሻል አስተዋጽኦ አለው: :					
46	የቃና ቲቪ ፊልሞችን ማየት ታችን የሀገራችንን ባህል የበታችነት ያሳያል: :					
47	የቃና ቲቪ ፊልሞችን ማየት ህዝባችን ለወሲብ ግልጽ እንዲሆን አስተዋጽኦ ያደርጋል፤ ይህ ግን ማህተም አይደለም: :					
48	የቃና ፊልሞችን በተደጋጋሚ ማየት የሚገኙ ግብአት ቶች ለነባር ባህል ጎጂ ናቸው: :					

ክፍል

ክፍል 5: የቃና ቲቪን የሚገኙት የተጽዕኖ ደረጃ

እያንዳንዱ ርዕሰ ጉዳይ/ሀሳብ እርስዎን ወይም ሌሎችን ምን ያህል ይመላክታል?

አሚራጮቹም: **ከፍተኛ ተጽዕኖ (3), መካከለኛ ተጽዕኖ (2), የተወሰነ ተጽዕኖ (1)**

ቁ.	ርዕሰ ጉዳይ/ሀሳብ	3	2	1
1	በቃና ፊልሞች ላይ በተደጋጋሚ የሚታዩ አንዳንድ ድርጊቶች በህዝባችን/በእኛ ዘንድ ተቀባይነት እያገኙ መጥተዋል: :			
2	የተወሰኑ የቃና ቲቪ ፊልሞች በህዝባችን ባህሪ ላይ ጎጂ ልማዶችን እየጫወቱ ይገኛሉ: :			
3	<u>ሴቶቻችንና ልጃንረዶቻችን</u> እንደቃና ፊልሞች ገጸባጎሪያት የሚጠሉ ልብሶችን ይለብሳሉ: :			
4	በሂደት <u>ወጣት ወንዶቻችን</u> በቃና ፊልሞች ላይ እንደሚታዩ ውክልናዎች አግባብ የሌለው አለባበስ ሲለብሱ እያየሁኑ ወ: :			
5	<u>ወጣቶቻችንና ጎልማሶቻችን</u> የቃና ፊልሞች ገጸባጎሪያት አይነት ልብሶችን ይለብሳሉ: :			
6	በሂደት <u>ወጣት ሴቶቻችን</u> በቃና ፊልሞች ላይ እንደሚታዩ ውክልናዎች አግባብ የሌለው አለባበስ ሲለብሱ እያየሁኑ ወ: :			
7	የቃና ቲቪ ፊልሞችን መመልከት ከኋላ ቀርቦ በህላዌ ድርጊቶች ለመላቀቅ ይረዳል: :			
8	በሂደት <u>እናቶቻችን</u> በቃና ፊልሞች ላይ እንደሚታዩ ውክልናዎች አግባብ የሌለው አለባበስ ሲለብሱ እያየሁኑ ወ: :			
9	የቃና ቲቪ ፊልሞችን መመልከት የህይወት ዘይቤዎቻችንን ለማሻሻል አስተዋጽኦ ያደርጋል: :			
10	የህጻናት እንዲሁም የሁለተኛ ደረጃ ተማሪዎች የጥናት ጊዜ በቃና ፊልሞች ምክንያት እየተሰረቀ ይመስለኛል: :			
11	የቃና ቲቪ ፊልሞች የፋሽን ግንዛቤን ይጨምራሉ: :			
12	የቃና ቲቪ ፊልሞችን መመልከት ጥሩ የሆነ ወን ማህበራዊ የህይወት ዘይቤ አችንን ይበርዳል: :			
13	የቃና ቲቪ ተመልካች ወጣቶች/ህጻናት በባህላችን ተቀባይነት የሌላቸውን ባህሪያት ይወርሳሉ: :			
14	የቃና ቲቪ ፊልሞችን ማየት አሉታዊ ተጽዕኖ አለው: :			
15	የቃና ቲቪ ፊልሞችን ማየት አዎንታዊ ተጽዕኖ አለው: :			
16	የቃና ቲቪ ፊልሞችን በተከታታይ ከማየት የተነሳ ስር የሰዎች ማህበራዊ ትስስሮች ይቀንሳሉ: :			
17	የቃና ቲቪን ማየት ለአስገደድ መድፈር አስተዋጽኦ አለው: :			
18	የቃና ፊልም ተመልካች ህጻናት ሲጋራ ወይ ማጫኛ ዝንባሌ ሊሰጡ ይችላሉ: :			
19	በሂደት <u>ጎልማሶቻችን</u> በቃና ፊልሞች ላይ እንደሚታዩ ውክልናዎች አግባብ የሌለው አለባበስ ሲለብሱ እያየሁኑ ወ: :			
20	ወጣቶች የቃና ፊልሞችን አጥብቀው ማክታተሉ ከሆነ ለስር ባህላዊ ልማዶች			

	ያላቸው ፍላጎት ይቀንሳል፡፡			
21	የቃና ቲቪ ተመልካች ወጣቶች/ህጻናት የተለያዩ የወንጀል አይነቶችን ይመራሉ፡፡			
22	የቃና ፊልም ተመልካች ህጻናት ወደ አደንዛዥ ዕጽ ሊሰቡ ይችላሉ፡፡			
23	የቃና ቲቪ ፊልሞች ተመልካቾች በባህላችን ብዙም ያልተለመደውን ወጪ መንገድ ላይ የመባለት ልመድን ይወርሳሉ፡፡			
24	የቃና ፊልም ተመልካች ህጻናት ወደ መጠጥ ዝንባሌ ሊሰቡ ይችላሉ፡፡			
25	የቃና ቲቪ ዘመናዊ የህይወት ዘጠቢዎችን (life styles) እንዳይወቅ ይረዳኛል፡፡			
26	የቃና ቲቪ ፊልሞችን መመልከት ጥሩ የሆኑ ባህላዊ ልመዶቻችንን ይበርዛል፡፡			
27	የቃና ቲቪ ፊልሞችን መጥታት ለፍቅር ግንኙነት አዎንታዊ አስተዋጽኦ አለው፡፡			
28	የቃና ቲቪ ፊልሞችን መጥታት ለፍቅር ግንኙነት አሉታዊ አስተዋጽኦ አለው፡፡			
29	የቃና ቲቪ ፊልሞችን መጥታት ለባልና ማህት ግንኙነት አዎንታዊ አስተዋጽኦ አለው፡፡			
30	የቃና ቲቪ ፊልሞችን መጥታት ለባልና ማህት ግንኙነት አሉታዊ አስተዋጽኦ አለው፡፡			
31	የቃና ቲቪ ፊልሞችን መጥታት ለወላጅና ለልጅ ግንኙነት አዎንታዊ አስተዋጽኦ አለው፡፡			
32	የቃና ቲቪ ፊልሞችን መጥታት ለወላጅና ለልጅ ግንኙነት አሉታዊ አስተዋጽኦ አለው፡፡			

የቃና ቲቪ ፕሮግራሞች አንዳች ተጽዕኖ አድርገውብኛል ብለው ያስባሉ? የቃና ቲቪ ፕሮግራሞች በእርስዎ ላይ ያላቸውን ተጽዕኖ እስኪይግለጹ፡፡

በጎ ተጽዕኖ

አሉታዊ ተጽዕኖ

Appendix 5

Interview Questions for Students

- I. Sex _____
- II. Age _____
- III. School Type _____
- IV. Grade _____

1. Do you watch Kana TV?
2. Which programs do you follow up? List out.
3. Which kana TV program/s is/are your favorite? Why?
4. Approximately, how much time do you spend watching these programs in a day?
5. Can you tell me anything positive on the effect of watching kana TV movies?
6. Can you tell me anything negative on the effect of watching kana TV movies?
7. Do you believe that watching kana TV movies have negative effects on local culture? How?
8. Do you feel watching kana TV movies have negative effects on local culture? How?
9. In general, do you think watching kana TV movies are much harmful or much useful to our culture? Why?

Appendix 6

Interview Questions for Teachers and administrators

- V. Sex _____
- VI. Age _____
- VII. School Type _____
- VIII. Education Status _____

1. Do you watch Kana TV?
2. Which programs do you follow up? List out.
3. Which kana TV program/s is/are your favorite? Why?
4. Approximately, how much time do you spend watching these programs in a day?
5. Can you tell me anything positive on the effect of watching kana TV movies?
6. Can you tell me anything negative on the effect of watching kana TV movies?
7. Do you believe that watching kana TV movies have negative effects on local culture? How?
8. Do you feel watching kana TV movies have negative effects on local culture? How?
9. In general, do you think watching kana TV movies are much harmful or much useful to our culture? Why?

