



Addis Ababa University  
College of Education and Behavioral Studies  
School of Psychology

**The relationship between Kana TV Exposure and Academic  
Achievements of Secondary School Students in Kolfe  
Keranio Sub-city, Addis Ababa**

Mulugeta Zena

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Addis Ababa

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This thesis is submitted to the School of Psychology in partial fulfillment of the requirements for the Master of Arts in Developmental Psychology.

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## DECLARATION

I, the undersigned, declare that this thesis is my own original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis have been duly acknowledged.

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## **Acronyms and Abbreviations**

AAP        American Academy of Pediatrics

ERIS       Electoral Reform International

TV         Television

ANOVA    Analysis of variance

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## **Abstract**

*Television exposure and its effects on academic achievements has been the concern of many scholars since 1940s. The considerable amount of time most teenagers exposed to television makes it vital to examine its relationship with academic achievement of high school students. Hence, the objective of this study was to assess the relationship between Kana Television exposure and academic achievements of high school students in Kolfe Keranio Sub city, Addis Ababa. The study also assesses in what ways Kana TV exposure affected academic activities and academic achievements of high school students as well, to assess the association between parents' socio-economic characteristics and students Kana Television exposure. Stratified random sampling and convenience sampling were used to identify the respondents. A total of 378 students (113 males and 253 females), 5 parents (3males & 2 females) & 5 teachers (4 males and 1 female) have participated in the study. Data had been collected using self-reported questionnaire from students and in-depth interview from parents and teachers. Data collected using these instruments were analyzed quantitatively using descriptive statistics, percentage one-way ANOVA, chi-square, eta square and frequency. Besides, thematic analysis was used to analyze qualitative data*

*Accordingly, analysis of variance showed that there was no statistically significant difference in their academic achievements for three Kana television viewer groups (Light viewers, medium viewers & Heavy viewers) of high school students, however result from qualitative analysis showed that heavy Kana TV exposure lowered academic achievements of high school students. Descriptive analysis and thematic analysis also revealed that Kana television exposure affected academic activities and academic achievements of high school students. A chi-square test of association was performed to examine the relation between socio economic status of parents and Students Kana TV exposure. The finding indicated that there was significant relationship between mothers & father's educational status and Kana TV exposure. No significant association was detected for monthly income of parents and students Kana television exposure. From the findings of this study, the researcher recommended for further investigation to bring attention to the importance of these areas in future research.*

# **Chapter one**

## **Introduction**

### **1.1 Background**

Television has become a prominent media device in the lives of young people today and attracted young viewers since broadcasting began in the 1940s. Today many people considered television as a basic part of the household activity that take most of the young people's free time (Vittrup, 2009). The moving images of television attract everyone, demand attention and eventually influence their beliefs and attitudes which consist of evaluations of people, objects, actions, and ideas.

Currently, Television goes through main changes with an extensive variety of technological advancement including, improvements in cable television, satellite communication and digital technologies. The different form of television advancement that have been devised so far are very influential in terms of linking the world and give chance to individuals to acquaintance with many things happening around the globe. Without media and the contemporary information technologies, the globalization we are speaking of would not be incredible (Carlsson, 2006).

Television is considered to be potentially strong agent for teenagers, especially with its combined effects of audio and visual. Teenage years are a period during which teenagers feel the pressure of creating an adult identity (Brown ,2000). One way of dealing with this pressure is to assemble a set of aspirations for the future. Young viewers watch television as a way of wishful identification and therefore, prefer television portrayals ( Boehnke, Munch, & Hoffman, 2002). It seems that television can have a positive or negative effect on teenager's development.

Television programs are used to help teenagers in various subject areas and are used along with other teaching materials, to give a well-versed approach to learning materials. This has proved success as children prefer learning visually at young age. Exposure to television has been associated with “positive social interactions, improved intelligence scores, improved problem-solving skills, accelerated language skills and enhanced school performance” (Barkin, Ip, Richardson, Kinepeter, Finch, & Krcmar, 2006). The demarcation between the positive and negative effects of television exposure is determined by the time spent watching television and program types (Peters, Fitch, Huston, Wrign, & Eakins, 1991). Though there is no denying of the benefits involved to the use of television, the concern voiced by most parents, educators and policy-makers about the undesirable effects television exerts on children is without hesitation, crucial. Even though the worry has been pronounced as long as the invention of television media, it has developed in step with the development of diversified state of the art television media technology (Carlsson, 2006).

The main concern areas related to television viewing were its displacement effect and the amount of time spent on viewing television (Neuman, 1988). The displacement hypothesis proposes an inverse relationship based on the idea that if students view more television, they will spend less time on academic-related behaviors such as studying, reading, and doing homework (Hornik (1981). Study by Gentle & Walsh (2002) showed that, television exposure occupies a large portion of children's time almost one in five children spends more than 35 hours of watching the television each week in USA. Another study conducted by Tigist (2014) showed that 48% children in Addis Ababa view television for more than three hours during weekends. The significant amount of time that most children spend watching television makes it important to examine its relationship with their academic achievement.

Studies on various dimensions of television watching and its impact have been carried out by a multitude of researchers, for example, Ridder (1963) and Gaddy (1986) studied the ability of television to impact academic achievement. Potter (1987) studied the difficulty nature of exploring the relation between television viewing and academic achievement of students. Gaddy (1986), Hancox et al. (2005), Mielke (1994), Potter (1987) and Ridley-Johnson et al. (1983) studied the total time a student spends watching television is just one factor that can impact academic achievement of students. Others studied the displacement effect of television (Shin, 2004, Koolstra & van der Voort, 1996; MacBeth, 1996; Hagborg, 1995; Valkenburg & van der Voort, 1994; Collins, 1991; Healy, 1990; Potter, 1987). The possible impact of television viewing on attention and academic achievement was studied by Swing et al. (209), Mistry et al (2007), Johnson et al (2007), Christakis et al. (2004). However, past study indicated that the relationship between television exposure and academic achievement is argumentative. For instance, William and Haertel (1982) revealed in their study that “There is a slight negative relationship between Television viewing and achievement. Television does influence achievements, but its effect is small”. They also argued that “The influence of Television on achievement depends on the amount of viewing time. Up to 9 hours per week of viewing may enhance achievement slightly. Beyond 9 hours, achievement diminishes with increased viewing up to 35 or 40 hours per week, and beyond that level, additional viewing apparently has little further impact.” Another study conducted by Moss (2008) showed that moderate amount of television viewing seems to be beneficial for reading and programs to promote literacy in young children have been found with positive impact on specific early literacy skills. Websters (1998) showed that “Television a ubiquitous and pervasive medium has become a common and constant source of socialization of American adolescents. Because of Television’s appeal and widespread

availability, it has enormous potential for teaching positive academic and social skills". Positive television viewing seems to be in agreement to enhance reading and comprehension skills among younger children with higher grades (Boehnke, et al., 2002; Anderson, et.al. 2001; Razel and Broek 2001). Other studies found no significant relationship between the number of hours spent watching television and the amount of time spent doing homework and other achievement related activities (Hofferth, 209; Keith et al., 1986).

The accessibility of television content should raise questions about the influence it has, especially in teenager's as they are using it frequently and using it as a source of information (Wood et al., 2002). Research findings showed that several negative effects of television viewing that relate to an increased amount of viewing. According to Gentile and Walsh (2002), increased exposure to Television has been related with poor academic achievement. Television exposure has also been associated with decreased attention span" (Barkin et al, 2006). Hershberger (2002) found that heavy Television viewing was associated with low performances in school. In another study, Anne (2006) revealed that heavy viewing of television hinder reading, retard problem solving expressive language and listening skills, poor imagination and contribute to poor academic achievement. The heavy exposure of television by teenagers plays a driving role in increasing the negative effects of television in the lives of teenagers especially in their academic achievement.

In intervention study, limiting children's TV viewing for a short period enhanced their cognitive abilities (Gadberry 1981). On the other hand, many cross-sectional and longitudinal studies have reported harmful effects of television viewing on the cognitive abilities, attention and academic achievement of children (Johnson et al. 2002, Christakis et al. 2004). Heavy TV viewing was related with lower intelligence quotient (IQ) and reading grades in a cross-sectional study

(Ridley-Johnson et al. 1983). Morgan and Gross (1984), also found larger amounts of television watching has been associated with lower grades. Another longitudinal study showed that TV viewing affected attention (Landhuis et al. 2007), which in turn is linked with a wide range of cognitive performances (Sergeant et al. 2002).

It has been observed that Television viewing has more negative effect than positive one (Anderson and Huesmann, 2003; Joy and Shejwal, 2006). Parker (1961) also revealed that television has significantly reduced the time to be spent for other activities. Besides, his study has shown that television correspondingly reduces the interests in reading.

Some Studies report that constant watching of television amounts to low performance in school subjects (Caldas, and Bankston, 1999). “Frequent viewing of entertainment and general audience television programming during childhood and adolescence has been hypothesized to contribute to persistent reductions in educational and intellectual functioning”(Ancox et.al 2005). Similarly Jhonson ,Choen ,Kasen & Brook (2007) reveled in their study that “Youths who watched 1 or more hours of television per day at mean age 14 years were at elevated risk for poor homework completion, negative attitudes toward school, poor grades, and long-term academic failure. Youths who watched 3 or more hours of television per day were the most likely to experience these outcomes.”

The United Nations Convention for the Rights of the Child (CRC) Article 17 markedly states that “governments that have ratified the convention be bound to ensure the child’s access to Information and materials, especially aimed at the promotion of his or her social, spiritual and moral wellbeing and physical and mental health from a diversity of national and international Sources”. For this matter of fact, government should promote appropriate way of viewing television that cannot affect teenagers reading and academic tasks. Parents also need to aware of

the displacing effect of television and set rule for their children for effective use of their leisure time.

There is an increasing fear by schools and parents in Addis Ababa about the amount of time that children spend watching Kana TV. Excessive viewing has been related to the effect that television viewing may have on academic achievement. The fear is emanated from much of the content of children's television programming is entertainment and probably of low educational value and time spent viewing these programs may displace more educational activities such as homework and reading (Tigist 2014).

Taking in to account the fact that large number of children is allowed easy access to the use of television with all its benefits, its relationship with academic achievement is an important question to be raised.

## **1.2 Statement of the Problem**

According to audience survey made by Electoral Reform International Services (ERIS), in Ethiopia by 2011, 87.9% of the residents in Addis Ababa have access to Television, out of this 71.3% watch television daily. The survey also showed that 68.1% of respondents replied that their favorite television channel to watch comprises "a broad range of transnational and channels of neighboring countries." A Recent study by Habiba (2016) showed that, Kana television is most popular satellite television channel viewed with market share of 34 % in Ethiopia accessed freely. The accessibility of satellite television programs in many homes in Addis Ababa with access to free channels for a long period of time made teenagers spend a lot of time in front of Television screen (Tigist, 2014). Even though access and time spent on Kana TV channels is not documented, from this study we can deduct that teenagers study time can be displaced by excessively watching of Kana TV movies that can affect their Academic achievement.

The introduction of Kana television on extensive scale in Addis Ababa during 2016 provoked concern among schools and parents that excessive viewing of Kana television may displace their children's reading and impair academic achievement. Although there was no research at the time that indicate across-the-board reduction in all kinds of children's academic achievement, once their family had acquired a satellite television set, some displacement was evident.

In particular, Kana television viewing and its relationship with academic achievement of teenagers in the secondary school education level in Addis Ababa require attention since Kana TV program is dominant private commercial television station in broadcasting translated drama long hours a day with the market share of 34 % in Ethiopia (Habiba 2016).

In her study of "Parental Concern towards the effect of inappropriate television Content on Children and The Practice of Parental Television Mediation" Tigist (2014) revealed that one of the most frequently watched television program in Addis Ababa was dram, which is 94 % of television viewers and we can deduct that Kana TV program is most television program viewed by teenagers. Though the researcher didn't find local empirical studies that emphasis on teenager's level of exposure to Kana Television and its relationship with their academic achievement in our country, it is safe to assume heavy viewing of kana television can displace time that would have been used for study and the issue of heavy TV exposure seems to be ignored.

Generally, setting a rule to what extent children should watch on Kana TV channels and limiting the amount of time they spend watching appears to be overlooked by many parents. The fact that the issue itself is not studied enough demonstrates the gap that it is not given the required attention. Many international researches have shown a negative relationship between activities related to TV exposure and academic achievement (Ahmed, 1980; Collins, 1991; Greenfield,

1984; Hagborg, 1995; Healy, 1990; Hornik, 1981; Koolstra & van der Voort, 1996; MacBeth, 1996; Postman, 1985; Potter, 1987; Shin, 2004). If this is the case, in what ways are students being affected? and does it depend on the duration of time they are being exposed? Therefore, the purpose of this study was to explore the relationship between Kana TV exposure and academic achievement of high school students and to address the issue of Kana TV exposure and its potential displacement effect on other school related activities. Therefore, the study sought to answer the following questions:

1. What is TV viewing habit of high school students in relation to Kana TV?
2. Is there any relationship between High school students Kana television exposure and their academic achievement?
3. In What ways does Kana TV exposure affect student's academic activities and cognitive abilities?
4. Is there significant difference between students from different socio-economic status in Kana Television exposure?

### **1.3. Objectives of the Study**

The main purpose of the study was to assess the relationship between Kana Television exposure and academic achievement of Secondary school students. The study had the following specific objectives:

- ❖ To determine the viewing patterns of high school students regarding Kana Television.
- ❖ To examine how Kana TV exposure, affect adamic activities and cognitive abilities of high school students

- ❖ Identify the contribution of socio-economic status of parents on Kana TV exposure of high school students

#### **1.4. Scope of the study**

Kana television program has been chosen for this study because the content of the television programming is entertainment and probably of low educational value and time spent viewing these programs may displace more educational activities. The researcher has also delimited the scope of the study to Kolfe Keranio sub city where there is large amount of first cycle secondary school students enrolled in public and private schools compared to other sub city with different socio-economic status. The study also delimited its scope to participants, i.e. students of 9<sup>th</sup> and 9<sup>th</sup> Grade students. Though research literature suggests that content of television affects cognitive abilities of students, the scope of the current study is delimited to time spent on TV displacement as theoretical base.

#### **1.5. Limitations of the study**

One of the limitations of this study was lack of subdivision of television program as main change for future research

#### **1.6. Significance of the Study**

The findings of the study assist teachers and parents to come up with suitable television programs to be watched by students and proper time for such programs in their leisure time. Based on the discoveries teachers and parents would recognize the importance of controlling television watching among students. Imminent investigators would gain from the knowledge and findings of this work and apply in other associated studies.

The study will important to help grow the understanding of how the most powerful and influential mediums impacts one of the most central parts of the young teenager's life that is academic achievement (Huston, Wright, Marquis & Green, 1999; Larson & Verma, 1999; Neuman, 1991).

This study will also help to create new information on how kana television exposure can affect academic activities and academic achievement of high school students

### **1.7. Operational definitions of variables**

The following are meanings of variables used in the study.

**Kana Television exposure:** refers to time spent on viewing kana Television which can be obtained by adding their daily exposure to kana Television during week days and week end days and then dividing by two.

The three kinds of television viewers based on the time spent on television screen per day as stated by Morgan and Shanahan (209) are heavy viewers, medium viewers and light viewers:

**Heavy viewers:** TV viewers who spent more than 3.5 hours in front of TV screen per day

**Medium viewers:** TV viewers who spent between 2.5 hours in front of TV screen per day

**Light viewers:** TV viewers who spent less than 2.5 hours in front of TV screen per day as stated

**Academic Achievement:** The average result of all subjects secured by the student in the semiannual examination of previous semester that has been obtained from the students through self -report questionnaire and verified from school records and they are considered as the academic achievement of the students.

**Academic activities:** after school activities related to reading and doing homework

## **Chapter Two**

### **Review of Related Literature**

In this chapter, a review of theoretical and empirical studies related to television exposure and its relationship with academic achievement is presented. In addition, the chapter reviews teenager's television exposure across socio-economic status of parents. The chapter starts with the theoretical frame work. Then, it goes on to discuss academic achievement and teenagers time use after School specifically viewing of television followed by television viewing habits and television exposure and academic achievement. Later, in what ways television can affect teenager's academic achievement and review of teenager's television exposure across socio-economic status of parents is presented. The final section summarizes all the discussions by way of showing the purpose of the present research.

#### **2.1. Theoretical Framework**

Even though the extensive use of computers and the Internet, still television continues to persuade children to devote considerable portions of their time to its programming (Roberts, 2000 and Koolstra, 1999). A contemporary survey found that 8- to 18-year-olds watch an average of 3 hours of television a day compared with 1 hour a day spent on entertaining computer use (Chernin & Linbarger, 2005).

In light of the substantial amount of time most children spend with TV, research examining its relationship with academic achievement is valuable. There have been many studies in the issue to explore the relationship between TV viewing and academic achievement. While all represent

potentially important contributions to this growing body of literature. Specifically, the concern of this study was related to the use of assessments of total TV viewing time using displacement as a theoretical explanation.

The effects of television viewing on children's academic achievement have become a subject of growing worry among educators in the past several years. In contrast to the extensive research in the area of television and social behavior, relatively many empirical studies have concentrated on the relationship between television viewing and children's academic achievement. Broadly speaking, the major types of effects that have been used to describe the potential relationship between the television viewing and academic achievement is displacement effects, which stem essentially from the time spent on viewing television (Himmelweit, H., Penheim, and Vince, 1958). Displacement effects refer to the body of activities which occurred after the introduction of television in a community. The theory is based on the principle of Television and Reading functional similarity the child challenged with several leisure alternatives, will sacrifice those activities looking to satisfy the same needs as television, only less effectively. Himmelweit et. al. (1958) and Schramm et. al. (1961) both found, for example, that book reading was permanently reduced by television viewing. Parker (1961) also has recognized that television has significantly reduced the time to be spent for other activities.

In a survey of over 500 students showed a preference for watching over reading in all content areas (Feeley, 1980). In displacement theory the fundamental assumption is that TV exposure will displace some other activities, such as reading and doing homework. In Past decades no medium was broadly studied as television for its displacement effect (Carry 1993).

Many empirical studies showed that TV viewing displaces time that would have been spent in academic activities, reduces individual's academic task persistence, and reduces the individual's

ability to concentrate (Shin, 2004, Koolstra & van der Voort, 1996; MacBeth, 1996; Hagborg, 1995; Valkenburg & van der Voort, 1994; Collins, 1991; Healy, 1990; Potter, 1987; Postman, 1985; Ahmed 1980, Greenfield, 1984; Hornik, 1981; Singer, 1980; Winn, 1977) To date, studies on time displacement have been conducted with respect to television have covered five decades (Belson, 1961; Gaddy, 1986; Gortmaker, Salter, Walker & Dietz, 1990; Huston, et al., 1999; Larson & Verma, 1999; Maccoby, 1951; Parker, 1963; Riley, Cantwell & Ruttiger, 1949; Robinson, 1969)..

## **2.2. Academic achievement**

Now days, academic achievement is one of the major concern for governments, parents and schools, as it has been identified as a predictor of dropping out of high school students (Englund, Egeland, & Collins, 2008). Unsuccessful accomplishment of high school class leads the teenagers to frustration and exposed them to substance abuse and other malpractices. Academic achievement of teenagers is significantly associated with a variety of factors. A review of teenager's time use after school and the relevant studies are reported in the following section.

### **Teenagers time use after school**

Teenagers spend their time in different ways after coming home from school. These include doing homework; studying, reading, helping parents with household task, participating in extracurricular activities play sports and television viewing, etc .Time spent on television becomes a concern since the fundamental assumption is that individuals have a limited amount of time, which can be seen as a kind of social capital (Huston, Wright, Marquis & Green, 1999; Larson & Verma, 1999; Neuman, 1991). Doing homework is one of after school activities teenagers are expected to be engaged in (Copper,1989). Study revealed that, students who

reported doing homework always had higher academic achievement than students who did not do homework (Becker & Epstein 1982). If a student increases the time he/she spent on TV viewing activity, then he/she will have to make losses in academic areas like reading and doing homework (Neuman, 1991). A recent study also revealed that time spent on non-school-related activities has negatively impacted academic achievement of students (Ng, Zakaria & Lai 2016). Lam (1996) found that the optimum benefits of homework for high school students lie between 1 1/2 and 2 1/2 hours.

Most teenagers, especially in urban areas spend their after-school time in television viewing. Too much of television viewing has been associated with low academic achievement. For example, Singer and Singer (1990) found that excessive watching of television leads to reduced mental effort and narrow information processing among children (as cited by Thompson & Austin (2003). Malhi (1999) similarly showed that too much of television viewing impairs formation of good study habits, and mastery of reading skills. The findings of this study lead to the deduction that heavy television viewing, which is one way in which children spend their time after school is related with lower academic achievement.

### **2.3. Television viewing habits of Teenagers**

Television plays a key role in today's society with many influences on people of all age groups especially teenagers as they are vulnerable to change. A few studies were shown the influence of television on teenagers, to discover both positive and negative effects. Teenagers are spending enormous portion of their time in viewing television more. American youths, between ages 2 - 17, watch television on an average of 3 1/2 hours per day. Closely one in five watch TV more than 35 hours per week (Ozdmir 2006, Gentle and Walsh, 2002,). Williams (2003) also revealed "It

came as little surprise to me when a Kaiser Family Foundation study found that children between the ages of 8 and 18 spend more time with the television than with almost all other media combined, including books”.

Television viewing benefit or a misery is an ongoing argument. Considerably, it has both positive and negative sides. Moderate viewing was found to be useful for reading, and that the program content viewed by children matters (Moses 2008). It has negative effects as well. TV viewing is related to poor school performance among teenagers (Bankston 1999, Christakis et al. 2004, Vanivra 2004, Johnson et al. 2004). Higher viewing leads to attention problems and hyperactivity among children (Miller 2007). A study report which was prepared by the American Academy of Pediatrics has shown that heavy watching of television has an effect of decreased school performance (AAP, 2001). According to Morgan and Shanahan (2009) children whose viewing duration is on and above 3.5 hours on television viewing were considered as heavy viewers, children whose viewing duration was between 2.5 hours and 3.5 hours a day on television were considered as medium viewers and subjects whose viewing duration was on and below 2.5 hours a day were considered as light viewers (as cited in Hetsroni, 2008, p. 205)

#### **2.4. Television exposure and academic achievement**

Numerous of the literature reviewed reported a negative relationship between television viewing and academic performance. Baron (1999) reported that “over 4,000 studies have been published on measuring the effect of television on children. The results suggest an association between high rates of television viewing and aggressive and violent behavior, and lower academic performance”). A common reason for the negative relationship between television exposure and academic achievement is displacement hypothesis. Precisely, television viewing displaces activities that are academically more important (Hagborg, 1995). Many scholars

believe that television viewing displaces time that would have been spent in academic activities, decreases individual's academic task persistence, and diminishes the individual's skill to concentrate (Ahmed, 1980; Greenfield, 1984; Healy, 1990; Koolstra & van der Voort, 1996; Postman, 1985; Salomon, 1984; Shin, 2000). Thompson & Austin (2003) found in their study that a large and significant relationship exist between television viewing and academic achievement of teenagers.

A study report which was prepared by the American Academy of Pediatrics has showed that watching television reduced school performance (AAP, 2001). The American Academy of Child and Adolescent Psychiatry (AACAP, 2011) also revealed that "Time spent watching television takes away from important activities such as reading and school work. Children who watch a lot of television are likely to have lower grades in school and read few books". Chernin et.al (2005) revealed in their study negative association between children's overall TV viewing and academic achievement.

Shin in his study revealed that television and its effects on academic achievement recognized three hypotheses, or reasons, for its negative impact. The first, "the time-displacement hypothesis," proposes that "watching television displaces or takes time away from intellectually demanding activities such as doing homework and studying," which has a negative outcome on academic achievement (Shin, 2004). Study reported by Shin's second hypothesis is known as the "mental-effort hypothesis," and proposed that "watching television leads to mental laziness." Shin also found some evidence that suggests watching television "requires less mental effort than reading," indicates the brain and intellect are not being motivated and trained while watching television as it is in the course of other activities (Shin, 2004). He noted that spending time on watching television "inhibits the viewers' intellectual processing or leads to specific behaviors

that may hinder children's academic achievement" (Shin, 2004). The final hypothesis is known as the "attention hypothesis" or the "arousal hypothesis." This hypothesis suggests that "television viewing inspires impulsive behaviors and may eventually decrease academic achievement, because television uses frequent movements and cuts that may discourage sustained activities." Considerable of television programs are speedy and the acts are repeatedly varying, developing short attention spans. This hypothesis also indorses that watching television "leads to superficial intellectual processing," bring about in a trouble for viewers to tolerate attention in the classroom (Shin, 2004). Though television viewing does need the viewer to attract information, it does not need much brain-processing and cognitive skills are developed, as they are in reading and mathematical computation. Shin concluded that "television viewing assumed to hinder academic achievement through: decreasing the amount of homework and studying, decreasing the amount of leisure reading, and increasing impulsive behaviors" (Shin, 2004). Frequent television viewing during teenage years was associated with elevated risk for subsequent attention and learning difficulties after family characteristics and prior cognitive difficulties were controlled. Youths who watched 1 or more hours of television per day at mean age 14 years were at elevated risk for poor homework completion, negative attitudes toward school, poor grades, and long-term academic failure. Youths who watched 3 or more hours of television per day were the most likely to experience these outcomes. In addition, youths who watched 3 or more hours of television per day were at elevated risk for subsequent attention problems and were the least likely to receive postsecondary education. There was little evidence of bidirectionality in the association of television viewing with attention and learning difficulties (Jhonson et al. 2007).

Varying degree of exposure to television have different outcomes on academic achievement, “Researchers have stated that a negative relationship does not begin to manifest itself until a child exceeds a 9 or more hour per week threshold, with the strongest negative relationship observed for 30 or more hours of viewing” (Thompson & Austin, 2003). On the other hand, television viewing has a positive impact up to a certain amount “up to a certain amount, and a negative impact after a point of saturation” (Thompson & Austin, 2003). Though most research has recognized a negative association between television viewing and academic achievement, there are few studies that have reported that television viewing can be beneficial for academic achievement. For instance, Ridley-Johnson et al. (1983) were among the first researchers to reflect how television content may affect academic achievement. They measured seven different types of television shows and found that viewing preference was related to increased academic skills. Similarly, Hancox et al. (2005) showed that watching educational shows can advance school readiness among children and increase their academic performance in school. Even though the extent of time a student watches television has an influence, the quality and type of programming he or she is viewing must be taken in to account. If students watch exceptionally informational programs, such as news programs and documentaries, they have a chance to increase in knowledge and learn from those programs. As a substitute, if they watch regularly little informational programs, such as action shows, cartoons, or music videos, drama “an opportunity for a detrimental academic impact is increased” (Thompson & Austin, 2003). Gonzo and Shapiro (2006) found that children who watch television perform slightly better in reading and general knowledge at school. There are also studies which did not find any relationship between time spent watching television and educational domains, particularly reading (Huston et al., 1999; Lyle and Hoffman, 1972; Schramm et al., 1961).

## **2.5. In what ways TV exposure can affect academic activities and cognitive abilities of students**

### **2.5.1 Minimize Reading Skills**

One of the most vital skills learned during educational process is reading skill. How does television viewing affect the acquisition of reading skills? is the impact due to displacement effect? do children read less due to television viewing? The available data on this question support that there was negative relationship between television viewing and reading skills.

Chinemere and Adetoum (2003) documented that “TV viewing is an easier and preferred activity compared to the challenge of book reading, especially for children who have not yet developed reading skills. TV requires little concentration, de-focuses the mind, offers electronically produced images, and encourages passivity, while reading necessitates concentration, thought, focusing and the ability to visualize”. They also revealed the way TV harms academic achievement is that TV takes time away from reading and home work.

### **2.5.2 Minimize Creativity and attention:**

When children are shelled with TV images, their own ability to form imaginative pictures becomes severely impaired. Studies which have investigated how TV viewing affects performance in creative problem-solving suggest that excessive viewing may lead to decreased attention, persistence, and tolerance. The displacement of problem-solving opportunities also results in a more limited collection of creative solutions. Staying in front of TV set for too many hours doesn't allow students to bring out their full potential in their academic achievement (Chineemer, et.al 2014) . other researchers focused on the potential impact of television viewing on attention and postulated that the rapidly fluctuating focus of television may make students less tolerant of the relatively lengthy process of education and found evidence for correlation

between television viewing and academic achievement (Swing et al. 2009, Mistry et al ,2007, Johnson et al ,2007, Christakis et al., 2004)

### **2.5.3. Minimizing time spent on activities that are academically important**

Frequent viewing of entertainment and general audience television programming during childhood and adolescence has been hypothesized to contribute to persistent reductions in educational and intellectual functioning because it displaces reading and homework, requires relatively little intellectual effort, and promotes attention problems and disinterest in school. Research findings supporting this hypothesis have indicated that overall television viewing time during childhood and adolescence may be associated with elevated risk for the development of attention problems, educational difficulties, poor reading comprehend. (Wright et al 2001, Koolstar et al, Shine 2004). Other studies found no significant relationship between the number of hours spent watching television and the amount of time spent doing homework and other achievement related activities (Hofferth, 2009; Keith et al., 1986).

### **2.6. Teenagers Television exposure across Socio-Economic Status of parents**

Every part of life is affected by a person's socioeconomic status. According to the American Psychological Association, "Socioeconomic status is the social standing or class of an individual or group. It is often measured as a combination of education and income an examination of the socioeconomic status often reveals inequities in access to resources, plus issues related to privilege, power and control" (2006). Socioeconomic status influences everything from our media consumption habits to how we guide our children. As a society, television is integrated into in everyday lives of individuals.

It is impossible to avoid television exposure completely, especially given the number of platforms on which content is isolated. There are reports which indicate that Socio economic characteristics of parents are important determinants of television exposure. A consistent finding in television research is the relationship among television viewing, family income, and parental education. Neuman (1988) also approved based on the literatures he studied the existence of some inclinations that explain the relationship among parent's demographic variables and children Television exposure. The California state assessment (California' Department of Education 1982) also revealed that Television viewing by children appeared to be related to socioeconomic status of parents. However, there are discrepancies in reports of the level of contribution of socio economic variables on the television exposure in different literatures reviewed.

Even though inconsistencies in various study findings make socioeconomic variables to be considered less useful in predicting children television exposure, some studies still considered them to study their relationship with socio economic factors of parents. Socio economic factors such as parental education and income are the most studied variables in general (Valkenburg, et al., 1999; Warren, et al., 2002; Warren, 2005; Vandewater et al., 2005).

Literature remains imprecise about the relationship between children television exposure and parent's education. Some studies showed that highly educated parents are more likely to set rules about television viewing and discuss with their children (Valkenburg, et al., 1999), On the other hand discoveries indicate no relationship between parental education and children television exposure (Warren et al., 2002; Hoffner & Buchanan, 2002).

Valkenburg et al. (1999) and Böcking & Böcking (2009) provide evidence that Parental educational level is negatively associated with children television exposure. A study by

Barbara,mead &Searls (1980) also revealed that the higher the educational attainment by parents, the less television their children tended to watch. This suggests that the parents' level of education does, to a great extent, play a role in how much exposed to television. Banchi & Robinson (1997) and Gaddy (1986) in their study revealed that children from low socioeconomic status exposed to extensive television viewing .Their main argument was that Children from low socio economic status contribute to television viewing time for reasons including a restricted range of non-class room educational activities, poor nutrition, and home environment hardships associated with low socio economic status .The less income and education families have, the more television is central to their daily lives (Condry, 1989) as cited by Truglio (1996) .However, the ability of more wealthy families to afford extra cable options has facilitated an increase in the viewing they do, thus possibly leading to a reduction in the viewing gap across socioeconomic levels (Condry, 1989). Another study by Cook et.al (19860) as cited by Neuman (1988) found that correlations between television exposure and achievement for lows socio economic status children are considerably larger than for any other demographic group (Cook et al., 1986) as cited by Neuman (1988).

Some studies propose that highly educated parents are more likely to set rules about television and discuss television with their children (Valkenburg, et al., 1999), whereas other findings indicate no relationship between parental education and such intervention efforts (Warren et al., 2002; Hoffner & Buchanan, 2002). Parental concern being the biggest motivator, Valkenburg et al. (1999) and Böcking & Böcking (2009) provide evidence that parental educational level is positively associated with active intervention of television as well as with restrictive intervention. Vandewater et al. (2005) argued that parents who monitor their children's television viewing in relation to time spent viewing had higher level of education than parents without such

rules. According to Austin et al. (1997), parental concern about the effect of television grows with increases in education. This is to say that educated parents are more concerned about the effect television might have on their children. However, negative attitude among educated parents does not necessarily guarantee parental intervention or does not always transform into action. Likewise, Böcking & Böcking (2009) state that higher educated parents worry about possible negative outcomes of television on their children thereby motivating them to practice parental television intervention. Concerning the effect of parental income, Warren (2005) and Sandstig, et al. (2013) correlated lower household income with an increased amount or frequency of television viewing across all family members. It could be said that television viewing is high in homes with low socio-economic households. Austin, et al. (1997) also suggests that children from low socioeconomic households watch more television than those from higher socioeconomic status families. This study further explains possible justifications saying lack of alternative activities for the child might have forced parents to allow their children to spend more time in front of television or it could relate to a lack of parental concern about possible harmful effects of television. Income level seems to be more related to positive involvement and perhaps a more positive view of television (Austin, et al., 1997). Warren (2005) states that among low-income parents, restrictive intervention is the preferred choice of television intervention and parental negative attitude towards the effect of television is found to be a significant predictor preferred intervention strategy. On the contrary, Vandewater, et al. (2005) relates higher family income level with parents who set rules on their children's television content.

## **2.7. Summary of Reviewed Literature**

In this chapter, the influence television has on academic achievement has been reviewed. The numerous literatures reviewed revealed that television can have negative influence on adolescence development by taking them away from home work and school work and making them passive learners. Few litterateurs showed that Television was seen to have positive influence by presenting motivations educational programs and increase their knowledge beyond immediate environments.

The literature reviewed revealed the implication of television on the academic achievement of the teenagers in terms of negative influence especially in their academic achievement. The Review further explained that are determinant factors for academic achievement specifically, time spent after school activities and socio-economic factors of parents. The related literature on previous studies on the relationships of television exposure and academic achievement was reviewed. The numerous studies reviewed showed that the studies were all done in foreign countries. However, the relationship between television exposure and academic achievement in Ethiopia context was not studied. The topic recently studied in relation to Television in Addis Ababa was (Tigst 2014) “Parental Concern Towards the Effect of Inappropriate Television Content on Children and The Practice of Parental Television Mediation in Bole Sub City” didn’t revealed the relationship between television exposure and academic achievement. One of the reason to study in this topic is to fill gaps exist on the area of television exposure and academic achievement of Secondary school students in Addis Ababa.

## **Chapter Three**

### **Research Methodology**

This chapter describes the methods that would be working to conduct the study which includes: Design of the study, Area of the Study, Population of the Study, Sample and Sampling Techniques, Instruments for Data Collection, Validation of the Instrument, Reliability of the Instrument, Method of Data Collection and Method of Data Analysis. A mixed method sequential explanatory study was undertaken.

#### **3.1 Research Design**

The study used descriptive survey design. Ader, Van Marwik, Deltaan and Beekman (2008) define descriptive survey as collecting data in order to answer questions regarding the present status of the subject of study. Descriptive survey design was chosen because it is appropriate for educational fact-finding as it yields a great deal of information, which is accurate. It also enables a researcher to gather data at a particular point in time and use it to describe the nature of the existing conditions (Cohen, Manion & Morizon, 2000). Therefore, it was the purpose of the study to implement mixed method design in which quantitative and qualitative data are collected and analyzed appropriately at the same time to identify the relationship between Kana Tv exposure and academic achievement of high school students.

#### **3.2. Study Site**

Since it was not possible to include all high school students in Addis Ababa, it was found to be practical to select a sub city where large number of students enrolled to secondary schools with diverse socio-economic background. Therefore, the researcher selected Kolfe Keranio Sub- city

as the study area. There are 22 Private and 8 public secondary schools which enrolled grade 9<sup>th</sup> and 9<sup>th</sup> students in Kolfe Keranio Sub city.

### **3.3. Target population**

The target population for the study was all students of the 22 private and 8 public secondary schools in Kolfe Keranio sub city, in Addis Ababa. Available statistics showed there were 16121 students enrolled in the 22 private and 8 public Secondary schools during 2015/2016 Academic year. (Source: City Government of Addis Ababa Education Bureau Education Statistics Annual Abstract 2015/2016)

### **3.4. Sample size and Sampling Procedure**

Out of the 22 private and 8 public secondary schools in Kolfe Kernaio sub city, the researcher purposely selected 2 private and 2 public schools for the study due to large enrolment of grade 9<sup>th</sup> and 9<sup>th</sup> students in those schools. Schools selected for the study were Asko progress & Bashewam (Private schools), Kolfe & Asko secondary schools (Public schools). Asko progress and Bashawm secondary schools are private schools whereas, Kolfe & Asko secondary schools are public schools. Convenient sampling was used to select 5 parents and five teachers for interview. To determine the sample size for students enrolled for the study, it was not possible to find any percent or value on Students Kana TV exposure, it was assumed that 50% of students exposed to Kana TV. For any given value of n,  $\sigma P$  is maximum when  $P = 50\%$ . Therefore, setting 'n' when  $P = 50\%$  will confirm the maximum probable sample size which will take care of the maximum possible variability (Cohn, Manion & Morrison, 2005). The standard error of a proportion is, therefore, given by:

$$\sigma P = \sqrt{(P \times Q)/n}$$

$$n = \frac{(z_{\alpha/2})^2 P \times Q}{E^2} = \frac{(1.96)^2 \times .05 \times .05}{0.05^2}$$

$$n = 384$$

$$n = 384$$

Thus, taking P to be 0.5, setting the maximum error to be accepted at 5%, and the Level of confidence at 95 %, the sample size is 384 students. 9% of the sample size has been added to total number of respondents because of non-response or missing response. Therefore, the actual sample size was 423 students.

In this study, the researchers used stratified random sampling to identify the respondents from students. This method was used since the population was divided into categories or strata i.e., respondents were, from grade 9 & 10 and both females and males from two types of schools (Private & Public) with different number of populations. Stratified random sampling is used to get the proportion to its enrolment. With this method, the error of getting too many or too few

samples were avoided. The total number of students from each school can be the samples of the Study, as well as the number of respondents derived from the total population. The description of sample size of students is presented in Table 1 below.

**Table 1**

*Population and sample of the study*

<b>School Type</b>	<b>School Name</b>	<b>Enrollment</b>	<b>%</b>	<b>Sample size</b>
Private	Asko Progress	249	6.3	(423)
	Bashewam	428	9.8	(423)
Public	Kolfe	1238	31.2	(423)
	Asko	2055	39	(423)
	<b>Total</b>	<b>3970</b>	<b>90%</b>	<b>Total Samples</b>

### 3.5. Instrument for Data Collection

In order to achieve the intended objectives, the data collection instruments are very important.

Thus, the researcher used both quantitative and qualitative data collection tools. To collect quantitative data, the researcher developed questionnaire consisting of four parts to collect the data. The first group of items measured participant's demographic characteristics. The second part of the instrument measured Kana TV exposure and the third group of items measured the level of Kana TV effects on academic activities and cognitive ability of the students. The final

part measured academic achievement of the students. As the same time interview was the used to gather qualitative data.

## **I. Questionnaire**

Questionnaire was used to collect relevant and firsthand information from informants' students and consisted of four parts.

**Demographic Characteristics:** the first part of the questionnaire was designed to collect background information of the students including, sex, and current grade, and school type, educational status and income level of parents.

**Kana Television Exposure.** There are two items in this section. Which intended to collect kana television Exposure hours?

**Perceived effect of Kana television:** students used a three-point Likert scale to report how they perceived the effects of Kana TV on academic achievement and academic activities, ranging from Very affected to not affect.

**Academic achievement.** Students self-reported their most up to date average result of overall subjects ranging from 0- 90 %. The self-reported result from the students has been verified against result obtained from their school to check the accuracy of their result.

**Validation of the Questionnaire:** To ensure the validity of the instrument, the initial draft of the instrument was subjected to face validation. The advisor critically examines the instrument in terms of relevance of the content and clarity of the statement. He was also requested to guide the researcher on the suitability of the rating scale. Comments from the advisor were incorporated to the final instrument.

**Reliability of the Instrument:** To determine reliability of the instrument and to insure clarity, relevance and appropriateness of the items to align with the purpose of the study, Pilot testing was found important after preparation of the instrument. Accordingly, translation of the instrument for this study was made from English to Amharic. The translation was conducted with maximum care and comparisons were made with the English version. The adviser of this thesis has assessed the items and based on his recommendation, adjustments were made, and some words were rearticulated to ensure similarity in meaning between the English and Amharic versions. A pilot test with 29 students was conducted in one high school which was not included as population of the study. Included in the test were males and females from grade 9 and 9. Data were analyzed according to predefined content criteria. Analyses resulted in a selection of 9 out of 14 items for the final How Kana TV Viewing affects students' academic activities and cognitive abilities scale. Selected items and their respective Alpha Value is depicted on table 2.

**Table 2**

*Item-Total Statistics*

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Q1	14.0556	17.820	.672	.776	.853
Q2	14.5556	17.556	.641	.765	.855
Q3	14.5000	17.559	.569	.803	.861
Q4	14.3889	17.546	.539	.750	.864
Q5	14.6111	16.722	.690	.796	.850
Q6	14.0556	18.056	.623	.485	.857
Q7	14.3333	17.765	.500	.500	.872
Q8	14.7778	17.124	.701	.898	.849
Q9	14.5000	16.735	.635	.805	.855

Based on the response of the pilot group the reliability of How Kana TV Viewing affects students' academic activities and cognitive abilities scale was measured by computing Cronbach alpha and found Alpha coefficient value of 0.871. DeVellis (1991) recommended that an alpha value of 0.80-0.90 is very good. Thus, according to Deville's description the value of the instrument used in this Study is found to be suitable.

Based on the results of the pilot study, few items were amended and dropped to achieve better Clarity. Hence, the following changes were made. In part two of the questionnaire, additional one question was added to the questions to inquire whether they view Kana TV or not. Five items were also deleted from the question due to lower alpha value (0.4, 0.315, 0.498, 0.446 and 0.446) of "**Corrected Item-Total Correlation**" for these items.

In part four of the questionnaire, the pilot study was also beneficial in setting parent's income in the form of choice rather than making it open ended. It was observed that this question made respondents not to give desirable answers some of them were not answer the question.

## **II. Interview**

An interview was conducted with five parents and five teachers from sample schools to enrich the data obtained through questionnaire

### **3.6. Data Collection Procedure**

**Administration:** Data were collected during the second semester of 2017/2018 academic school year. Due to time limit and large sample size data collectors were recruited from all schools to collect the data. The researcher visited the selected schools for this research for coordination purposes with the respective authorities. Permission to collect data in a school was sought from the Directors of concerned schools. After getting permission, three visits to each school were made. During the first visit, the researcher sought data collectors from respective schools. On the

second visit, paper-and-pencil questionnaires were given to data collectors by familiarizing them the way the questionnaire had been designed to distribute to selected students for this study. During the final visit, data collected were verified against student's record from record office. Interviews were conducted with parents and teachers in the selected schools and parents home.

### **3.7. Methods of Data Analysis**

Data from questionnaires were compiled, sorted, edited, classified and coded into a Coding sheet and analyzed using a computerized data analysis package called Statistical Package for Social Science 20. One-way ANOVA and eta square ( $\eta^2$ ) was used to compute the relationship between Kana TV exposure and academic achievement, descriptive statistics, percentage tables and graphs were produced, and chi-square tests were also employed to analyze the association between parent's social economic status and students Kana TV exposure. The data collected through interviews were triangulated and reported through narrative description.

### **3.8. Ethical Consideration**

As stated above, school principals of selected schools were contacted in person and an official letter that was issued by Addis Ababa University was provided to them call for their agreement and cooperation to let their students participate in the study. After getting the consent of the school principals, the researcher tried to reach the selected schools to gather the data. The researcher gave priority to request for the participants' consent, first explaining to them the purpose of the study before they started with the gathering of information. Participants were guaranteed that their participation was purely voluntary and the information they provided would be used for academic purpose only.

## **Chapter Four**

### **Results**

This chapter is concerned with the presentation and analysis of both quantitative and qualitative data collected from students, parents and teachers through Questionnaire and interview.

The analysis of data was based on the responses obtained from these groups of respondents, and interview.

#### **4.1. Demographic Characteristics of the respondents**

Demographic characteristics of the participants are depicted in Table 3 below. Students Gender, grade, type of school, Educational status of their parents and their income are among the studied characteristics.

**Table 3***Demographic characteristics of respondents (N=378)*

<b>Demographic</b>	<b>characteristics</b>	<b>N</b>	<b>%</b>
Sex	Male	170	45
	Female	208	55
Grade	9 <sup>th</sup>	199	52.6
	9th	179	47.4
School	Private	67	17.7
	Public	311	82.3
Parents Education	Read & Write.	44	11.6
	(Mother's) Grade 1-8	146	38.6
	Grade 9-12	117	31
	Certificate	15	4
	Diploma	24	6.3
	Degree and above	24	6.3
	<i>Missing 9(2.6%)</i>		
	Reading and Write	18	4.8
	(Father's) Grade 1-8	89	23.5
	Grade 9-12	128	33.9
Certificate	30	7.9	
Diploma	32	8.5	
Degree and above	63	16.7	
<i>Missing 20 (5.3%)</i>			
Parent's income	Up to 2000	115	30.4
	2001-3500	52	13.8
	3501-5000	69	18.3
	Over 5000	111	29.4
	<i>Missing 31(8.2 %)</i>		

A total of 423 students were recruited for this study out of them 378 of respondents were filled the questionnaire. As demonstrated in Table 3, majority of the respondents 208 (55%) were female students and 170(45%) were male students. Table 3 also shows that 199 respondents (52.6%) were from grade 9 and 179 respondents (47.4%) were from grade 9, 311 (82.3 %) respondents were from public schools and 67(17.7 % were from private schools. Regarding their parent's socio-economic status 326 (85%) knew how to read and write while 58 (15%) of the respondents reported to have never attended school.

Moreover, the analysis showed that the highest number of respondent's parents 91 (31%) have completed high school (Grade 9-12) while 79 (24%) have completed elementary education (Grade 1-8). Respondents parents who have first degree and above were 72 (22%) while 54 (17%) of the respondent's parents held their diploma.

The study also showed that 30 % of the respondent's parents get average monthly income of up to 2000 ETB, 12.7% earn average monthly income of 2001-3500 ETB, 18.3% earn average monthly income of 3501-5000 ETB and 29.4 % earn average monthly income of more than 5000 ETB. This shows that 232 (71.6%) respondents earn an income of 5000 and less.

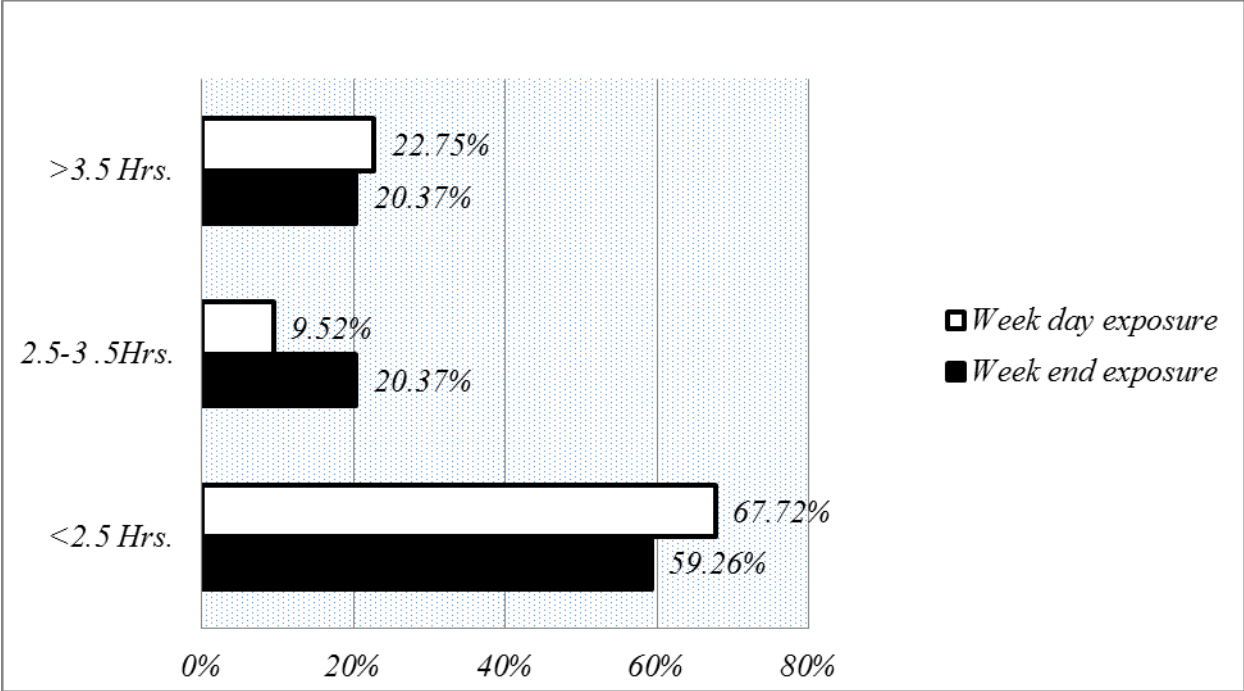
## **I. Quantitative data analysis**

### **4.2. Participants' Kana TV Viewing habit**

Figure 1, below, presents high school students Kana TV Viewing habit

#### **Figure 1**

*High school students Kana Television Viewing habit (N=378)*



Percentage

The graph demonstrates that 122 (32.27 %) of respondents view Kana television for more than two and half hours during school days, whereas on school days 256 (67.72%) of students view Kana television less than two and half hours. The graph also shows that 77 (20.4%) of the students reported that they view Kana television more than three and half hours during weekend days, while 224 (59.26%) of the students watch Kana television less than two and half hours during weekends.

**4.3. Participants’ Kana television exposure and their academic achievements**

The main research question investigated the relationship between high school students Kana television exposure and their academic achievement. A one-way between groups analysis of variance was conducted to explore the relationship between Kana television exposures and academic achievement of high school students. Participants were divided into three groups according to their exposures to Kana television (Heavy viewers > 3.5 hours; medium viewers

between 2.5 hours & 3.5 hours; and light viewers < 2.5 hours per day). There was no statistically significant difference at the  $p < .005$  level in their academic achievement for three Kana television viewer groups  $F(2, 375) = .666, p = .514$ . Moreover, the actual difference in mean scores between groups was quite small. The effect size, calculated using eta squared, was .004. The mean score for heavy viewers ( $M = 70.59, SD = 13.52$ ), medium viewers ( $M = 66.98, SD = 15.29$ ) and light viewers ( $M = 68.17, SD = 12.63$ ). Hence, there was no statistically significant difference in mean scores between the three groups. Detail analysis is given below in Table 6a & 6b.

**Table 6a**  
*Mean score for Academic Achievement*

Kana TV Exposure	Mean	N	Std. Deviation
Light viewers	68.1732	237	12.62975
Medium viewers	66.9771	124	15.28788
Heavy Viewers	70.5900	17	13.52169
Total	67.8895	378	13.58378

**Table 6b**  
*Measures of Association*

	Eta	Eta Squared
Academic Achievement * Kana TV Exposure	.060	.004

#### **4.4. Perceived effects of kana TV exposure on academic activities and academic Achievements of high school students**

In the survey, students were asked to rate their views towards how Kana television exposure affect their academic activities and academic achievement by using a three -point scale that varied from a one- representing not affected to a three- signifying very affected.

The scale had a maximum score of 27 for very affected and a minimum score of 9 for not affected. Hence, students' scores with less than scores of 14 and lower are grouped as Not affected, students' scores between scores of 15 and 20 are grouped as Moderately affected and students with scores of greater than 21 are grouped as Highly Affected. Table 5, below, presents the mean square and frequency for level of kana television effects on academic activities and academic activities of students.

**Table 5.**

*Mean Score and Frequency for Level of Kana TV exposure effect*

<b><i>N=378    M=17.5    SD=6.09</i></b>			
<b>Effects of Kana TV exposure</b>	<b>Responses</b>		
	<b>N</b>	<b>Freq. %</b>	
Not affected	<i>121</i>	<i>38.2%</i>	
Moderately Affected	<i>113</i>	<i>29.8%</i>	
Very affected	<i>144</i>	<i>32.1%</i>	
<b>Total</b>	<i>378</i>	<i>90.0%</i>	

According to Table 6, mean score and frequency of student's opinion how Kana television viewing affects their academic activities and academic achievement indicates that, students' academic activities and academic achievement are Moderately affected by watching Kana Television (M=17.53, SD= 6,09). The sum of scores for each participant was computed to identify the level of Kana Television viewing effect on their academic activities and adamic achievement. Accordingly, the study found that 62% of the respondents expressed their opinions that viewing Kana Television can affect academic activities and academic achievement of students ,121 (32.1%) viewed as highly affected, while 113 (30%) respondents were viewed as

affected. The remaining 144 (38%) expressed their opinions as Kana Television viewing was not affected their academic activities and academic achievement.

#### **4.5. Kana TV exposure and parent's socioeconomic status**

The fourth research question asked if Kana exposure of students differed across Parents socioeconomic status such as education and income. The data were subjected to linear by linear association chi-square tests to explore these relationships. The data on educational status of parents were merged into two categories, below high school and above high school for mother's and father's educational status to conduct chi-square test. Accordingly, the linear to linear chi-square test for mother's education status revealed that there was significant relationship between mother's educational status and students Kana television exposure,  $X^2 = 6.396$ ,  $df = 1$ ,  $p = .011$ , as the same time there was significant relationship between father's educational status and students Kana television exposure,  $X^2 = 9.49$ ,  $df = 1$ ,  $p = .002$ .

Monthly average parent's income was another socio-economic characteristic studied. Chi square test used to determine if there was a relationship between the Kana television exposure and their parents monthly income. The linear to linear chi-square test revealed that there was no a significant relationship between monthly income of parents and students Kana television exposure,  $X^2 = 3.56$ ,  $df = 1$ ,  $p = .067$ . (See Table 4 for summary of the chi-tests)

**Table 4***Cross tabulation of Kana television exposure and parent's socio-economic status*

Parents Socio-demographic characteristics		Kana television exposure			df	X <sup>2</sup>	p
		Light viewer	Medium viewer	Heavy viewers			
Mother's education	Below high school	129	56	5	1	6.396	.011
	Above high school	92	66	12			
Father's education	Below high school	158	72	5	1	9.486	.002
	Above high school	67	48	9			
Parents income	<3500	114	48	5	1	3.555	.067
	≥3500	98	61	11			

**II. Qualitative data analysis**

As indicated in the previous chapter, the qualitative data gathered through interview were categorized under similar thematic areas. The researcher discussed the findings of qualitative data in line with the research objectives and relates these findings of the study to the existing knowledge.

The respondents of qualitative data consist of two types of respondents, the first group was students' parents and the other group was students' teachers.

**A. How much time does your child spend time in viewing Kana TV on weekdays and weekends?**

When parents were asked about their children Kana TV exposure, majority of them responded that their children spend more than 4 hours during week days per day and viewed kana TV more than 5 hours during week end days. As the review literature discussed in for going chapter, time spent in front of TV screen more than 3.5 hours displaces student's academic activities of students and as the same time it can minimize academic achievements of students. Two parents replied that “

### **B. Academic activities and academic achievements**

Parents and teachers were asked to respond about academic activities of students, mainly related to doing homework, reading and referring to books in the leisure time. According to interviewees, most students were not properly doing their homework and they didn't refer other educational materials that would enhance their academic activities. Parents agreed, that the main factor for the decline of lack of engagement in school related activities were exposure of Kana TV. Parents and teachers respond to whether Kana TV exposure affects academic achievements. Both parents and teachers agreed that Kana TV exposure promotes passive activities and contribute to decline of academic achievements of students. Parents also reported that their children academic achievements have been declined after introduction of Kana TV.

## Chapter Five

### Discussion

The aim of the current study was to examine the relationship between Kana television exposure and academic achievement of high school students in Kolfe Keranio sub-city. In addition, the study also aimed at assessing whether Kana television exposure affect student's academic activities and academic achievements.

Besides, the study was intended to explore the association between student's levels of Kana television exposure and socio-economic status of parents. Considering these objectives, this chapter is dedicated in discussing the results of the study along with past research findings

#### **5.1. Kana television viewing habit of high school students.**

The demarcation between the positive and negative effects of television exposure is determined by the time spent watching television (Peters, Fitch, Huston, Wrign, & Eakins, 1991). In this study More than half (59.26. % for weekend days and 67.72% for weekdays) of the high school students surveyed are considered light viewers of Kana television both in weekdays and weekend days. A very small percentage of students, (21 % for weekend days and 23% for weekdays), are deemed heavy viewers of Kana television, as described by Morgan and Shanahan (209) as viewing more than 3.5 hours of television a day. Even though, the result from student's responses showed that high school students were light viewers, parents responses were not in agreement with their children. Majority of parents rate their children as heavy viewers which is in line with previous study (Chernin & Linbarger 2005), in which 8- to 18-year-old children watch an average of 3 hours of television a day.

## **5.2. Kana television Exposure and Its Relationship with Academic Achievement**

As Several of the literature reviewed reported a negative relationship between television viewing and academic achievement (Baron ,1999 Ahmed, 1980; Greenfield, 1984; Healy, 1990; Koolstra & van der Voort, 1996; Postman, 1985; Salomon, 1984; Shin,2000), this study investigated Kana television exposure and its r with academic achievement of high school students.

The results from quantitative analysis revealed that there was no statistically significant difference at the  $p < .05$  level in their academic achievement for three Kana television viewer groups (Light viewers, medium viewers & Heavy viewers)  $F(2, 375) = .666, p = .514$ . of high school students. However, the result of qualitative analysis showed that there is significant relationship between Kana TV exposure and academic achievements of high school students in which heavy Kana TV exposure lowered the academic achievements of students. The finding is in agreement with the previous study (Hershberger ,2002; Anne,2006; Johnson et al. 2002, Christakis et al. 2004) who found that heavy television viewing was associated with low academic achievement in school. A common reason for the negative relationship between television exposure and academic achievement showed by researchers was displacement hypothesis in which television exposure displaces activities that are academically more important (Hagborg, 1995, Baron 1999).

## **5.3. Perceived effects of Kana TV on academic activities and academic achievement**

As indicated in the literature review the main effects of television viewing was it can affect academic activities of students and its power to minimize academic achievement (Barkin et al, 2006; Anne 2006; Johnson et al. 2002, Christakis et al. 2004; Landhuis et al. 2007; Carry 1993).

Hence, the study investigated the level of affects that Kana television exposure has on their academic activities and academic achievement of high school students.

The findings indicated that generally, 62% of the students' academic activities and academic achievements of students were affected due to exposure to Kana television from which 30 % of them are moderately affected while 32% very affected. Students who didn't affected by Kana television exposure were 38 %. Parents and teachers also agreed that Kana TV exposure highly affected high school student's academic achievements. The result agrees with the findings of the earlier researchers: (Swing et al. 209, Mistry et al ,2007, Johnson et al ,2007, Christakis et al.,2004) who found that television exposure can affect academic activities and academic achievements of student's. From this result, it can be inferred that students' academic activities like doing homework and reading as well as lack of concentration, problem solving skills and mental alertness is affected due to exposure to Kana TV. Possible description for this could be seen from the viewpoint of television viewing is an easier activity compared to the challenge of reading and doing homework.

#### **5.4. Students Kana Television exposure across Socio-Economic status**

The fourth objective of the study was to assess if socio-economic status of parents plays a role in students Kana television exposure. Parents education and income were among the socio-economic status measured for this study.

The results of this study found that there was significant relationship between mothers and father's educational status and in Kana television exposure. This is consistent with past researchers which revealed that parental education being a powerful determinant of parental television intervention (e.g. Warren et al., 2002; Hoffner & Buchannan, 2002). studies by Valkenburg et al. (1999), Vanderwater et al. (2005), and Bocking & Bocking (2009) also found

that highly educated parents apply active involvement and controlling time of TV exposure than parents with less educated, indicating that the more educated parents are the more they want to discuss the good and the bad side of television making their children not exposed to TV. The result of the current study revealed that there was no significant relationship between parental income and Kana television exposure of high school students, the result is contrary to the study of Banchi & Robinson (1997) and Gaddy (1986) who found that children from low socioeconomic status exposed to extensive television viewing. One possible reason for the variation between the previous and the current study may be income level differences across countries. A lower labeled income in countries was the previous studies conducted may be categorized as high-level income in the current study.

## **Chapter Six**

### **Summary, Conclusions and Recommendations**

#### **6.1. Summary**

The main objective of the present study was to assesses the viewing habits of high school students in relation to Kana television and assesses the relationship between Kana television exposure and academic achievement of high school students. Perceived effect of Kana TV exposure on academic activities and academic achievement was another variable studied. The study also to explore the association between parent's socioeconomic status and students Kana television exposure.

Accordingly, 378 high school students, 5 parents and 5 teachers form selected schools in Kolfe Keranio Sub -City have participated in the study. Self-administered questionnaire that consisted of four parts was used to measure demographic characteristics, Kana television exposure, How Kana TV Viewing affects students' academic activities and academic achievements of the students. Interview was also conducted with parents and teachers whether Kana TV exposure had relationship with academic activities and academic achievements of high school students.

The initial instrument was administered on a pilot sample of 29 students. The pilot results were used to clarify imprecise items and used as input to alter the original questionnaire with the intention of assessing the relationship between Kana television exposure and academic activities of high School students using one-way analysis of variance and eta squared. To explore Kana television viewing habit of high school students and level effects on their academic activities and academic achievement descriptive statistical techniques and qualitative analysis were used. To assess the relationship between Kana television exposure and academic achievement of

student's, one-way analysis of variance eta square and qualitative analysis was carried out. to examine the association between parent's socioeconomic status and Kana television exposure chi-square tests were employed. The results of qualitative analysis revealed that heavy exposure of kana TV lowered academic achievement of high school students.

Likewise, descriptive statistics and qualitative analysis were employed to explore the level of how Kana television exposure effect on academic activities and academic achievement of students and found that Kana television exposure affected the academic activities and academic achievement of high school students.

Finally, the present study endeavored to examine whether an association exists or not between parental socio-economic status and students Kana television exposure. Hence, the result of chi-square revealed that there was a significant relationship between mother's and fathers' educational status and students Kana television exposure and there was no a significant relationship between monthly income of parents and students Kana television exposure.

## **6.2. Conclusions**

This study tried to assess the relationship between Kana television exposure and academic achievement of high school students. Quantitative analysis revealed that there was no statistically significant difference in their academic achievement for three Kana television viewer groups of high school students. However, qualitative analysis showed that there was decline in academic achievements of high school students due to heavy exposure of Kana TV. The study also showed that heavy Kana television exposure affects academic activities and academic achievement of high school students. There was also significant association between parent's educational status and Kana television exposure. No significant association was found between parent's income and Kana television exposure.

Although the results are not mostly conclusive, they call for further study and bring attention to the importance of these areas in future research. Would exposure to Kana television programs decline students' academic achievements? This and other effects of television on academic achievements request need further investigation.

### **6.3. Recommendation**

Based on the findings of the study, the following could be recommended.

1. The study finding call for further investigation to bring attention to the importance of these areas in future research. A subdivided entertainment TV programs as viewing variable would help to discover stronger relationships between television viewing and academic achievement. This way, researchers would be able to determine which types of entertainment television were related to academic achievement
2. Schools should disseminate the findings of studies dealing with how Kana television exposure affects academic activities and academic achievement of high school students.
3. Parents have unique role in tiling the way on how to help their children by teaching them the necessary skills and responsibility to engage them in their academic activities; to do this, parents should assess their level of knowledge related to television exposure how it affects academic activities and academic achievement and acquire the necessary knowledge to provide accurate and current information.

**Implication for Developmental Psychology:** the study is important to help grow the understanding of how the most powerful and influential mediums impacts the most central parts of young teenager's life that is cognitive ability.

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**Appendix -A**

**Addis Ababa University**  
**Department of Psychology**

**Dear students,**

I am pursuing Master research on Kana Television Exposure and its relationship with academic achievement of high school students in Kolfe Kernaion Sub city in College of Educational and Behavioral Studies School of psychology, Addis Ababa University. Hence, please feel free to share your views. The information provided by you will be confidential and utilized for research purpose only. You do not need to write your name. I, therefore, kindly request you till fill the questionnaire honestly.

I express my thanks for your cooperation.

School Name	Section	Previous semester class ID Number	Current class ID Number



How many hours a day do you spend watching Kana TV on school day?

1. Less than 2.5 hours                      2. between 2.5 and 3.5 hours.                      3. More than 3.5 hours

1. How many hours a day do you spend watching Kana TV on weekday?

1. Less than 2.5 hours                      2. between 2.5 and 3.5 hours.                      3. More than 3.5 hours

**Part III: In what ways does Kana TV exposure affect student’s academic activities and academic achievements?**

**Direction:** Please answer that best represents your response to the questions below

Item		Very affected	Moderately Affected	Not affected
1	To what extent Kana TV viewing affects you not to engage on intellectual demanding activities such as reading and doing homework?	3	2	1
2	To what extent Kana TV viewing affects you in minimizing mental alertness?	3	2	1
3	To what extent Kana TV viewing affects by minimizing your creativity in academic areas?	3	2	1
4	To what extent Kana TV viewing affects you not to fully utilize your potential on your academic tasks?	3	2	1
5	To what extent Kana TV viewing affects you not to enrich your academic knowledge?	3	2	1
6	To what extent Kana TV viewing affects you not to concentrate on your academic activities?	3	2	1
7	To what extent Kana TV viewing affects negatively on activities that are academically important?	3	2	1
8	To what extent Kana TV viewing affects you not to speed up your problem-solving skills?	3	2	1
9	To what extent Kana TV viewing affects you not to increase your learning ability?	3	2	1

Part V. Academic Achievement

1. What is your previous semester average result? \_\_\_\_\_

Appendix -B

በአዲስ አበባ ዩኒቨርሲቲ

የስነ ትምህርትና ባህሪ ጥናት ኮሌጅ

ሳይኮሎጂ ትምህርት ቤት

ውድ የመጠይቁ መላሾች

መጠይቁን ያቀረብኩላችሁ በአዲስ አበባ ዩኒቨርሲቲ ድህረ ምረቃ ት/ቤት በስነ -ትምህርት እና ባህሪ ጥናት ኮሌጅ ውስጥ ሁለተኛ ዲግሪ ማሟያ ጽሁፌን እየሰራሁ የምገኝ ስሆን የመጠይቁም አላማ በኮልጌ ቀራንዮ ክፍለ ከተማ ውስጥ የሚገኙ የሁለተኛ ደረጃ ተማሪዎች ቃና ቴሊቪዥንን ማየት ከትምህርት ውጤታቸው ጋር ያለውን ተዛምዶ ለመረዳት ነው። በዚህ ጥናት ላይ የሚትሳተፉት ሙሉ በሙሉ በፈቃደኝነት ላይ የተመሠረተ ሲሆን የምላሽህ(ሽ ) ውጤት ለምርምር አገልግሎት ብቻ የሚውል ይሆናል።በዚህ መጠይቅ ላይ የምታሰፍረው(ሪው) መልስ በሚስጠር የሚጠበቅ ይሆናል። ስምህን(ሽን) መጻፍ አያስፈልግህም(ሽም) ። ስለዚህም መጠይቁን ስትሞላ(ይ) በተቻለህ(ሽ) መጠን ግልፅ እና ትክክለኛውን መረጃ እንድትሞላ(ይ) በአክብሮት እጠይቃለሁ።

ስለ ትብብርህ(ሽ) በቅድሚያ አመሰግናለሁ።

የትምህርት ቤቱ ስም	መማሪያ ክፍል(Section)	የመጀመሪያ መንፈቀ አመት የክፍል መለያ ቁጥር	የሁለተኛው መንፈቀ አመት መለያ ቁጥር

**ክፍል 1. አጠቃላይ መረጃዎች**

**መመሪያ:** ከዚህ በታች ለተዘረዘሩት ጥያቄዎች ትክክለኛውን መልስ በማክበብ ይመልሱ

1. የታ

1. ወንድ

2. ሴት

2. የክፍል ደረጃ

1. 9ኛ ክፍል

2. 9ኛ ክፍል

3. የምትማር(ሪ)በት ትምህርት ርብ

1. የመንግስት ነው

2. የግል ነው

4. የወላጆችህ(ሽ) ክፍተኛው የትምህርት ደረጃቸው ምን ይመስላል ?

የትምህርት ደረጃ	4.1	4.2
	የእናት	የአባት
	ትምህርት	ትምህርት
	ደረጃ	ደረጃ
1. ማንበብ እና መጻፍ የማይችሉ		
2.. የመጀመሪያ ደረጃ ትምህርት		
3. ሁለተኛ ደረጃ ያጠናቀቁ		
4. የቴክኒክ እና ሙያ ሰርትፍኬት		
5. ዲፕሎማ		
6. ዲግሪ እና ከዚያ በላይ		

5.በአንተ(ች) አስተያየት የወላጆችህ(ሽ) ወርሃዊ ገቢ በአማካይ ምን ያህል ነው?

- |                  |                   |
|------------------|-------------------|
| 1. እስከ ብር 2000   | 3. ከብር 3500- 5000 |
| 2.ከብር 2001- 3500 | 4. ከብር 5000 በላይ   |

**ክፍል 2. የቃና የቴሌቭዥን አጠቃቀም**

1.በትምህርት ቀናት ምን ያህል ሰአት ቃና ቴሌቭዥንን ታያለህ (ሽ)?

1. ከ ሁለት ሰአት ተኩል ያነሰ
2. ከሁለት ተኩል እስከ ሶስት ሰአት ተኩል
3. ከሶስት ተኩል ሰአት በላይ

2. በእረፍት ቀናት (ቅዳሜ እና እሁድ) ምን ያህል ሰአት ቃና ቴሌቭዥንን ታያለህ (ሽ)?

1. ከ ሁለት ሰአት ተኩል ያነሰ
2. ከሁለት ተኩል እስከ ሶስት ሰአት ተኩል
3. ከሶስት ተኩል ሰአት በላይ

**ክፍል 3: ቃና ቴሌቪዥን ማየት በምን መልኩ ትምህርት ውጤት ላይ ተፅዕኖ ሊያስከትል እንደሚችል መለኪያ መጠይቅ**

**መመሪያ:** ከዚህ በታች ለተዘረዘሩት ጥያቄዎች ትክክለኛውን መልስ በተሰጡት ቦታዎች ላይ የሚገኙትን ቁጥሮች በማክበብ መልስ(ሽ)።

ተ.ቁ		በጣም ተጽዕኖ አለው	ተጽዕኖ አለው	ምንም ተጽዕኖ የለውም
1	ቃና ቴሌቪዥንን ማየት ትምህርት ነክ ጉዳዮች ላይ ማለትም ማንበብ እና የቤት ስራ መስራት ላይ ትኩረት እንዳትሰጥ(ጨ) ከማድረግ አንጻር ምን ያህል ተጽዕኖ አለው?	3	2	1
2	ቃና ቴሌቪዥንን ማየት ያንተን(ያንቺን) ንቃተ አህምሮ ከመቀነስ አንጻር ምን ያህል ተጽዕኖ አለው?	3	2	1
3	ቃና ቴሌቪዥንን ማየት የትምህርት ፈጠራ ችሎታህን(ሽን) ከመቀነስ አንጻር ምን ያህል ተጽዕኖ አለው?	3	2	1
4	ቃና ቴሌቪዥንን ማየት በሙሉ አቅምህ(ሽ) ትምህርት ላይ እንዳታውል(ይ) ከማድረግ አንጻር ምን ያህል ተጽዕኖ አለው?	3	2	1
5	ቃና ቴሌቪዥንን ማየት በትምህርት እውቀትህ እንዳትበለጽግ(ጊ) ከማድረግ አንጻር ምን ያህል ተጽዕኖ አለው ?	3	2	1
6	ቃና ቴሌቪዥንን ማየት ለትምህርትህ(ሽ) ትኩረት እንዳትሰጥ(ጨ) ከማድረግ አንጻር ምን ያህል ተጽዕኖ አለው?	3	2	1
7	ቃና ቴሌቪዥንን ማየት የትምህርት ጠቀሜታን እንዳይጎላ ከማድረግ አንጻር በአንተ(ቺ) ላይ ምን ያህል ተጽዕኖ አለው?	3	2	1
8	ቃና ቴሌቪዥንን ማየት ችግር የመፍታት ችሎታህን(ሽን) ከመቀነስ አንጻር ምን ያህል ተጽዕኖ አለው?	3	2	1
9	ቃና ቴሌቪዥንን ማየት የማመር ችሎታህን(ሽን) ከመቀነስ አንጻር ምን ያህል ተጽዕኖ አለው ?	3	2	1

**ክፍል 4 የትምህርት ውጤት**

1.ያለፈው ትምህርት አጋማሽ የክፍል አማካይ ውጤትህ (ሸ) (Average result ) ስንት ነው ? \_\_\_\_\_

## Appendix-C

### Parent Interview Guide

Student:	Respondent:
Relationship:	Interviewer:
Date:	
This interview guide is to be used to elicit information in relation to Kana TV exposure and academic achievement of students.	
<b>Kana TV exposure</b>	
How much time does your child spend on viewing Kana TV on weekdays and week end days?	
<b>Academic activities &amp; Achievement</b>	
<ul style="list-style-type: none"><li>• Does your child have time to do homework &amp; study? What displace your child's academic activities?</li><li>• Have you noticed any changes, recently in your child's academic achievement due to exposure to Kana TV? If yes, please describe it.</li></ul>	
<b>Kana TV effects</b>	
Do you think that Kana TV exposure affects your child's academic activities? If yes in what ways does it affect, please describe it.	
Do you think Kana TV exposure displace other school activities?	
Describe any other concerns that you have regarding your child's exposure to Kana TV on his /her academic activities.	

## Appendix-D

### ለተማሪ ወላጅ የቀረበ መሪ ቃለ-መጠይቅ

የተማሪው ስም:	መላሽ:
ዝምድና :	ቃለመጠይቅ አቅራቢ:
ቀን:	
የዚህ መሪ ቃለ-መጠይቅ አለማ ወላጆች ልጆቻቸው ቃና ቴሌቪዥንን በመመልከታቸው በትምህርት ነክ ጉዳዮች እና ውጤታቸው ላይ ያስከተለውን ተጽዕኖ መረጃ ለመሰብሰብ ነው	
<b>ልጆች ቃና ቴሌቪዥንን በማየት የሚያሳልፉት ጊዜ</b>	
ልጅዎ በትምህርት ቀናት ለስንት ሰአተትን ቀና ቴሌቪዥንን ያያል/ታያለች? በአረፍት ቀናትስ?	
<b>ትምህርት ነክ ጉዳዮች እና የትምህርት ውጤት</b>	
<ul style="list-style-type: none"> <li>• ልጅዎ ለትምህርት ነክ ጉዳዮች ማትም ለጥናት ለትምህርት አጋዥ የሆኑ መጽሐፍትን ለማጋለበጥ እና የቤት ስራ ለመስራት በቂ ጊዜ አለው? ጊዜውን የሚሻማው/ት ምንድን ነው?</li> <li>• ልጅዎ ቃና ቴሌቪዥንን በመየቱ/ቷ የትምህርት ውጤቷ ላይ ያመ ጣው ተጽዕኖ አለ? ካለ ቢያብራሩልኝ</li> </ul>	
<b>የቃና ቴሌቪዥን ተጽዕኖ</b>	
ቃና ቴሌቪዥንን አዘውተሮ ማየት የልጅዎ ትምህርት ነክ ጉዳዮችን ላይ ተጽዕኖ አለው ብለው ያስባሉ? ተጽዕኖ አለው ካሉ በምን መለኮ ተጽዕኖ እንደሚያድር ቢያብራሩልኝ	
ቃና ቴሌቪዥን በልጅዎ ትምህርት እንቅስቃሴ ላይ ተጽዕኖ አደሳድሯል?	
ልጅዎ ቃና ቴሌቪዥንን አዘውተሮ በማየቱ ትምህርት ውጤቱ እና ተያያዥ ጉዳዮች ላይ ያስከትላል የሚሉትን ተጽዕኖ ቢያብራሩ	

## Appendix -E

### Teacher Interview Guide

Student:	Respondent:
Relationship:	Interviewer:
Date:	
This interview guide is to be used to elicit information in relation to Kana TV exposure and academic achievement of students.	
Kana TV effects	
Do you observe that Kana TV exposure affects your students' academic activities? If yes in what ways does it affect, please describe it.	
Describe any other concerns that you have regarding your students' exposure to Kana TV.	

## Appendix -F

### Teacher Interview Guide

Student:	Respondent:
Relationship:	Interviewer:
Date:	
This interview guide is to be used to elicit information in relation to Kana TV exposure and academic achievement of students.	
Kana TV effects	
Do you observe that Kana TV exposure affects your students' academic activities? If yes in what ways does it affect, please describe it.	
Describe any other concerns that you have regarding your students' exposure to Kana TV.	

## Appendix-G Sample Interview data from Parent

Student: x	Respondent: -A
Relationship: Mother	Interviewer: Mulugeta Zena
Date: 15/6/18	
This interview guide is to be used to elicit information in relation to Kana TV exposure and academic achievement of students.	
<b>Kana TV exposure</b>	
How much time does your child spend on viewing Kana TV on weekdays?	
My child spent more than three to four hours on Kana TV on weekdays and even he spent more than five hours on weekends.	
<b>Academic activities &amp; Achievement</b>	
<ul style="list-style-type: none"> <li>• Does your child have time to do homework &amp; study? What displace your child's academic activities? One of the challenge of Kana TV to my child is that he didn't do his homework properly, he don t have time to refer academic books.</li> <li>• Have you noticed any changes, recently in your child's academic achievement due to exposure to Kana TV? If yes, please describe it. Yes! The change is dramatical, when he was in grade 7 &amp; 8 he was an outstanding student and properly engaged to school activities meanwhile, after introduction of Kana TV his result become deteriorated</li> </ul>	
<b>Kana TV effects</b>	
Do you think that Kana TV exposure affects your child's academic activities? If yes in what ways does it affect, please describe it. Yes, it affects his academic activities, it displace time has to be spent on reading, doing homework referring other academic resp	
Do you think Kana TV exposure displace other school activities?	
Describe any other concerns that you have regarding your child's exposure to Kana TV on his /her academic activities. All stockholders including parents should voice their worry as the same time Government should plays its role in promoting healthy media utilization	

## Appendix -H

### Sample Interview data from Teacher

Teacher: B
Interviewer: Mulugeta Zena
Date:18/6/2018
This interview guide is to be used to elicit information in relation to Kana TV exposure and academic achievement of students.
Kana TV effects
<p>Do you observe that Kana TV exposure affects your students' academic activities? If yes in what ways does it affect, please describe it.</p> <p>Yes, I have observed the effects of Kana Tv exposure on my students that whenever they exposed to Kana TV they were not active to attend their class. They didn't do their homework and assignments given to them. Sometimes I have tried to trace why they didn't do their homework and some of them told me that they spent their leisure time on viewing Kana TV.</p>
<p>Describe any other concerns that you have regarding your students' exposure to Kana TV.</p> <p>The impact of Kana TV is not well recognized by many parents. Therefore, there must be an awareness programs designed for stockholders on the prone and cones of TV exposure on academic achievements of high school students</p>

