

The Role of Media in Molding the Behavior of Children in Case of Parents Dedicated at
Watching a Series of Kana TV.

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Letter of Declaration

This is to certify that the thesis prepared by BereketZelalem, entitled: The Role of Media in Molding the Behavior of Children: The Case of Parents Dedicated at Watching a Series of Kana TV at in Addis Ababa. Submitted to Addis Ababa University School of Social Work in partial fulfillment for the requirements of Master of Social Work complied with the regulations of the Addis Ababa University and meet the accepted standards with respect to originality and quality.

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Acknowledgment

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Abstract

This study intends to find out the assess the role of media in molding the behavior of children in case of parents dedicated at watching a series of kana a case of parents watching TV series at Kana TV. It envisioned examining how a TV serial influences the children behavior, there by identifying how their parent perceive the risky behaviors affecting children behavior that are seen on series at Kana TV.

The study employed a qualitative research design and a descriptive case study analytical approach. In this study, both primary data sources and secondary data sources were used. For primary data, researcher's observation, focus group discussion and in-depth individual interview were conducted. The collected data were analyzed using a qualitative data analysis technique.

The results of the study showed that TV serial watching to children have significant effect on molding their behavior and future life. Parents' involvement on TV serial selection also plays a key role at current and future behavior of children.

The study finally recommends the attention from parents to be high towards the behavioral problems children encounter during their ages at their home. The government, governmental and non-governmental bodies should be careful about the television series products in the country. As future areas of research researchers can take each behavioral change mentioned in this study and make further detailed studies.

List of terms

AAP- American Academy of Pediatrics

ERIS- Electoral Reform International Services

EBS TV- Ethiopia Broadcasting Satellite Television

FGD- Focus Group Discussion

TV - Television

UNCRC- United Nations Conventions on the Rights of the Child

UN-United Nations

WHO- World Health Organization

KTV-Kana Television

1. Background of the study

Families have a vital importance for the behavioral development of children in many ways. Parents are the first modeling agent that the child comes into contact with. Moreover, Parents have a great influence on the child's physical, mental and moral development. Parents also lay the foundation of education before the child goes to school and the personality that the child takes to school is determined by the home and the significant others who are found in it (Maduewesi and Emenogu, 1997).

Developmental settings such as media, family, schools and peers easily shape children's minds. Media in particular serves children as a source of information shaping how they understand the world around them. Today's children live in a media saturated world where easy access to information and entertainment is just a click away (Gentile & Walsh, 2002). In most cases, providing a household with various media accesses has become a symbolic statement making it perceived as one of the most important necessities in the household. This perception and growing accessibility poses a challenge for parents as they try to manage children's exposure to increasingly changing media and its content. (Krumina, 2012).

The various forms of electronic media that were invented so far are very powerful in terms of connecting the world and giving personal exposure to things happening across the world. Without media and the latest information technologies, the globalization we speak of would be impossible (Carlsson, 2006).

Responsible use of media can help people to acquire knowledge and skills as well as offer ongoing entertainment. However, irresistible use can be detrimental in many aspects especially for children whose skills of properly understanding and interpreting media content as well as limiting its consumption is not yet fully tuned. In other words, the belief that children are more

sensitive and vulnerable as well as less critical than adults as a result of their little experience and poorly developed frames of reference to guide their judgment should be a prompting factor when we talk about wise use of media (Carlsson, 2006).

Television, as one form of media, plays a prominent role in children's life due to its widespread use and availability. In most homes, television is considered an integral part of the family activity that continues to take most of the young people's free time (Vittrup, 2009). Ever since its discovery, the impact it has on viewers' attitudes and behaviors has been a talking point that prompted several scholars to do a great deal of research (Harper-Gilmore, 1994).

Television presents different models of behavior and children react on them differently. It can be a powerful influence in developing value systems and shaping behavior. Sometimes the message conveyed through this medium is good, sometimes harmful; sometimes they stay without consequence (Baacke cited in Krumina, 2012). Television can "show things happening, it can introduce viewers to interesting peoples of all kinds, it can be a window to the world, it can give a sense of reality etc." (Bluem&Manvell, cited in Harper- Gilmore, 1994, p. 12).

Similarly, television can be entertaining and educational, and can open up new worlds for kids, giving them a chance to discover the world, learn about different cultures and create the possibility of exploring different ideas they may never encounter in their immediate surroundings. Likewise, dedication to television is associated with positive social interactions, improved intelligence scores, improved problem solving skills, accelerated language skill and enhanced school performance (Barkin, et al., 2006). The line between the positive and negative effects of exposure to television is drawn in the content of the programming and the time spent watching television (St. Peters et al., 1991).

Families differ in their use of media. Some families set strict monitoring mechanism while others do not employ any monitoring schemes to what or how much media children consume. Parental concern towards children's exposure to inappropriate television content also varies from family to family. Sandstig, Johansson, & Ringsberg (2013) stated that parental mediation is most prevalent in homes where parents' belief in the effect of television on children is the strongest. It is to mean that parental attitude and concern towards television's horrible substances have a vast influence on the decision making activity of parents.

However that much significant consideration to the effect of television on molding behavior of children is not that much said in academic world of Ethiopia. In the view of this research, parental experience on the role of media in molding children behavior will be considered as good for developing effective parental involvement to control the negative behavioral outcomes of TV medium on children.

Thus the main purpose of the present study is to assess the role of media in molding the behavior of children in case of parents dedicated at watching a series of kana a case of parents watching TV serials at Kana TV.

2. Statement of the problem

This study will assess the experiences of parents dedicated at watching a series of kana with their children in Gulele sub city. This research was motivated by my frequent contact with many parents due to my work. In the media which I work for I gather information from different parents and during my work I made a frequent discussion with parents who are dedicated at watching a series of kana, about their daily experiences on the behavior of their children. This

frequent discussion aroused an interest inside me to know more about the effect of media on children through systematic research.

Parental concern towards children's exposure to inappropriate television content also varies from family to family. Sandstig, Johansson, & Ringsberg (2013) stated that parental mediation is most prevalent in homes where parents' belief in the effect of television on children is the strongest. This is to say that parental attitude and concern towards television's serial contents has a huge impact on the behavior of children.

Gerbner and Gross (1976) examined the impact of violent television programs on children and adults. Their results revealed that children and adults exposed to heavy doses of violent television saw the world as more dangerous. Gerbner discovered that individuals who watched 5 or more hours of television daily overestimated their chances of victimization from crimes, rated their communities as more unsafe, and overestimated crime rates prompting these researchers to conclude that those who are exposed to media saturation of murder have problems differentiating fact from fiction.

Research has demonstrated a strong association between exposure to certain mass media messages and smoking in adolescents. For instance, more than half of adolescent smoking initiation has been linked to watching smoking in movies (Sargent 2005). Acknowledging the effects of mass media on attitudes and behavior, media literacy may teach youth to understand, analyze, and evaluate advertising and other mass media messages, enabling them to actively process media messages rather than passively remaining targets of mass media as American Academy of Pediatrics (1999).

The Parents Television Council (2006) showed an investigation that pointed at find out the kind of content present in children's programs that is designed for them. The study focused on entertainment programs on different channels designed for children aged 5-10. The analysis found out that in addition to violence, there were sexual implications, adult language, mistreatment, use of unsuitable words and disrespecting the values of culture in difference degrees. Such findings highlight the importance of role to television content in children's programs in relation to their behavior.

The American Academy of Pediatrics (AAP) recommends to limit children's television viewing to two hours a day or less (AAP, 1999). The AAP (2001) also contested children's time in front of television saying that the time children spend watching television may replace other more active, developmentally appropriate and meaningful hobbies, such as reading, exercising, or playing and interacting with friends and family. Strasburger&Donnerstein (1999) also explained that heavy viewing is a clear indication of serious consequence on a child's social, emotional, mental, and physical wellbeing.

Parents are mostly concerned about the inappropriate content in television, which is undeniably justified considering the significant increase in inappropriate television contents (Evans et al., 2011). Researches have confirmed that in most cases it is this concern that usually translates into action concerning television content than rules limiting the amount of time children spend watching television (Nathanson, 2001; Vanderwater et al., 2005). Given the evidence on the potential negative effects of television viewing on children, parents need to assume responsibility for controlling their children viewing habit just as they would for any other potentially harmful activity. Furthermore, parents need to be cautious when it comes to children's programs. Parents

usually assume that children programs are safe. It is this assumption that makes parents comfortable enough to allow their children spend hours watching television unsupervised.

A study performed in According to the Electoral Reform International Services (ERIS) Audience Survey Ethiopia (2011), 87.9% of the residents in Addis Ababa have access to Television. From this 71.3% watch television on a daily basis. The survey has also indicated that 68.1% said that their favorite television channel to watch includes a broad range of transnational and channels of neighboring countries. Even though, the access and coverage to foreign free or paid channels is not documented.

If this is so, it is only reasonable to assume that many children in Addis Ababa are exposed to a wide variety of television contents including those that are violent, sexual or contents with inappropriate language that are transmitted through local and foreign channels. Supporting this assumption, (Totland et al., 2013) pointed out that generally children's television contact is highly determined by access to television, parental viewing habit and parental rules/regulation/limitation.

From different data sources viewed Satellite television has been very popular in Ethiopia for many years, with people often watching foreign channels in English and Arabic due to the lack of choice in the Ethiopian Television industry. However, starting in 2016 a number of new satellite channels serving the Ethiopian market started broadcasting in the main local language of Amharic. Many of these new channels focused on infotainment, as this type of programming had been for the most part lacking in the past. Most popular of these channels being Kana TV, who focused on providing dubbed foreign dramas, very popular in Ethiopia, to their audiences.

Though Ethiopia is among the least in the number of Medias, it is rational that the tendency of using media is very high and that is why the study also gives focus on the entertainment media area and worth to spotlight the risk on molding children's behavior.

According to Dieterich&Ladevich (1977), in order for children to learn destructive behavior they need to be unprotected to television channels that express such behavior. Also children do not always watch only children's programs.

It is observed in many homes in Addis Ababa that children equally watch all kinds of programs with their parents or guardians with no or little restriction. At a time when the level of awareness in most homes on the effect of television contents are not yet fully realized, children's exposure to inappropriate television content is becoming detrimental to their behavioral development.

Even though the problem is getting worse and graver, thoroughly deep academic investigations are scanty. Beside this, it is hard to find several types of research that focus on how media serials affect children's behavior in Ethiopia.

Hence, the researcher believes that investigating such sensitive issue in such particular area is timely and helpful so as to understand the role of the media in molding behavior. This research is therefore, anticipated to fill such research gaps.

1.4. Objective

The general objective of the study is to assess the role of media in molding the behavior of children in case of parents dedicated at watching a series of kana TV.

The specific objectives of the study are to:

1. Identify the most important considerations of parents in choosing the right media for children.

2. Understand the unique experience and concerns of parents who are dedicated in watching TV series at Kana TV.
3. Arrive at some relevant findings that would contribute to minimize negative behavioral outcomes caused by TV serials on children.

1.5. Research Questions

This study also focuses on the following research questions?

1. How does a TV serial influence the children behavior?
2. What are the risky behaviors and life styles affecting children behavior that are seen on series at Kana TV?
3. Does parent have adequate knowledge and intervention on the existing series at Kana TV?

1.6 Delimitation of the study

This study attempted to cover only the area of Perception of parents on how media is molding the behavior of children: The case of parents dedicated at watching television series at Kana TV in Gulele Sub City, Addis Ababa. This research was delimited to the perception of parents on how media is molding the behavior of children in one village in Gulele sub city. Moreover, the study delimited the conclusion drawn the recommendation suggested may not be workable for all parents in Ethiopia.

1.7 Limitations of the Study

Because of financial and time constraints, this study was limited to one village. Moreover, the sample populations that were involved in the study were few in number when compared to the

reality on the ground. It would have been more comprehensive if it had involves more participants in many villages. This study did not also include children who have direct relations to Kana television. Therefore, the results of this study should be considered in light of the above mentioned limitations.

1.8. Organization of the Study

The study has been organized into five chapters. The first chapter deals with giving essential background of the problem and its approach. The second chapter contains review of related literature, and the third chapter talks about the research design and methodology. The fourth chapter is concerned with analysis and interpretation of data. The last chapter consists of conclusions and recommendations.

1.8 Operational Definitions

In this paper the following terms, used were defined for the sake of clarity and understanding.

Behavior:

Children: Middle childhood (approximately 6–12 years) in cognitive development, children at this age begin to understand the distinction between appearance and reality and to look at more than one aspect of things at the same time. They also gain a sense of industry, which Sroufe (1996) define as a basic belief in one's competence, coupled with a tendency to initiate activities, seek out learning experiences, and work hard to accomplish goals. Ideally these actions would lead to a sense of personal effectiveness.

Parent: A parent in this context refers to the parent figure the adolescent is residing with. Thus, in this study, mother, father, male and female guardians were delineated as parents. The male

and female guardians consisted of stepparents, siblings, and other relatives the student was living with.

Dedication to Kana TV Serial: refers to time spent viewing television serials those are broadcasted at Kana TV.

Chapter Two

Literature Review

This part will contain literatures, which include theories and views of different scholars for the study. The aim of this part is to provide germane literatures which are expected to function as a relevant framework for the current research. In each of the parts of literatures an attempt is made to argue the relationship between the literature and the study.

2.1 Literature on General Ideas of Impact of the Environment

In one or another way the environment affects individuals, or peoples, that interact with it; this also works for children who are susceptible to the influences of their surroundings (Watkins & Durant, 1992). The physical environment influences a child's behavior (Read et al., 1999). According to Isbell & Exelby (2001), the environment is a one pushing factor of how children should respond or act. Things at home determine where children focus their attention.

Children can learn through exploration and study of their surroundings. An environment should be attractive, exciting, and a place where a child can learn and play using suitable resources (Isbell & Exelby, 2001). Most of the characteristics in the physical setting can have an effect on children's behavior and mental health. This includes the interaction with the environment, which determines children's development. How children interact with their environment can also influence the activities in the environment (Isbell & Exelby, 2001).

A study by Read (1999), children were exposed to different variations in ceiling height and color. They found that the behavior of the children was significantly changed by the alterations in ceiling heights. This study demonstrates that changes made to the physical setting may have an impact on children's behavior. In addition, a study by Teets (1985) found that modifications to the overall organization of the living environment had positive changes in the atmosphere of home; consequently improving the children's behavior.

2.2 Physical Environment and Children Behavior

Children must depend on their parents to "design" the environment in which they live in other ways as well. Many believe that exploring and play are the ways children learn, and the behavior that is reflected at home is associated with the child's development. Access to age-appropriate toys, freedom to explore within a safe space (Bradley & Caldwell, 1984), and a predictable household routine are all related to the development of thinking and problem-solving skills (Wachs, 1978; 1979).

For today's children, home is the most common place to have access to digital media and associated technology, followed closely by school and houses of friends (Lenhart, Madden, & Hitlin, 2005). Parents serve as the primary gatekeeper for their children's exposure to and use of technology. Throughout a child's life, parents play an important role in helping make meaningful choices about the use of media and anticipating the consequences of those media choices.

Being a child is nice because in childhood parents give things if a child ask, especially if they have an only child. Highly sensitive children are everywhere. Relate children with media might be seen as a positive, as we can imagine, it also has the power to affect them negatively at times

too. The United Nations Convention for the Rights of the Child (CRC) Article 17 clearly 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”. Towards this end, governments should encourage the development of appropriate guidelines for the protection of the child from information and material harmful to his or her well-being. Keeping the government’s obligation aside, parents, apart from providing access to this media, need to intentionally get involved in regulating and monitoring the use of television by their children in order to prevent the negative effect as well as in encouraging the positive ones.

2.3. The Role of Media in a Society

Mcquail, (2005), in his media and society theory asserts that media and society are inseparable in many ways and it is often difficult to separate media from the lives of the society and vice-versa. He states, mass communication intervenes in some way between “reality” and individuals perception and knowledge (et al).

Mcquail, (2005), explaining more on the same idea asserting that media is highly related to the society, as a major socialization medium, a transporter of culture, a source of information, education, and entertainment, as an important factor in political communication and participation in a democracy, and a communicator of ideological values and norms, attitudes and beliefs (et al).

Thus the media can be seen to exert an influence on identity formation and behavior associated issues. In this regard, McQuail, (2005), states the concept of hegemony of how the media

product (news, serial, film) helps to reflect the life style of the society. Hegemony tends to define unacceptable opposition to the status quo as dissident and deviant. In effect it is a constantly reasserted definition of social situation, by way of discourse rather than political or economic power, which becomes real in its consequences (Hall, 1982, in Mcquail).

Hence media has a major role in the society and to the society. It seems that many people are dependent on the media to be informed about current events of the world and their environment. Above and beyond, they are dependent to receive information about less news worthy issues such as health and education. Researches also indicate that mass media serves as a major source of information, metaphors and values in a mass society influencing customs, taste and morality in a wide range of areas including politics, religion, family and sexual life, science and medicine (Clark, 1992, in Valente, 2002).

2.4. Television Watching and Children

Television viewing among children has been an ongoing issue as it is found to affect their development in various areas. This problem is getting more worrisome as the percentage and amount of hours of television exposure among young children is increasing, especially with the growing production of television programs. Studies have found that television exposure to children could effects their language and cognitive development, lead to behavior problems, attention disorder, aggression and obesity. The use of television by children particularly has raise debates and concerns to many organization and researchers (Anderson & Pempek, 2005; Griffiths & Machin, 2003) due to the boundless access to various types of information which could affect their development, behavior, health and learning.

2.5. Effects of Media on Individuals

2.5.1. Media effects are simple and direct.

The effects of media are not simple; neither are they usually direct. Most media effects are increasing and subtle, even when they are designed to influence behavior. This subtlety masks remarkable power and persuasiveness. For example, research on advertisements demonstrates that attitudes and purchase behavior can be altered by as few as two or three exposures to an advertisement (Woodward & Denton, 2000). Yet, as we watch or drive past advertisements we don't feel our opinions changing. The effects of media usually happen at a level of which we are not consciously aware.

2.5.2 Media affect everyone in the same way

Many people assume that, to be considered valid, media violence effects must be one-dimensional that is, that everyone must be affected by becoming more aggressive and violent. While that is one of the documented effects, it is not the only one. Meta-analyses (studies that analyze data presented across large numbers of studies) have shown that there are at least four main effects of watching a lot of violent media. These effects have been called the aggressor effect, the victim effect, the bystander effect, and the appetite effect (Donnerstein, Slaby, & Eron, 1994).

The aggressor effect - describes how children and adults who watch a lot of violent entertainment tend to become meaner, more aggressive, and more violent.

The victim effect - describes how children and adults who watch a lot of violent entertainment tend to see the world as a scarier place, become more to carry guns to school, which, ironically, increases one's odds of being shot).

The bystander effect - describes how children and adults who watch a lot of violent entertainment tend to habituate to gradually increasing amounts of violence, thereby becoming desensitized, more callous, and less sympathetic to victims of violence (both in the media and in real life).

The appetite effect - describes how children and adults who watch a lot of violent entertainment tend to want to see more violent entertainment. Simply put, the more one watches, the more one wants to watch. These effects are well-documented in hundreds of studies.

2.6. An Overview of Television (TV)

2.6.1. Definitions

Brown (1977) pointed out that the word television represents as disseminating many different things to different people and so a single definition beyond a purely technical description is impossible.

McKinney (1964) describes television as primarily a visual medium with a secondary sound based element. It is a medium that allows frequent drastic but related variations in visual presentations, thereby heightening the meaningful attention of the viewer. Dale (1969) defines television as a device which is capable of transmitting pictures accompanied by sounds. Wittich and Schuller (1957) describe television as “a means of converting a scene into an electronic image, and sending that image through space to be received and translated into its original visual form for the benefit of those who wish to see it.”

Television is an important tool for most people, young or old, as today most information are delivered to the public via this technology. It can now be assessed easily via cables or satellite,

which could provide consumers with every type of information that they need, either for work, leisure, interest, and so forth. With the emergent of this media and the production of various programs, television has caught the attention of most people. Comparable to other media, television is the most accessible media to most people, including children, where television is their most favorite form of media. Dale (1969).

2.7. Kana Television in Ethiopia

Kana TV is launched in April 2016. The station is a general entertainment free-to-air channel bringing international and local entertainment shows to Ethiopian audiences. Kana broadcasts exclusively in Amharic to ensure that its programs have the broadest appeal. The channel delivers dubbed international shows and series, and is expanding its original content offering to meet the requirements of Ethiopian audiences, with a focus on promoting local creative talent and expertise. [1]

Kana TV launched with 4 to 5 hours of fresh content daily and 8-10 different shows. Most of its initial series are top international hits from around the world primarily dramas dubbed and mixed into Amharic by its own professional voice acting team. According to TV channel executive ensures 'Our entertainment is in Amharic, original or dubbed. We wholly believe in Ethiopian culture, values and tradition; our productions reflect this belief.' According to the executive, nearly half of urban daily television viewers tune into foreign content to watch (not in local languages) on a daily basis. Moreover the website of Kana elaborates that there is significant scope to return those viewers back to content that is designed for and benefits Ethiopia's populace and economy and the station hope to be a positive catalyst.

In the digital area, Kana TV seeks to promote a ‘proactive and vibrant cross-platform’ strategy including significant effort with Facebook, the leading social media platform in Ethiopia. Even prior to launch, the company achieved over 125,000 followers and high engagement in a market with ~3% or less internet penetration. And in terms of revenue model, the TV station ensures on its website that in the short and medium term, the revenue model is focused on advertising and sponsorships, with the focus in bringing a very strongly customer oriented approach to the advertising offerings to ensure that their clients maximize value from advertising. [2]

2.8 An Overview of Television Series (TVS)

A drama series is designed to run, and return, for an indefinite number of years. The long running TV drama series is the Holy Grail for broadcasters who seek to maximize audiences with recognizable brands at the heart of their schedules. They are also more cost effective. In recent years, the lines between the two forms have blurred so that the terms ‘serial’ and ‘series’ have become interchangeable. This is largely a result of the way that the traditional drama series has changed (Mike 2017)

The media construct of a serial killer as a monster of heroic proportion is designed to sell a production movie or television show. Today’s serial offender has replaced the werewolf and Frankenstein as the modern boogeyman (Fox & Levin, 2001). This is part of the reason why the audiences for these depictions are growing; drama is enhanced by suspense and fear. Additionally, the simplistic view of the world as a division between good and evil is gaining in legitimacy. Showing the existing faces of evil to all who are willing to watch reinforces the perception that there is clearly and easily identified evil in the world.

2.9 Television Series (TVS) and the Effect

If by Television product effects, we mean that exposure to the television product changes people's behavior or beliefs, and then the first task is to see whether significant correlations exist between levels of exposure and variations in behavior or beliefs. Most research does show a correlation (Signorelli & Morgan, 1990), albeit a small and not always consistent one. The next question concerns the direction of causality. For example, having shown that those who watch more violent television tend to be more aggressive (Huesmann, 1982), researchers must ask whether more aggressive people choose to watch violent programs (i.e. selective exposure), whether violent programs make viewers aggressive (i.e. media effects), or whether certain social circumstances both make people more aggressive and lead them to watch more violent television (i.e. a common third cause). To resolve this issue, the effects tradition has generally adopted an experimental approach, arguing that only in controlled experiments can people be randomly assigned to experimental and control conditions, thereby controlling for any other variables in the situation. Only then can causal inferences be drawn concerning any observed correlation between the experimental manipulation (generally media exposure) and resultant behavior. In research on media violence, some researchers offer a bidirectional argument, concluding that there is evidence for both selective viewing and media effects (Huesmann, Lagerspetz, & Eron, 1984). Undoubtedly, many viewers choose selectively to watch violent or stereotyped programs (after all there has always been a market for violent images). However, it does not necessarily follow that there are no effects of viewing such programs or that motivated viewers can successfully undermine any possible effects. Many remain concerned especially for the effects of violent programs on children and so-called vulnerable individuals, irrespective of whether they chose to watch them.

However, if by media effects, we mean that the media do not generate specific changes but rather reinforce the status quo, then empirical demonstration of media effects becomes near impossible. It is difficult to know what beliefs people might have espoused but for the media's construction of a normative reality, and difficult to know what role the media plays in the construction of those needs and desires which in turn motivate viewers to engage with the media as they are rather than as they might be. Similarly, it is extremely difficult to test the argument that the media, in combination with other social forces, bring about gradual social changes over the long term, as part of the social construction of reality. Yet for many, these 'drip drip' effects of the media are likely to exist, for television is 'telling most of the stories to most of the people most of the time' (Gerbner, et al., 1986, p.18). There are, then, difficulties in conducting empirical research on both change and reinforcement conceptions of media effect.

As we shall see, the findings of the field are in many ways inconclusive. It has been argued, consequently, that the media effects debate can never be resolved and so research should cease. This raises two related questions. First, can any general conclusions be drawn from effects research to date concerning both the overall balance of findings and promising future directions? Second, if the issue will not go-away as the history of effects research and public concern throughout this century suggests how the question of effects should be reformulated.

2.9.1 Television Series (TVS) and its Effect on Behavior of children

The effects that Television series may have on children may be very different depending on the age of the child. As children face different developmental tasks, Television series are likely to have a greater or lesser effect depending on the specific issues the children are facing at that time. Children, who observe violence (in the Television series or in the environment around

them) others exhibiting a specific aggressive behavior, e.g. hitting, are more likely to perform the same aggressive behavior immediately.

Exposure to violent Television series has been positively related to subsequent aggressive behavior, fear, arousal, and anger. Additionally, there is a significant negative effect of exposure to violence on subsequent helping behavior. Infrequent exposure is not likely to produce lasting consequences, but parents, particularly need to be urged to protect their children against the kinds of repeated exposures that excessive play with violent video games or immersion in violent TV programs is likely to produce (Bushman, 2006 & Ray, 2006) from India reported that children having exposure to violence through media had poorer school performance and its impact on their psychosocial adjustments was detrimental.

Association between TV viewing and suicidal behavior has also been reported from India (Geeta, 2005). Both content exposure and screen time of media had independent detrimental associations with school performance in children and adolescents (Sharif 2006 & Hopf 2008) showed that the more frequently children view horror and violent films during childhood, and the more frequently they play violent electronic games at the beginning of adolescence, the higher will these students' violence and delinquency be at the age of 14. (Primack, 2008) showed that excessive TV viewing in adolescence is a risk factor for development of depression in young adulthood. TV viewing may play a worsening, if not causal, role in the development of attention-deficit/hyperactivity disorder (ADHD) (Christakis, 2004).

(Ray, 2006) investigated the relationship between TV viewing time, content, context, and peer integration. As children spend more total time watching TV, they spend a significantly shorter amount of time with friends as compared to those who don't. Thus, viewing television causes

poor peer relationships and thereby increases the risk for social isolation, anxiety disorder, agoraphobia, and antisocial behavior, including aggression and gang involvement (Thakur, 2001).

Some authors found that the more time children spent watching TV, the less time they spent with their families (Vandewater, 2006). While TV may isolate children, the reverse causal direction is also plausible lonely children may turn to TV for entertainment and companionship. Children who are marginalized by their peers use TV to escape the stresses of their lives and meet their social needs (Kubey, 1986). Conversely, children who are socially integrated spend less time watching TV (Krosnick, 2003). Thus, it can be argued that it is social isolation that motivates excessive media use.

Overall, it is most likely that both effects occur children who watch more TV become more socially isolated, which leads them to spend more time watching TV. While TV viewing is often perceived as an isolating activity, it frequently occurs in the company of friends. Because socializing builds interpersonal skills, TV viewing with friends may provide a venue for these skills to develop (Livingstone, 2001). It is important to consider content whenever investigating the relationships between media use and behaviors.

Violent television viewing may influence children to be more antisocial; resulting in their becoming socially isolated which, in turn, attracts them to more violent media (Bickham, 2006). To optimize children's social development and long term mental health, parents, teachers, and pediatricians should discourage the viewing of violent television programs.

2.9.2 Television Series (TVS) and Modeling Behavior

A growing number of studies have documented the positive ways in which early childhood learning environments contribute to the development of children. Bredekamp and Copple (1997) state, the time a child spends in preschool is an important period of development and is not regarded as just a period before formal schooling begins. The growing interest in providing children with appropriate learning environments has initiated a concentration in the design of learning environments (Pianta et al., 2002). A good foundation in education may lead to success in learning and, eventually, in life. Understanding the influence of the environment on a child's growth and development is an important part of building that foundation.

Children learn by perception. The way they perceive their environments, whether positive or negative, has an effect on their learning experience (Read, Sugawara, and Brandt, 1999). Careful and considerate design of children spaces may lead to more interaction and involvement by the children toward their tasks and promote better learning habits (Doctoroff, 2001).

Television viewing among children has raised issues and concerns to many researchers and professionals. As television series can be affectionate to watch, it could glue children on the couch; continuously watching one program after another. Many studies have found that children who live in 'heavy' TV-viewing households are more likely to have poor academic performance (e.g. Razel, 2001), violence (e.g. Ni Chang, 2000).

2.9.3 Children's Television Series Watching and Parental Involvement

According to Fehrmann (1987) parental involvement is by no means a unitary construct. A parent can be defined as a person who fosters as aspects of child's growth, nourishing, and protecting, guiding new life through the course of development. Similarly, parents who believe

that their own role is important in affecting their child's achievement in a positive way tend to be more controlling and more facilitative to the development of the child's interest.

According to Bratcher, (1982) parents are the most significant influencers to which human beings belong and families continuously generate ideas for directing and choosing a career for their children and support them by providing important information.

Similarly, Grolnick and Slowiaczer, (1994) has defined parental involvement as the dedication or resources by the parent to the child within the given domain. This definition recognizes a view that there is a difference between parents' overall involvement with the child and involvement in the child's education because of parent's values, time commitment and availability of resources, they may choose to, or force, social activities, sports, etc.). In this connection, the researchers suggest a conceptualization of parental involvement in children's schooling that integrates education and development constructs and includes both general definitions as well as specific dimensions (Grolnick, 1994). Parents can involve in different ways through his or her behavior by going to the school and participating in activities such as parent - teacher conferences. If the child experiences this behavior, the parent may be modeling the importance of schooling and such behavior may provide the parent with information so that she or he can help the child manage his or her children's affective experience that the parent cares about school, and has enjoyed interaction with them around school. More specifically, it includes parent's interest and knowledge about their children's activities and endeavors. It is believed that such participation may convey positive feeling towards the child (Grolnick and Slowiaczer, 1994).

The need for parental involvement originates from the fact that parents make critical contributions to child's achievement. Parents are considered as the first teachers of their children.

This notion tells us the understanding that earlier in life are critical in terms of determining the abilities of children and those children's earliest learning experiences occur within the family.

The strongest support for learning occurs at home through positive parenting styles, night time reading, homework policies and high expectations (Epstein, 1995). Parents and the family in general make considerable contribution to the child's achievement from early childhood. They do this by talking and playing with infants, reading bedtime stories with toddlers, reading, playing games with elementary school students, helping middle- high school students with their homework, and establishing appropriate boundaries for teenagers are foundations for success in school (Davis, 2000; cited in Admasu, 2004). This implies that the need for strong parental involvement starts by the time children are in pre-school and continues through high school based on the methods and expectations of parental involvement that change as the child grows older and continues to involve until graduation.

Parental involvement in their children's life is associated with students' success with the positive effects of parental involvement having been demonstrated across a wide range of age and populations (Ferhmann, 1987). Parental involvement is also recognized as impacting on adolescent development, and is seen as having two dimensions: parental engagement, or the amount of time a parent engages in directly with a child; and parental accessibility, or the time a parent makes available to the child. Parental engagement, measured as the number of times per week that parents engage in certain kinds of activities with their children (such as reading, playing sport and sharing hobbies or games), has been shown to have positive effects on child development and educational achievement (Sarah,2003). Furthermore, Parental involvement is referred to as parents' participation in their children's education with the purpose of promoting their academic and social success, according to Taylor (1991), cited in Steinberg, (1993).

In addition, there is an argument that children learn more when they receive consistent feedback and follow up from home and school. With this regard Epstein (1991) writes that the main reason for better communications and exchanges among schools, families and community groups is to assist students' at all grade levels to succeed in school and in life. The researcher has found positive and significant effects of parental involvement on achievement in the classrooms of fourteen elementary school teachers who used various techniques to involve parents in their children's learning. Parental engagement emerges as an invaluable effect on educational achievement of adolescents.

As Yinkuan (2000) stated parental engagement in children's education is multi-dimensional such as monitoring children's activities outside home and school; discussing about and helping children with school work and school related issues, holding high educational expectation, participating in school related activities and reading to children. In addition, they also stated that parental involvement is associated with multiple measures of student's achievement.

The influence of parents on their children's behavior may be viewed from different angles. The financial motive and expectation of parents also play significant role by adding their own biases directly or indirectly in the behavior and interest of their children as it was stated by Clutter (2010). Of course, what parents do and how they do has more serious influence that what they speak on interest of adolescent children.

2.10. Social Class of Parents and Their Involvement

Do you think that all parents have similar understanding and share the same level of knowledge about the behavioral change of their children as the result of media? Many studies indicate that differences among parents in their level of involvement in shaping the behavior of their children

varies with their social class, poverty, health, and also their feeling concerning whether their involvement is appreciated by school and teachers (Desforges, 2003). The above stated points clearly state about the existence of parental involvement and their involvement is also limited by the level of their social class. Parenting has its indirect influence by molding the child's self-concept as learner and setting high goals. The review done by Desforges (2003) concludes that we have good enough knowledge base how proper parental involvement works in promoting achievement.

2.11 Television Series (TVS) Watching and Theory Related to Human Behavior

There are different theories related to human behavior, the researcher will employ Social Learning Theory to assess the role of media in molding the behavior of children, as this theory is more relevant for the objective of the research.

2.11.1 Social Learning/ Cognitive Theory

Social Learning Theory was developed by Albert Bandura in (1977 and 1986). The theory was developed from experimental psychological studies, which demonstrate how children learn and imitate modeled behaviors. This framework is greatly utilized in health promotion campaigns, education and communication research says Barbosa (2005- 2006). According to Barbosa, Bandura stresses the influence of symbolic modeling derived from television, films, and other visual media. Bandura says that audience usually Identify themselves with attractive character in the mass media, which they model later.

Bandura (1977) as cited by Barbosa (2005 – 2006) argues that people learn from observing role models in day-to-day life. One learns not only through personal experience but also by observing the actions of others and the consequences of these actions.

Bandura explains:

Learning would be exceedingly laborious, not to mention hazardous, if people had to rely solely on the effects of their own action to inform them what to do. Fortunately, most human behavior is learned observationally through modeling: from observing others one forms an idea of how new behaviors are performed. Because people can learn from example what to do, at least in approximate form, before performing any behavior they are spared needless errors, (Barbosa, 2005-2006).

According to Bandura's Social Learning Theory, role models should 1) be similar to the audience, 2) demonstrate the behavior, and 3) be rewarded for practicing it. Bandura has argued that self-efficacy influences individual's ability to imitate modeled behavior. People with self-efficacy, who believe in their own ability to change, are better in relating themselves to the model they see, and imitate the modeled behavior later. Only when efficacy expectations are high people perform certain behaviors.

Social Learning/ Cognitive Theory has four variables, which show the steps to the behavior change. They are known as Attention Process, Retention Process, Motor Reproduction process and Motivational/ Acquisitional Processes (Simons-Morton and Greene, 1999; and Barbosa, 2005-2006).

a) Attentional Process – In order to initiate what they see in the mass media people have to watch what is being shown in the media by attention. Individuals cannot learn much from observing unless they join to, and perceive accurately the important features of the shown behavior (Bandura 1986 as cited by Simons- Morton and Greene, 1995). The attractiveness, the relevance

of the topic, the complexity of the behavior performed is all contributing factors in attracting the attention of the observer.

b) Retention Process – Retention process deal with the ability to remember the model. If the behavior that is seen is to be used in times to come the action has to be retained in the mind.

c) Motor Reproduction – This is the actual performance of the behavior that has been learned from the model.

d) Motivational/ Acquisitional Process – People continue to act the behavior that they think is desirable in the society and is rewarding.

Performing or not performing certain desired behavior results in reward or in punishment according to Bandura. He articulates that people are more likely to adopt exhibited behavior if it results in outcomes they value than if it has unrewarding or punishing effects (Bandura, 1977 as cited by Barbosa 2005 – 2006). That was why the researcher chose Social Learning Theory for the evaluation of the influence of serial on the children viewers.

Moreover, Krumboltz's approach on person's behavior elaborates that individuals behavior is based on behavioral psychology, social learning theory and cognitive behavioral theory. According to him, personality is not a result of infantile instinctual impulses (as in Freudian theory) but it is the result of individual's interaction with their environment (Thompson, 1999).

Thompson (1999) continued describing learning in three types:

1) Instrumental learning: it involves pleasure and point. It is known that behaviors that have pleasurable consequences are repeated by people. That means children reflect a behavior which makes them to feel good and comforts.

2) Associative learning: whenever some situations, events or place are attached with an emotion, then associative learning occurs. For example, if the life of a person was saved by a physician in a hospital, children who observe this story might be pushed to be a physician.

3) Vicarious learning: these are new behaviors and skills which are acquired by observing other peoples or gaining new information through the media. Some people may be seen as models by others in their environment.

Some people usually reflect a behavior which is similar to their parents or other individual who is seen by them as a hero (Thompson, 1999).

According to, Krumboltz, (1979), some activities are reinforced either positively or negatively by abilities and emotions (along with environmental and cultural factors). Those individuals who are emotionally positive or rewarded by their peers/society are usually inclined to do what they fear (Krumboltz, 1993).

CHAPTER THREE: RESEARCH METHODOLOGY

Research methodology is a way to systematically solve the research problem; it may be understood as a science of studying how research is done scientifically (Kothari, 2004). The logic behind the methods to be used should be explained in context of the research study and explain why a particular method or technique is used so that research results are capable of being evaluated either by the researcher or by others (Kothari, 2004).

Hence, in this chapter, detailed description of the research method of the study is presented and discussed.

3.1. Design of the Study

In order to assess the role of media in molding the behavior of children whose parents are dedicated at watching television serials at Kana TV in Gulele sub city, the study used qualitative research methodology. The rationale behind using qualitative method is; it gives a wide opportunity for the informants to express their thoughts, beliefs and feelings on the subject under discussion. Terre Blanche & Durrheim (1999) details that reality is interpreted or constructed in qualitative research design. Hence, in this study, the lived experience of the informants have been analyzed and explored. Likewise, Creswell (2007) stated that qualitative research helps to see the meaning individuals give to social and human problems through listening stories and hearing their voices. Thus, by using qualitative research methodology, the psychosocial difficulties of the returnees have been examined. The same, Woods (2006) details that qualitative research is concerned with life as it is lived, things as they happen, situations as they are constructed in the day to day, moment to moment course of events and seeks the lived experiences in real situation.

When choosing qualitative research, there are assumptions that reflect a particular position and further shape the research through a basic set of beliefs that guide an action. Hence the philosophical assumption behind this research is social constructivism. As well, Creswell (2007) indicate that social constructivists argue that individuals develop subjective meanings of their experiences, meanings directed towards certain objects or things. Likewise, this study depends on the lived experiences of returnee migrants and their views of the situation where subjective meanings are attached to their lives.

As stated in Creswell (2007), qualitative research is mostly called interpretative research as the researcher's intent is to make sense or interpret the meaning others have about the world. Furthermore, Strauss & Corbin (1998) indicate that qualitative research can refer to persons' lives, life experiences, behaviors, emotions, and feelings as well as about organizational functioning, social movements, cultural phenomena, and interactions between nations. Thus, as the informants of this research are parents who are dedicated at watching television serials at Kana TV, their life experience both with their children, their interpretation to the changed behavior they are looking, their expectations on the children behavior, their interaction with their children after starting watching Kana television serials, the change their children have brought at home will be extensively described using data generated by qualitative research methods.

From among the five qualitative research methodology, case study approach was employed in this study as it involves informants (serial obsessed parents) that could be considered as cases through which the issue under discussion could be studied in a in depth manner . As indicated in Creswell (2007), case study research involved the study of an issue explored through one or more cases within a bounded system.

In addition, Bloor & Wood (2006) details that case study aims to understand a social phenomenon and provide description through a detailed example. Hence, the critical and conditional life style of parents including their perception and experience about their children behavior can be easily portrayed using a case study approach.

Moreover, Yin (2003), states that case study method allows investigators to retain the holistic and meaningful characteristics of real life events such as individual life cycles, organizational and managerial processes, neighborhood change, international relations, and the maturation of industries. Therefore, in this study the real life events of parents who are dedicated at watching television serials have been systematically analyzed giving priority to the life experiences of their children.

From among the type of case studies, this study employed descriptive case study. According to Yin (2003), descriptive case study is used to describe an intervention or phenomenon and the real-life context in which it occurred. Hence, the real life experiences and difficulties faced by parents who are dedicated at watching television serials with their children have been thoroughly described using this method.

As described above, this study is designed to use qualitative research methodology through purposive data collection method. It mainly focuses on descriptive case study approach through utilizing both primary data sources and secondary data sources. The size of the sample was determined until the level of saturation.

3.2. Site of the Study

Creswell (2007) states that the general guideline of qualitative research is not only to study few sites or individuals, but also to collect extensive detail about each site or individual studied. The

intent of qualitative research is not, however, to generalize the information, but to elucidate the particular, the specific. Similarly, Henn, Weinsten& Foard (2006) state that research sites and participants are typically selected using theoretical sampling in which participants and sites are selected based on their relevance to the focus and representativeness of the concept of the research.

The study participants for this study were selected from Tsion Condominium (TC) that is found in Addis Ababa Gulele sub city. In order to approach the target informants and collect primary data, this village is purposefully selected.

3.3. Source of Data

Both primary data sources and secondary data sources were used to conduct this research. In a case study approach, data is collected through a detailed data collection process involving in-depth interviews, focus group discussion, and documents (Creswell, 2007). Similarly, Alston & Bowles (2003) states that the researcher can use one or more of the several research methods under the case study method depending upon the prevalent circumstances. In other words, the use of different methods such as depth interviews, questionnaires, documents, and study reports of individuals, letters, and the like is possible under case study method. Thus in this study, in-depth interviews with parents /informants/, in depth interview with key informant's and other secondary data sources were used to conduct this study. Using these data sources enables the researcher to collect sufficient data that are very helpful to conduct this research. Meanwhile, Woods (2006) states that, triangulation is a means through which multiple types of data are related to each other to support or contradict the interpretation and evaluation of a state of affairs. Thus, all the collected data have been triangulated in order to come up with reliable data.

The primary data will be collected from the parents and key informants. I will contact parents those are dedicated at watching television serials at Kana and from dedicated at watching Kana TV and those who understand serials are changing their children's behavior in TC (Tsiion Condominium (TC) a village under Gulele Sub city. Similarly, key informants are parents who closely understand that behavioral change is occurred on children and who have first-hand information on the overall experience of media's power in molding children's behavior will participate in the study. The major purpose of using key informant interview is to collect information from people who have substantial knowledge and direct information about the topic under discussion. With this reason, using key informant interview as one method of data collection will help the researcher to gather sufficient and supplementary information regarding the changed behavior in their life.

While using secondary data sources, books, research papers, and reviewed journals, published and unpublished articles related with the topic will be taken into consideration.

3.4. Study Participant's Selection Procedures and Selection Criteria

The informants of the study will be selected using purposive sampling strategy as they have some stories to tell about their lived experiences. All the informants of the study will be parents dedicated at watching television serials at Kana with their children and who faced various behavioral changes on their children as a result of different serial stories, and who strives to bring some change in their children's changed behavior after they are watching the serials of Kana TV. Arber 1993, p.74 stated in Henn.et al., (2006) states that sampling stops when "theoretical saturation" is reached, that is, when no new analytical insights are forthcoming from a given situation. Thus in this study, the sample size of the informants was determined until the

level of saturation. Hence, ten in-depth interview informants and eight FGD participants was purposefully selected from the site of the study.

3.5 Sample size

The sample size in a qualitative case study research can be many Creswel (2014 PP 180). Yet the researcher can stop collecting data when the categories (or themes) are saturated: when gathering fresh data no longer sparks new insights or reveals new properties Charmaz (2006) as cited in Creswel (2014).

In order to gain multiple perspectives in the area of teachers' perception, this study used the maximum variation purposeful sampling strategy (Creswell, 1998). To achieve this, eighteen, parents were recruited to participate. The parents were selected from seven blocks living at TSION condominium in Gulele sub city of Addis Ababa. The total number of residents in this village is 88. All participants were both female and male parents.

3.6. Instruments of Data Collection

Alston & Bowles (2003) indicate that, a case study approach is a careful and complete observation of a social unit where the behavior and pattern of the concerning unit is studied directly and not by an indirect and abstract approach. Similarly, a study conducted by Somekh&Lewin (2005), indicated that in depth interviews offer an insight into respondents "memories and explanations of why things have come to be what they are as well as descriptions of current problems and aspirations. Hence, the changed children's behavior can be recognized by parents and become studied using this method through approaching them directly using in depth interview.

Qualitative in depth interview questions for this study were developed in accordance with the objectives and the research question of the study. Accordingly, Henn.et al., (2006) indicate that in depth interview provide qualitative depth by allowing the respondents to talk about the subject under discussion in terms of their own frame of reference and it also allows the researcher to maximize his/her own understanding of the respondents point of view.

Thus in this study, qualitative in depth interview were used as a main tool as it helps the researcher to dig out pertinent information and identify the major concepts on the issue under discussion. With these regard, in-depth interviews are very essential to uncover the relevant information concerning the topic under discussion. The study by Leedy&Ormrod (2001), state that in-depth interviews have distinct advantage of enabling the researcher to establish rapport with potential participants and therefore gain their cooperation. It also enables the researcher to clarify ambiguous responses, and to raise appropriate follow-up questions to get further information.

Among the type of interview formats, open ended in-depth interview guide was developed and used in the process of data collection. This type of interview questions helped to explore personal issues and probe questions to the informants out of the response that the interviewees provide as it allows the researcher to be flexible to some extent. In addition, the questions being less formal and less structured to allow the respondents to take part in agenda setting. Henn.et al., (2006) underscore that having open ended question will help the researcher to make note of what the informant exactly say rather than interpreting the responses in terms of pre-defined answers. In addition, Yin (2003) indicate that, case study interviews are of an open-ended nature, in which you can ask key respondents about the facts of a matter as well as their opinions about events. Thus, in this study open ended interview was conducted as it allows the researcher to have

deeper knowledge and understanding on the issue under discussion and helped the respondents to answer questions without limitation and construct meaning of a situation.

Correspondingly, Creswell (2007) states that the more the questions are open ended the better the researcher listens carefully to what people say or do in their life setting. Therefore, interview and focus group discussion questions for this study have been developed in accordance with the objectives and the research question of the study.

Focus groups are effective in eliciting data on the cultural norms of a group and in generating broad overviews of issues of concern to the cultural groups or subgroups represented.

3.7. Data Collection Process

The data collection process was started by officially submitting support letter from Addis Ababa University School of Social work to Tsion Condominium. The data collection was started in middle of February, 2018. Then after, I go to visit TC village and I was trying to contact some of my interviewees.

In all the interview and FGD sessions, I was introducing myself and try to explain about the objective of my study and confirm the confidentiality of the information to the respondents. In addition, I used a voice recorder after asking their consent on the usage as it was tuff to listen to their life experience and to take a note at the same time.

3.8. Data Analysis Procedure

According to Alston and Bowles (2003), qualitative data analysis consists of three general stages; these are, data reduction where data are coded, summarized and categorized, in order to identify important aspects of the issue being researched, data organization where it is the process

of assembling the information around certain themes and points, and presenting the results, usually in text and data interpretation where identifying patterns, trends and explanations leads to conclusions. Thus in this study, after the data is collected, it was organized for analysis and interpretation using a case study approach

Therefore in this study, after the completion of the data collection, each recorded data and rough notes were transcribed and translated into English and became changed into an organized note. The analysis of the data was made on these transcribed notes. After the data is transcribed, I tried to read and re-read the data and try to come up with three major themes of the study that could fit to the objective and research question of the study. Then after, code was given to each response and summarizes and categorizes the data into the major themes developed. The coding was done by giving numbers on its side to easily relate it to other coded information in the transcribed data. Finally all the coded data was going to be organized and the information became inserted under the major themes which were already formulated after reading the transcribed data.

Moreover, Bloor and Wood (2006) provide that a data in a case study approach usually proceeds in providing a description about the setting or the topic under discussion. By the same token, Alston and Bowles (2003) details that qualitative data analysis is about interpretation and finding meaning that people ascribe to their experiences through texts and explanations. Thus, in this study the lived experiences of parents in village and the probable significant behavioral change they understand on their children was described in a detailed manner.

Following the data analysis, interpretation of the data was the next step. Kalof, Dan & Dietz (2008) details that; interpretation is the process by which a meaning and significance is attached to analysis and explanation is provided in a descriptive pattern. Therefore, the data that is

analyzed was interpreted and explained in terms of the objective and research question of a study and became linked with reviewed literatures.

3.9. Validity and Trustworthiness of the Study

In qualitative research validity means the accuracy of the findings by employing certain procedures (Creswell, 2007). Based on this, in order to ensure validity of this study the data that was gathered from different sources have been triangulated. Besides, to determine the trustworthiness of the qualitative findings, the recorded data was checked twice to avoid obvious mistakes during the transcription process. The words and phrases of the informants also became directly incorporated to give more space for their standpoint.

3.10. Ethical Considerations

Ethics are the rules of conduct in a research where the value of honesty, frankness and personal integrity as well as ethical responsibilities to the subject of research such as consent, confidentiality and courtesy is measured (Walliman, 2006).

Having this in mind, before going to the data collection process, an official support letter from Addis Ababa University, School of Social Work was written to Tsion Condominium village parents to become trustworthy and so as to select the participants of the study. Next participants become informed about the aim of the study and their participation based on their full consent and any of the information that is given by them becomes merely used for the purpose of the study and assuring them as they can withdraw at any time.

Furthermore, during the interpretation of the data, the researcher tries his best to provide accurate account of the information.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This chapter presents the results of the study in accordance with the research questions raised. The first section presents background characteristics of the participants. The second part proceeds to discuss findings of the researcher's observation on physical setup of the study site and the living style of families. The third part discusses the findings of in-depth interview and focus group discussion regarding the objective of the research. The fourth part deals with analyzing the role of Kana TV serial watching on the behavior of children.

4.1. Socio-Demographic Data of Participants

This section of the paper presents the socio-demographic information of all participants in in-depth interview and focus group discussion. On top of that, description on participant parents has been incorporated as well.

Table1:- Socio-Demographic Information of in-depth interview Participants

Participant Name	Age	Sex	Marital status	Religion	Area of residence	Educational level	Occupation	No of child	No of family
Dagmawi	35	M	Married	Orthodox	Tsion.c	Diploma	Private	2	5
Fikir	28	M	Married	Orthodox	Tsion.c	Diploma	Governmental	2	5
Sitra	28	F	Married	Muslim	Tsion.c	Diploma	–	3	6
Fikadu	29	M	Married	Orthodox	Tsion.c	10+1	–	2	3
Zelalem	42	M	Married	Orthodox	Tsion.c	Degree	Governmental	4	7

Netsanet	35	F	Unmarried	Protestant	Tsion.c	Degree	Private	3	4
Hana	30	F	Married	Orthodox	Tsion.c	College	_	1	6
Tadewos	34	M	Married	Orthodox	Tsion.c	Diploma	Private	2	5
Tinsae	32	F	Married	Protestant	Tsion.c	_	_	3	7
Hawa	38	F	Married	Muslim	Tsion.c	12	_	4	5

Table 2 presents the socio-demographic data of focus group participants. In this study eight parents had participated in the discussion.

Table2:- Socio-Demographic Information of Focus group Participants

Participant Name	Age	Sex	Marital status	Religion	Area of residence	Educational level	Occupation	No of child	No of family
Birhane	36	F	unmarried	Orthodox	Tsion.c	Diploma	_	3	5
Zemzem	28	F	Married	Muslim	Tsion.c	Diploma	_	1	3
Siyum	29	M	Married	Orthodox	Tsion.c		Governmental	2	4
Dibora	24	F	Married	Protestant	Tsion.c	Degree	_	3	6
Semir	41	M	Married	Muslim	Tsion.c	Degree	Private	3	5
Tsegalidet	33	M	Married	Orthodox	Tsion.c	College	Private	2	5
Toyiba	29	F	Married	Muslim	Tsion.c	10+3	_	3	4
Yibel	34	M	Married	Orthodox	Tsion.c	_	Governmental	2	4

4.2 Physical Setup of the Condominium Houses and the Living Style

The researcher observed that, Tsion condominium is a known condominium building with 7 living building and 4 store blocks located at the Gulele sub city N of Addis Ababa, 'semenber' Street near to Gulele Square located at the foot of the bridge leading into Brooklyn Hotel. On this condominium I get a spectacular view to some parts of Addis Ababa. I had a discussion with some parents and other villagers. Most parents are interested in entertainment programs to spend their time and satisfy their self. Due to lack of adequate income and other factors, they can't afford to go to theatres and cinemas most parents have to watch Kana TV with their children. Parents of this village are eager to watch Kana serial so this is their only choice. There are almost 88 registered inhabitants.

More over the inner infrastructure of the village is really bad; there is no sufficient play ground to children in the condominium. For example to have enough parking to car is difficult. I also met some children. Like all ordinary children's of their age, they have a dream to have enough play ground but the environment does not allow them to fulfill their wish. As a result their only choice is to watch Kana TV with their parents.

4.2.3 Findings of In-depth Interview and Focus Group Discussion

When I asked my respondents about why they watch serial movies at kana TV during an in-depth interview, and FGD out of eighteen respondents all of them have responded that they are dedicating their time on Kana TV due to the lack of economy, alternative opportunities of entertainment and other related factors as well.

All of the respondents share the concern that Ethiopians were living in the limited 'box', the same media, compared with the previous generation. Therefore, the growth in satellite media

technologies contributes for the competition of different media and serial products into our country including dubbed international shows and series. I have observed during the course of the study that watching of TV serial was a life style by most parents. Kana TV products are still watched as a day to day activity.

Most Kana TV serial viewing informants fear is that those dubbed shows and series that are broadcasted to Ethiopia through the satellite are very dangerous for the wellbeing of the children. It further introduces complicated crime: modeling thoughts, the power of money, abusing Ethiopian cultural values and wastes time. From the abovementioned testimonies, therefore, it can be argued that most of the informants believe that Kana TV Serial to some extent contradicts with the moral, cultural, ethical, and religious values of children's of Ethiopia, besides putting the school performance of the children at danger. However, this belief did not restrict some of parents from watching the Kana serial.

Generally, there are only serial watching parents observed in this study. Those are living at Tsion Condominium house and having access of Kana TV via satellite, and dedicated at watching television serials at Kana TV with their children.

My informants have shared with me their personal experiences as well as what they know about the subject matter. Based on responses during the in-depth individual interview and focus group discussion, I have divided the discussion of results in to three major parts: discussion of Kana TV serial viewing of Kana TV and its psychological impacts on children, discussion of serial viewing with regard to children behavior and parents experience as well as discussion of the next plan of parents on TV serial watching. Under each of the three major classifications there are

about eight thematic issues to be identified and discussed. Therefore, here underneath, results shall be presented in comparison with the theoretical framework of the study.

4.3. Presentation on Children Behavior and Emotion of Parents

This section presents the emotional reaction that participant parents had experienced. Emotional reactions of shock, fear, worry and stress had been experienced by participants in relation to child's behavioral change with Kana TV serial.

The findings of the study show that participants had experienced more than one emotional reaction not only when they start watching serials with their children but also up to now.

4.3.1 Shock

Shock was one of the reactions parent's had when they sleep with their child after watching Kana serials. Moreover, few informant said that their children were even shocked at day time after they watch Kana TV serials.

Some of the viewers of such kinds of serials on Kana are not happy with their experience as well. Most of them feel shock and guilty about their children experiences. One of them, for example, Dagimawi who said;

“during the night my child do have ‘bad dreams’ on her bed. I think she found herself struggling with something based on her thought during the day while watching the Kana serial. This disturbs me a lot every day. In the future we try to stop viewing. We should stop.”

Some serials reflect a ‘shocking’ thing. There is a serial seen which parents cannot imagine or think to watch with their children. In addition to that, there were situations that had made most

parent participants to shock which are reflected in the focus group discussion session. In explaining one of the situations that made him shock, Yibel, FGD participant, had said

“most of the serials are not specific to children’s age. Sometimes these serials didn't have any educational elements to our children but we call them ‘family dramas!’ why? And I remember the advice of one of the actor to his brother on Kana serial, ‘kill yourself and get rest” both I and my child was shocked.”

4.3.2 Fear and Worry

Other emotional reactions study participants had experienced were fear and worry as a result of their child’s behavioral change by TV serial. Fear among parents of children; arise due to different interrelated factors. The thought of their child’s bad behavior after watching serials and a practice what is seen at the serial is also make parents to develop fear. Zelalem, father of a four children explained why he fears as

“I worry and fear to the future generation including my children. I fear to every boy that lives around our village. One day I heard one thing from our neighboring child ‘how does you kiss me’? I feel ashamed during listening. Then, I became aware to serial effects later. It is shaping our children’s behavior in a silent way.”

Similarly Tadewos, had said

“I have been watching Kana TV serial since we start living at this condominium house. But at sometimes while I think about my children, I start to fear that my children’s future life would be distressed because they are on the way to know everything which is inappropriate to their age”.

Based on the data obtained from the FGD, almost all of the participants have agreed on the fact that the Kana serial has a huge behavioral implication on their children. When they are explaining the behavioral effect of the serial, three of the discussants come up with a similar idea. They said that since the serial is molding the behavior, most children will wish to be like actresses on the serials. Then this is creating fear and worry among parents. Toyba's experience shows that,

“I faced different behavioral changes after my child watches Kana serial. I want some kinds of force that stop us to watch. I always worry about this. However, most parents' belief Kana is dangerous but nobody stops them from watching serials with children. Our children are wishing to be like those actresses on the serials”

Moreover, the view of Fikadu under in-depth interview will be presented below:

“What is shown by those actors? It is a suspense drama with full of crimes. The actions shown by those actors in the serials shaped my child's mind in a negative way. What can be seen tomorrow is my fear” moreover Fikadu told me

“For me Kana serials are extremely dangerous to children. Imagine, the husband killed his wife and said, "I gave her price." It is shocking to watch and hear such thing with your child”

The major finding from the FGD was that, in addition to acting as the actresses, serials had a huge impact on their behavior. As it was stated by most participants, the psychological impact of serial led the children to feel fear. But, it might be wrong to consider it as it happens at all

family, since some parents feel as there is less psychological effect as a result of careful parental involvement.

In this study, I had found worry to be a common experience among participant parents. Several factors associated with behavioral change as the result of children's television viewing habit had made participant parent's to be worried. Child's continuing behavioral change and practice, needs, and wish were identified as factors those create worry on participant parents.

4.4 Parent's Perception of Kana Serial Viewing with Regard to Children Behavior

Participant parent's perceptions to child's serial watching were forced by different situations and vary from one parent to another.

The finding of this study part show that parent's positive and negative understanding to serials, understanding as time spending mechanism, treat to cultural identity of a child, and issues related to parental experience had been identified in this study as perception of the role of serials in molding the behavior of a child.

4.4.1 Parent Participant's Positive and Negative Perception to Kana Serials

This section of the study finding presents parent's responsiveness and perception to child's new behavior. Understanding study participant's awareness of serial impact to child's behavior and their perception is vital as it enables to look into how parents react to the situation and adjust changing behavior that had come about.

Parent participant's awareness on serial message in molding their child's behavior varies across participants. There were participants with an in-depth interview who had think about serial

messages never affect the behavior and future life of their children at all. In addition to this, Sitrasaid

“I don’t think that Kana TV serials affect the behavior of children because they are children who don’t remember what they watch at their childhood stage. I don’t even worry about their future life because I think that we will stop watching Kana TV serial or other movies. If our family gets money our living status will be changed.”

Moreover, Tsegalidet in a FGD emphasized the educative aspect of serials; with regards to knowing others culture and styles of life. Tsegalidetsaid

“Kana is a chance to realize what Turkey and Turkey’s people live. The Chanel is teaching them with visual evidence. Our generation lost this chance by lack of technology. We don’t compare the previous generation with this generation. Everything is different. We have to acknowledge the educative purpose of serials. Now my children think and know about other countries tradition and way of life. Moreover in side Kana TV serials my children can see how other people live also they enjoy it.”

Similarly, FGD participant Zemzem had also perceived Kana

“Kana is something good. I let my children to watch Kana television serial freely with me because i carefully follow-up to them and direct them to behave in a positive way. Kana serial reflections are good because i believe that it is one of the informal teaching and learning method about life both to parents and children.”

4.4.2 Spending Time

In this part, most parents understand as that watching TV serial is a means of spending time.
Respondent Sitrasaid,

“For example, our home [condominium] is where my children spend the time after school. I can’t afford going to children theatres and cinemas. Children cannot read all 24 hours, and they cannot sleep the whole day. So what am I supposed to do? Therefore, sit at home to the nearest entertainment is a good choice for our family. It is affordable and also enjoyable media.”

Some other informants hold similar views regarding the lack of income and alternative recreational places to enjoy and menaces of entertainment to their children.

More over Fikadu told me that

“I can’t watch Kana TV serials at home without my children because we do not have a private room and or TV. I cannot tell them to let them out because all our family members have and use only one salon.”

Similarly, FGD participant Diborahad also told me

“My child watches for a long time. He spends much time at home after he back from the school. He watches for 2 hours each day. One time, he was on exam and I advise him to study hard and locked his private room to study his lesson alone, then I heard a sound and opened the room. Do you know what happen? My child was crying. I was very angry by the condition.”

As it has been briefly discussed above, some of my respondents also share the same concern similar with what Fikadu. It seems that watching Kana TV serial to some family members is the

best alternative to spend time for in-depth interview respondent Zelalem. Like that of Dagmawi and Sitra's families are becoming regular viewers of Kana TV that show Turkey, Brazil and Korea serials including their children after they come back from school. Sitra said,

“I do not have a job to do. I could not afford to send my children to recreational places. So we have to create something here in the house. When my children came back from school I prepare some meal and I open Kana serial at home. Since my children do not have a recreational place to go [that we can afford] or do something, watching movies [including Kana serial] is sometimes our only alternative for every day.

Therefore, from the responses of informants, it can be argued that some families are attracted to the Kana media products due to the lack of adequate income, lack of recreational centers, and alternative local media products: that are affordable and also attractive to the children.

Fikadu, a jobless man, on the other hand, told me that he is Watching Kana serials with his family the whole days in a week. One of his reason is he can spend much time on that. On the other hand he is initiated to watch serials because he loves watching dramas with all sorts of serial genres. Fikadu

“I did not have another place to go or something to do. I search satellite channels all day. I did not have a job. My children also watch kana TV serials together with me and my wife. Regarding to my children behavior it may be not good but I have no choice. I have to spend my time by relax myself. I think it is difficult to stop watching Kana TV serial at this situation.”

From this informant, I have come to realize that when most of parents in the same socioeconomic status and parents without job prefer to watch TV serials; due to many reasons. Moreover, Kana serials are the cheapest means of entertainment for the poor and unemployed family members because it only requires just having TV and satellite receiver to watch serials year to year. But there is no other attracting and affordable way for such kinds of parents in this condominium.

To elaborate more, Dagmawi expressed the situation as

“What I wanted to say from my experiences, on one side we are poor. On other way there is lack of good entertainment media so it is very difficult to find other option. It is also very expensive to go and relax especially in cinemas in the city. Our family members like to watch it together as other families. Yes! There are clear and non-stop changes on our children’s behavior but decide on Kana TV channel is difficult because of those different interests reflected inside the family members. It is very stressful”.

According to this informant, the reason for them to watch Kana serial is that, the income of the family and unlike interests from different family members. Living situations are pushing parents to remain at home with their children, it make them less capable in visiting recreation areas.

This is also one of the points raised on FGD by most participant parents as the major reason for the watching Kana Television is the economic status of a family. Toyiba also expressed the pushing factor simply as

"It is a great option to watch Kana since you don't have enough money."

4.4.3 Threat to Culture, Modeling Crime and Future Life

My informants have repeatedly expressed their ideas during in-depth individual interview regarding the potential threats of TV serials upon local traditions: mainly children's lifestyle. The potential influence has to do with the fact that children want to try, experiment, test and experience new things they 'hook' from the serials. For instance, Fikir said;

“Serial for me is something more than reflection of life. It also shows the difference between haves and don't haves. The dressing style of children is changed. They are almost dressing and dreaming to dress like Kana serial actors. This is extremely dangerous for parents, which is not considering level of income. The hair style is changed. Boys and girls greeting is becoming like those actors. This may bring unusual culture to the future. My children started to express their love needs and interests. It is clear that they are thinking about love and sex at this age. So I think there will be many behavioral change on our children related to TV serials.

The abovementioned testimony indicates how the old cultural norms in Ethiopia are slowly being replaced by the 'new' traditions 'disseminated' through Kana TV serials. This is an easy expression of how children are attracted by the outsider's life style.

It is real that, the option is 'easy' to be familiar with many media via satellite channels. However, by some forceful factors some parents have a treat to the next step of their children regard of watching Kana serials. Tadewos said;

“I think Ethiopian culture is respected and good. I need my daughter should be faithful to her husband. She should not start love with many people like that of actors we

saw on the serial. Unfortunately, Kana TV serial these days is promoting to have love with many people. Therefore, love relationship might be perceived as such an easy and simple thing in the minds of children.

Moreover Tadevos, told me;

“Children are victim by this channel. Coming soon those actors from serials may push them to exercise sex and they will become pregnant, infected with HIV and other STDs. They need to be thoughtful based on their local culture. It is better to be religious and grow under the prized traditional value of our society.”

According to Zelaleman in-depth interview respondent,

“Those serials are attractive, but the message regarding to our culture is not supposed to be seen by children.”

Zelalem said he hated Kana serial because of one seen while a girl hit her mother and said, "...you are devil", to her mother.

4.4.4 Parental experience with Kana TV and children behavior

The second section presents the experience that participant parents had with children. How those actors in the serials are molding children's behavior, the result of watching serials in relation to modeling, and how much parents are thoughtful and playing their role in decision making part in relation to child's behavioral change with Kana TV serial watching.

The findings of this study session show that participants understand the effect of Kana TV serial in different directions.

During the FGD, the question discussed in in-depth interview was raised again and they added that giving nick name to the TV channel is another effect of the medium which the children faced. Some children had used to be nick named using various terms such as, “Wistachinyikefet”, “Kana wiste new”, “betesebochachinindethonu”, “Kanachininikenkin” and others. All these creative descriptions were mentioned by two of those FGD participants. The other point raised by FGD participant Dibora was that:

“Surprisingly most parents and children informally express Kana TV as “yabedewtarik”, “yikenken kana”, and the same which they initiate themselves to watch Kana TV serials.”

The respondents in FGD were asked how their children academic performance is going. Most of the parents said that it was not good. Some of academic performance challenges mentioned by the parents were problems associated with Kana TV serial watching. Participant parents emphasized that while supporting their children it has been difficult and hard for them to get full attention, listening and capture what they say.

Moreover, argument with risk was raised among FGD participants who are related to school performance, reading and study problems they had encountered as a result of their child’s serial watching. In that regard, Siyum said

“I invest money on my children. I pay high amount of money to their school. Before six months I higher private teacher to them who teaches them at home but my children was not interested to study. They tell him that they want to watch Kana serials not to study. Now I need some solution. I didn’t know how to make my children school performance fruitful as they are fanatical to Kana TV.”

Moreover FGD participant Birhane also pointed that

“I push my child to work hard and get something good result then after hearing my advice; he tells me how yesterday the last part of kana serial stops and what will happen next. His academic performance is not good.”

Most FGD participants had stated that the impact associated with child's Kana television watching had resulted in affecting their family through disrupting their children's school performance.

4.4.4.1 Serials Actors in molding children behavior

I have asked all of my respondents in this category to explain for me their children's experience as to how viewing Kana serial might have shaped their children behavior, and particularly if their children literally practice what they have seen in the serial.

I have also asked my informants about their children's feelings after day they see serials, and also how it influences their children's daily life activities and their interaction with others; especially of same ages. Zelalem said

“ the reason why our family decide to stops consuming Kana TV is because I expect children will come to some generalization that the meaning of life is reflected only under serials. Sometimes I listen from my children that they understand actors in side serial stories as the only hero of life. Sometimes, very ugly or lovely man or women character may appear on the serials. It makes my children to dislike or like members of our family who acts like those actors.

Moreover, one day i listen tomy child while sayinghe hatesme like Guni(one of the actorin theKuziGuni serial)”

In addition, Hana who elaborate this view said;

“During watching Kana TV serials, my children love some actors and wish long live to them. But their loved actors can be killedby bad actors. Then they ‘cry’ and don’t eat a diner as a result of one actor who diedin serial, but not real.

According to Zelalem, watching Kana with his children isnot important for him because of the unusual things they reflect at home. He mentioned that some actors are in love with more than one person: it is not similar with what Ethiopian’s traditionally practice. According to him that will develop modeling and cultural shook and not advised to watch with children. He said that,

“most actors are reflecting a character who is in love with dual partners. There is no way to differentiate who is whose love partner or who belongs to whom or it requires watching the last episode of the serial to know who belongs to whom. This is unusual and having a multiple love relationship is culturally unacceptable as a responsible parent.”

All of the above mentioned informant reflect a view that expressed concern with the impact of Kana TV on children behavior in relation to modeling and being emotional. He said that, most of the things he saw on those serials are traditionally and religiously unacceptable seen especially to children.

From the facts and witnesses discussed above it can be argued that families who are watching Kana with their children are considering most serial messages as ‘unacceptable’. It seems that the

community is perceived children are shaped bad way, imagining the 'unacceptable' television products that they would possibly view.

Moreover, according to Fikir, Sitra, Fikadu and Hana, Kana TV serials helped their children to have the knowledge of new and 'unusual' crime styles. They have described these serials as a 'New crime' learning options. With this regard, Fikadu said;

“There are a lot of new things we saw in Kana serials. My children have come to know about how to kill an enemy through complicated way. Culturally, it is not common and acceptable thing. We have also seen most crimes between brothers and sisters. I do not like when my children see criminal activity between individuals. This is not totally valued with Ethiopian culture. It is unacceptable thing. It is confusing.”

More on this during the in-depth interview, Hana said;

“At the moment of viewing Kana serials, I observe imitation mostly on my children. My children sometimes have the urge to do crime actions after consuming action serials.

My informants also mentioned the fact that their children are imitating and modeling some of the action acts they see in TV serials. However, most of my informants agreed that Kana TV serials have a pushing effect on children. For example, Dagmawi is one of those parents who reflect his view. Therefore, he said that;

“Actors who act on Kana TV serials we saw mostly were very attractive. Their face is beautiful, their clothes are attractive. My children want to be such kind of actor. Even they want to marry these actors.

An immediate or long term influence of watching Kana serial by children according to Hanashe seriously concentrate on the effect of serial message. In addition, she also share the same view with that of Zelalem regarding the issue of behavioral effect of Kana on children’s behavior and the tendency to try practicing some of the acts viewed on serials. Hana said,

“I describe this as an ‘immediate’ but also ‘long term’ effect because the imitation don’t ends at the end of viewing the serial. So, the urge to do action remains in the thoughts of children viewers. That interest will derive the child to find means to apply their emotional needs.

4.4.6 The Result of Watching and Behavioral Modeling

The experience of FGD participants regarding to behavioral molding was also similar with in-depth interview participants where some participant’s had awareness about the effect of serial in children behavior while others had never understand about it. Siyum, FGD participant, in sharing what he had heard,

“For example my son’s interest was to be an engineer. Now he is modeling AgoteTayer (one of the richest character in side serial story) his dream is to get money and became a rich man. He told me as he believes the more he got money the more he accomplishes whatever he want. I am sorry and shocked when I heard this from my son.”

The above participant parent indicated that Kana serial message is shaping the behavior of his child and making him confused.

Moreover, Dagmawi on his part his daughter thought that Kana is promoting the supremacy of men rather than creating the feeling of equality between two genders. It is clear that in Ethiopian context mostly the man is expected to produce money while the women are at the kitchen.

Dagmawi said;

“To my daughter Kana TV serial promotes the supremacy of men over women by money. For example one day she told me as she is watching many women’s are struggling and worry to fulfill their need by becoming dependent on men. Based on this my doubter ask me a question how to prepare herself and be dependent for the enquiries of men for the future. I do not think this is not good example of family story if it is seen by other children.”

Similarly while Tadewos told his experience said

“I have one experience: It is amazing to hear that children are extremely dreaming to have multiple love relationship while they are playing. So they watch serials and modeling it as well. You can imagine where the generation is going.”

From the above testimony of Tadewos, it can be possible to argue that some of children are wishing enough to have a love partner at earlier age just for the sake of practicing what they have seen in the serial.

To strength Tadewos’ svieweHawaalso said during an in-depth interview that,

“My children have practiced some of the acts she has seen in the serial. She did it with her friends. Sometimes I feel the reason for watching Kana to her is to learn and practice it.”

Moreover Netsanet

“my little girl told me that she want to marry one of her class mate. What unbelievable wish at this age. Let us imagine what will be the ‘Next’ step to these children if they continue dreaming to practice what they see in the serials. Moreover, I am sure that there will be a high possibility for children to practice wrong actions.”

To this end, it can be argued that most of love story based TV serials can influence the children in negative ways. Most likely, it influences them to wish to have a love partner earlier, push to know about sex, to think having sex with multiple friends and practice sex without marriage or outside of marriage is a normal thing.

Based on the above mentioned responses, it can be argued that informant 2 has a discomfort on crime scene ‘complicated’ killings to his family watched in the Kana TV. Then we can argue that Individuals especially children, who believe their life is in a change process, are better in relating themselves to the model they see, and imitate the modeled behavior later. Bandura (1977) as cited by Barbosa (2005 – 2006)

4.4.7 Parents serial understanding and their next plan

Even if few of my informants’ responses seem to demonstrate that watching serial is on one hand educative and also fun, there are also others who believe that some of the unacceptable and

shocking parts in the serial should not be seen and practiced by children. Therefore, I have come to understand that parents I discussed with about their mediation on decision making what to watch with children or not from Kana TV serial. Additionally after many experiences of watching Kana TV serials, some parents are starting to consider if the contents are 'comfortable' in line with their children's thinking ability and local cultural values.

As per the testimony of some informants, watching Kana TV serial helps children to ask questions and find answers directly from their parents. It also helps them "to get contextual meaning" about what is going on inside the serial story. Parents are also responsible to tell them using appropriate approach that will fit to children minds. With this regard, Sitra said;

"I and my children have learned different kinds of problem solving mechanisms. I used to know and think only few techniques to solve problems. The life style of Turkey's society is very much close to us. Now I learned from the serial that it is good to adapt and exercise. We watch and educate ourselves about many kinds of life reflections from Kana serials. I also discuss about love relationship issues openly with my children based on what is seen. This is good"

The above parents believe that some of the good experiences from others culture should be adopted by his children. Further he elaborates he and his children can learn more life experiences from Kana TV serials to make life style rational.

More over the above Kana TV Serial viewer parents understand that their children think compare and contrast 'Ethiopian life style' with that of the others. Even they can understand others culture easily. They will have a chance to judge and differentiate bad and good parts of life, particularly,

based facts that is seen on the screen. Thus, TV serial is like a 'reflection of reality' for them through which they learn hidden realities.

In other way, it can be argued that some parents who were interviewed during the course of this study were on the way of understanding the negative effects of Kana TV serials in constructing negative meanings in line with their children's local culture and identities. They are planning to remove KanaTV from the satellite or they have a plan to selectively watchKana serials with their children.

Television serial choice is affectedby family members interest, life situation and others influences. To sum up it is view of Sitrapoint out that: Kana TV serial watching

“needs serious follow up of parents and medium selection needs for what children's are watching. Two of our family members want to see all Kana serials every day. On the other hand I don't want my children to watch that. Therefore what to be seen and not needs a rational decision” she added that

“it should not be a free choice to children what to watch and not to watch at their age because they are not matured for decision making based on critical thinking. I don't give them an autonomy and space for decision making. I and my wife are under serious consultation in order to remove Kana TV channel which media my children don't grapping good knowledge and understanding of life to their future. I don't advise such kind of serial to children.”

Based on the above interrelated factors Sitra is involvedthat: she will continue watching Kana TV serials with herhis children. Butshe also evaluates what her children get and lost from watching, for example, some respondent parents told me on the above session their children are

practicing some wrong actions from the models they see. Therefore, Sitra is trying to filter Kana TV serials: accept some serials and reject others, in line with the traditional and religious value her children are surrounded with.

Moreover, argument with risk was prominent among FGD participants which are related to behavioral problems they had encountered as a result of their child's serial watching. In that regard, Yibel said

“The behavior of my children has a lot of changes. Sometimes they didn't believe what I am saying as a right thing. They are thinking that the life of those actresses on the TV serial is right as they are interested on them. They tell me those actors are sage not fool as me. Moreover I'm sure that some insults they are listening and watching in TV serial will shape them wrongly.”

On the other hand, Tinsae have got similar idea regarding the effect of TV serial on the psychological well-being of her children and her next plan. Describing as follows:

“the reason to watch Kana with my family is to have a good time including my children after they come back from the school. They watch Kana serials every day before a bed time. Their wish is very unusual that I could not expect from my children. I observe new gesture expressions, listen pseudo names driven from the serial and other things. Before, we start watching Kana my children were sociable. But after they became obsessed to Kana, they are becoming socially isolated. Moreover I am not able to play and communicate with them as a mother. As a mother my dream with my children is to have enough time with them. Unfortunately they are obsessed with Kana serials. However I didn't decide to remove the Chanel.”

Extending this Hana explains,

“Most of our children, whose behavior is shaped as a result of their serial watching habit, are the future hope of Ethiopia. Because of this and other reasons after few months we have a plan not to watch Kana serials. They are on the process of knowing everything. They don't even know how to select good and bad seen. They can be shaped wrongly as a result of watching wrong seen from serials. Hence we parents must be careful to them.”

The importance of parental decision making in serial viewing is found as an important point due to various reasons stated by the study participant parents. The first reason is related to parents understanding about the concept of freedom. Thus, the participant parent named Zelalem stated that:

“Freedom is a relative concept. Children are dependent on us. It is very important to follow-up them. Everyone knows that they don't know better than us and don't have an experience about what is going on behind the screen, and don't have an information how the system of this world works. So, they need our help. There is no good thing in Kana serial. I am not comfortable to watch it together with my children. I prefer if my children don't watch that. ”

One of the FGD participants Semir said

“If parents give every choice to their child it shows their irresponsibility. This should be serious. I think parents should not give a free will to children serial watching rather the selection of satellite channel is up to the parent to positively shape children's future behavior.”

The parents of the children stated that even though parental involvement in serial watching is vital; it should have some kind of rational approach easily shape the mind of children. This is because parental dictatorship approach will lead children to the negative way. On the other side, parents want to see a fruitful result of their effort. According to the research participant parents want to see their investment being profitable by molding their children with respectable and culturally decent media.

4.5 DATA ANALYSIS AND RESULT

The discussion is arranged according to the four objectives of the study. Therefore, the section is subdivided into the following subsections. The first part explores on how Kana TV serial watching is perceived related to children behavior. The second part tells about the risky modeling affecting children behaviors that are seen on TV serials at Kana TV. The third part discusses about parental involvement towards children serial watching.

4.1 How Kana TV serial watching is perceived related to children behavior

The thematically identified influences of watching Kana TV serials as presented in the fourth chapter are: understood as a means of spending time, educative and new channel, threat to culture and resulting early love relationship desire on children. Therefore, it can be summarized as watching to Kana serial has more negative influences on children.

As it is presented in chapter two, Bandura's Social Learning has argued that self-efficacy influences individual's ability to imitate modeled behavior. People with self-efficacy, who believe in their own ability to change, are better in relating themselves to the model they see, and imitate the modeled behavior later. (Barbosa, 2005-2006). In relation to this the study proves that TV serial viewer parents experience and responses shows that, some of serial viewing children

try to practice what they see in the serial with their neighboring children, sometimes without knowing the meaning or by understanding the meaning in a wrong way.

On the other hand, one of achievement of this study is also the fact that it tests the social learning theory of behavioral change.

Bandura's Social Learning has argued that most human behavior is learned through observing and through modeling: from observing others individual forms some knowledge of how those new behaviors are performed because individuals can learn through and from examples how to do, in a form of imitation, before performing new behavior. (Barbosa, 2005-2006). Thus, as per the findings of this study, children's of parents in Tsion Condominium who participated in this study are capturing and practicing some of the new cultures, unusual acts most of the acts perceived from the serial, as well as planning to early sexual desires that obviously disgrace the traditional value of Ethiopia.

According to the finding of this study, the unemployed and relatively poor parents tend to view Kana TV serials because they did not have affordable alternative recreational facilities or jobs to do, and sometimes to just to spend time. These perceptions of parents also give strengths to the findings in the risk and resilience field that typical risk factors including low socioeconomic status (LES), living environment, maternal psychological distress, single parent status/divorce, low maternal education, and others push to differential life experiences among children that may put them at risk for future. (Masten, 2001; Masten, Miliotis, Graham-Bermann, Ramirez, &Neemann, 1993;Rutter, 2000)

Moreover, most parents are considering Kana as morally and culturally 'bad' media for children behavior. Because children are in the age where they want to experiment what they watch from

the society. Therefore, when the serial reflect a crime as morally a right thing, they want to experiment what is shown on the serial. From the participant parent experiences and discussions it can be argued that the behavior of individuals can be determined by socialization. That is why Barbosa (2005- 2006), point out Bandura's theory of social learning which stresses the influence of symbolic modeling derived from television, films, and other visual media.

4.2 Risky behaviors affecting children behavior of children

In the same manner, through the extension of other countries culture, Kana media is molding the behaviors of children who view Kana serial.

In other words, it is clear that cultural shifting is happening among children according to the participants of this study. On the other hand, it is also vital to give attention and stress the fact that some of parents are skillful of selecting Television serials while other parents dedicate their time by watching TV serials without selection and looking their children with negligence while they practice what they watch. Therefore, it can be argued that most of the children's behavior of the village with regard to entertainment activity is molded and threatened by Kana TV serial watching. Most particularly, the facts that crime based serials are pushing most children to wish to be a criminal by promoting complicated and suspense criminal seen is commonly accepted by the participant parents. Even though they agree, some of their children are attracted to exercise what they realize in the serial. On the other hand children are influenced by their role model whom they thought as a successful person for the reason, Thompson, stated that people usually choose a behavior which is similar to their parents or other individual who is seen by them as a hero (Thompson, 1999).

On the other hand, discussions made with the participant parents bring up sense of hate, reduction of academic performance, sense of isolation; fear and worry are some of risky behavioral changes reflected in the families.

The result indicated that dedication to serial violence is likely to be a “risk factor” for children. However, some children may have additional risk factors that enhance the effects of media violence exposure, whereas other children may have more interrelated factors that increase the effects of exposure to media violence. Then, by strengthen cumulative risk model we can say the more risks encountered by a child, the greater the likelihood of problematic behavior can be occurred. (Belsky&Fearon, 2002).

From the evidence of my informants, consequently, it can be argued that children are constructing a meaning from what they consume, in their own context: considering their own benefits and their own need. Thus, the parents of kana TV serial viewer children are not found to be capable of constructing their own meanings from what they see. Indeed, the assumption that how Kana television is shaping the behavior of children is proved to be true from the testimony of the informants of this study. For example, children started to desire love relationship and tell that openly to families and to friends in a playground as a result of viewing Kana TV serials. This is ‘a new paradigm’; among parents that consider Kana as an interesting and winner media and have a preference using the unique word “KanachininInkenkin”. (Nonliterally means ‘let’s watch our Kana’). This can be used in support of Ang’s (1990) argument cited in Assefa, (2005) that audience groups are capable of constructing their own meanings, their own local cultures and identities, even if there is an overflow of media images from transnational cultural industries. (2005:78) Moreover, in a family where love relationship is not discussed openly, it is a new

paradigm to hear some parents who started to discuss issues of love relationship with their children.

4.3 Parental involvement towards children serial watching

Bratcher, (1982) parents are the most significant influencers to which human beings belong and families continuously generate ideas for directing and shaping the for their children and support them by providing important information. Related to this, the study also assess the level of parents understanding of the influence television serial can affecting the children's behavior and their level of recognition of the presence of inappropriate content on television. Parents have the ability and responsibility to influence their children's television viewing and it is crucial that they take on the responsibility of guiding and monitoring their children's television watching. Thus according to the finding of this study parents have many of the informants believe that Kana TV Serial to some extent contradicts with the moral, cultural, ethical, and religious values of children's of Ethiopia, besides putting the school performance of the children at danger. However, this belief did not restrict some of parents from watching the Kana serial. However, parental involvements in serial watching help children to analyze what they see on screen because it let them to discuss each other. This is due to rational decisions made by parents from their rich experiences and background. In order to confirm this view Desforges&Abouchaar (2003) narrates that responsible parents have substantial positive impact on their children's life and behavior.

Children's exposure to inappropriate television content at this time will continue to increase as more access created through the fast spreading satellite television channel becomes available at homes. Parental involvement in child decision making is found to be vital because it helps to

guide the child in a good behavior which will help them build their future life in a good direction. Similarly, Epstein, narrated that parental involvement in their child's life processes positively impact child's success and enhance their learning needs (Epstein, 1992).

The greatest space for learning new and acceptable behavior is home through positive parenting styles, night time reading and high expectations (Epstein, 1997). Thus according to the finding of this study discussions made with parent respondents show that most parents consider and acknowledge the serials of Kana TV from their educative perspective. This is due to knowledge and directions made by parents from their rich experiences and background. 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's behavior. They can help their children to relate what they see with the local situation.

Moreover the responses of parents proved the theory of social learning which argues children can learn from observing role models in their day-to-day life. In other words children learn from the place where they grow. Children learn not only through school and personal experience but also by observing the actions of others and the consequences of these actions. Bandura (1977) as cited by Barbosa (2005 – 2006)

CONCLUSION AND RECOMMENDATIONS

This research is undertaken by focusing on the role of media in molding the behavior of children in case of parents dedicated at watching a series of kana TV. To carry out this study one village was selected from Gulele district to answer the basic questions raised for this research. Accordingly the following research questions were developed:

1. How does a TV serial influence the children behavior?
2. What are the risky behaviors and life styles affecting children behavior that are seen on TV serials at Kana TV?
3. Does parent have adequate knowledge and intervention on the existing TV serials at Kana TV?

5.1 Conclusion

Based on these basic questions, observation, in depth interview question and focus group discussion to parents were developed and data gathering was undertaken. By reason of the nature of the research questions parents were purposively selected for conducting this research.

This study has met its aims in a sense that it arrived at thematic findings of the role of media in molding the behavior of children in the case of parents dedicated at watching television serials at Kana TV in Gulele Sub City, Addis Ababa. The thematically identified influences of consumption of TV serial messages on children as presented in the fifth chapter are: resulting new behavioral practices, hating family members, used as a means of spending time, educative channel, danger to cultural values, introducing new life, results early sexual desire.

This study has met its aims in a sense that it arrived at thematic findings of the role of watching to Kana TV serials in molding the behavior of children Addis Ababa, Ethiopia. The thematically identified behavioral changes and factors to watch of Kana TV serial as presented in the previous discussion session. Therefore, it can be summarized as exposure to pornographic messages has both negative and positive influences. As the summary of result revealed TV serial watching on child have significant effect on molding children behavior and future life. Parents' involvement on TV serial selection plays a key role at current and future behavior of children's life.

Parents in the study had the awareness on the symptoms and signs of behavioral changes at childhood stage. This study also found out that parent's perception and intervention to TV serial watching is weak and this might be due to lack of knowledge on children development. Most Parent focus on the economic status as a problem causing agent and technology as a result of globalization are related to those behavioral changes.

Therefore, it can be summarized as exposure to Kana TV serial messages has more negative influences, while there is also a positive influence. For example; one of the positive influences is its educative [educating 'alternative' life styles] aspect while the negative influences are threat to culture and motivating children to dream love relationship at early stage.

5.2 Recommendations

I would like to make the following recommendations depending on the results of this study.

1. It has been established that parents are primary role models to their children in many aspects including television viewing. Therefore, instead of viewing television serials together with their children, parents need to invest their time in discussing television contents in order to empower their children to become critical viewers.

2. Parents are advised to be careful to the kind of television serial content they watch and how long they watch it.
3. Parents are advised to direct their children to get involved in activities that will enhance their education performance other than watching television serial for long hours.
4. Parents are recommended to start being reasonable to television serial watching so as to diminish the negative effects of television serials on children behavior.
5. Before children are watching to any serial content, parents are advised to first evaluate the serial whether children are allowed to watch the content or not. Parents are also advised to be watchful of children cartoon movies that seem acceptable to.
6. Since one of the major grievances for fleeing to watching kana serials are dissatisfaction by local media serial products, lack of affordable alternative 'recreational centers' in the sub city, therefore, an effort should be exerted to escalate the development of national media industry and other 'age appropriate' entertainment facilities.
7. The media should design specific messages to raise the awareness of parents towards the contents on television.
8. The government, governmental and non-governmental bodies should be careful about the television serial products in the country. Moreover the government should also plan parental guidance devices on satellite television watching so as to make parents rational decision maker on media.
10. Family counseling especially individual therapy is very important to parents. This will help the parents to do their best to mediate on their children TV watching.

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Appendices

Appendix A

Addis Ababa University

Department of Social Work

Dear Parent/Guardian

It's known that television is man's greatest invention. However, its ability to influence the behavior and action of its viewers both in a good or bad way has been a point of discussion for a long time. Currently in the world, many children are exposed to serials that either have a detrimental effect or that are beneficial according to their nature. The role parents play in

understanding the impact of media on their children is important and is critical in encouraging positive outcomes as well as mitigating negative effects. Hence, this study focuses on the to assess the role of media in molding the behavior of children in case of parents dedicated at watching a series of kana TV. Furthermore, the study focuses on the experience of parent's mediation towards their children's daily television serial viewing.

The data gathered from this study will only be used for academic purposes. It is important that you understand that your participation is voluntary and that the information you give us is highly confidential. I, therefore, encourage you to be open and honest about your response.

I thank you for your kind cooperation.

Appendix B

በአዲስአበባዩኒቨርሲቲድህረምረቃትቤት

ሶሻልወርክት/ቤት

የተከበሩ ወላጅ/አሳዳጊ፡-

ቴሌቪዥን መረጃ የምናገኝበት የዘመናችን ድንቅ ቴክኖሎጂ እንደሆነ የሚታወቅ ቢሆንም፣ ከመረጃ ባለፈበት መልካቸው ህሪይና አስተሳሰብ ላይ በጎምሆነ ጎጂ ተፅዕኖ የማሳደር አቅሙ የማይካድነው። በአሁኑ ኑሊይ በዓለም ዙሪያ በርካታ ህፃናት በቴሌቪዥን ለሚተላለፉ የተለያዩ አወንታዊ እንዲሁም አሉታዊ ተፅዕኖ የሚያሳድሩ መልዕክቶች የተጋለጡናቸው። ወላጆች/አሳዳጊዎች የልጆቻቸውን የቴሌቪዥን አጠቃቀም ላይ የሚያሳድሩት ተፅዕኖ ከፍተኛ አትኩሮት የሚሰጠው እና በቴሌቪዥን በሚተላለፉ መል

እክቶችምክንያት የሚመጡትን በጎተፅዕኖዎች ለማበረታታት ምሆነጎጂውን ተፅዕኖ ለመከላከል የሚጫወቱት ሚና ቀላል አይደለም። ይህ ጥናት ወላጆች/አሳዳጊዎች ቴሌቭዥን በልጆች ላይ ሊያስከትል ስለሚችለው አሉታዊ ተፅዕኖ ያላቸው ስጋት በሚያደርጉት የቴሌቭዥን ክትትልና ቁጥጥር ላይ ሊኖረው ስለሚችለው ሚና ያጠናል። በተጨማሪም ይህ ጥናት ወላጆች/አሳዳጊዎች በልጆች የየቀን የቴሌቭዥን አጠቃቀም ላይ ስለሚያደርጉት ክትትልና ቁጥጥር እንዲሁም ስለሚጠቀሙት የክትትልና የቁጥጥር ስልት የሚያስስ ነው።

ከዚህ ጥናት የሚገኘው መረጃ ለትምህርት አገልግሎት ብቻ የሚውል ነው። በዚህ ጥናት ላይ መሳተፍዎ ሙሉ በሙሉ በፈቃደኝነት ላይ የተመሠረተ ሲሆን፤ በዚህ መጠይቅ ላይ የሚያስፍሩት መረጃ ሚስጥራዊ እና ለማንም የማይተላለፍ መሆኑን ላረጋግጥልዎት እወዳለሁ። ስለዚህም በመጠይቁ በተቻለዎት መጠን ግልፅ እና እውነተኛውን መረጃ እንዲሞሉ አበረታታዎታለሁ።

ስለቀናት ብብርዎ በቅድሚያ አመሰግናለሁ።

Appendix II: English interview guide for parents

Socio demographic characteristics

Name:-

Age:

Religion:

Marital status:

Educational background

Size of family (Brothers and sisters)

1.1. Major interview questions

1. Have your family watches to Kana TV serials?

2. What was the major reason/s for watching to Kana TV serials? Was the decision your family or because of other's pressure?

3. When and where did you watch Kana TV serials? For how long have you watched serials in that specific Chanel?

4. Would you explain your experience as to

a. How your children are influenced after they watched to Kana serials?

b. What were their feelings and thoughts look like after watching?

c. What meanings have you given to what they watched in the serial?

d. What was your immediate reaction/response/ after their action?

5. Some people say that Kana serial promotes to children: multiple love partners, crime, power of money etc. What is your reaction and thoughts about this view depending on your family serial consumption experience? Is that right or wrong for you? Why?
6. What do you think about how a serial influences local culture of children? Does it have any influence on local culture of children? Can Kana TV serials erode local cultural values? How?
7. Did your children literally put in to practice what they have seen in the serials? Or do they see and forget it/ignore/?
8. Some people argue that Kana serial consumption by children results major behavioral changes or challenges/difficulties: aggression, emotional disturbance, arousal, violence against each other and shame etc. Based on your own experience of watching Kana TV which one of the above happened to your children? What is your thought about the argument itself?
9. Would you tell me the positive and negative influences or results of dedicating time to serials with children?
10. Does Kana TV serials influence your children's daily life activity or their behavior? How?
11. What do you think in the influence of serial messages on the future life of the children in your village?
12. Do you have special experience with regard to your children's exposure to Kana serials?
13. Do you support that serials should be seen with all family members in Ethiopia? Why? How do you see the boundary in light of freedom?

14. You want to continue watching TV serials? If you say no, what factors influenced your decision?

15. Finally, do you have any comments, suggestions, recommendations, ideas you want to add in relation to our discussion, (that you feel are important to this study)?

The End!

Thank you so much for your time and response.

Appendix: D – Focus Group Discussion Interview Guide

Addis Ababa University School of Graduate Studies Department of Social Work Focus group discussion (FGD) guide questions

1) What are the leading factors that motivate you to watch Kana TV serials together with your children?

2) Do you believe children's behavior and future development can be affected by Kana TV serial watching?

Probing questions: how do you describe the emotional reactions, responses and the influence of your child after watching Kana TV serial?

3) Did your children practice what they have seen in the serials? Or do they see and forget it/ignore/?

4) How do you explain the Kana television serial influence and its positive and negative impact on local culture?

5) How do you explain the Kana television serial influence on educational performance of children?

Probing questions: How were the academic performances of your child?

6) As a parent how do you think your involvement determines towards right media choice of your child in the house?

7) As a parent do you consider your children's behavior has change as a result of Kana TV serial watching?

8) From your experience can we say you are successful in your role of making decisions on your children's television serial consumption? Could you give me an example?

9) What do you suggest as solution?

The End!

Thank you so much for your time and response.

Appendix E: Declaration letter

I, BereketZelalem confirm by my signature that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of material used for the thesis have been duly acknowledged.

Name of Student: BereketZelalem Signature -----

Name of Advisor: Comm.DemelashKassaye(Ph.D) Signature -----