



Viewing Kana Television Dramas as predictor of Adolescents' Psychosocial Developments: the Case of Jimma Town Preparatory Students in Oromia Regional State

Dereje Mekonnen Lammi* ; Bonsa Shume; Addisalem Taye

Jimma University, Department of Psychology, Ethiopia

*Email: demekonin2@gmail.com

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Abstract

This study was intended to examine the influence of viewing kana television dramas on psychosocial developments of adolescents of Oromia special zone preparatory schools in Oromia region. To address this objective, correlational research design was employed. It was targeted on 349 participants selected by multistage and purposive sampling techniques. Questionnaire and key informant interview guide were used to gather information from participants. Furthermore, quantitative data analysis was used where multiple linear regression and independent sample t-test were applied. Tikur Fikir drama was mostly explained peer interaction ($\beta= 0.077$, $p= .024$) while Kuzi Guni drama was mostly predicted adolescent-family interaction ($\beta= 0.082$, $p= .022$) and Kitat drama was mostly predicted adolescents' identity development ($\beta= 0.334$, $p= .018$). Independent sample t-test was conducted where there was non-statistically significant mean difference between gender in both peer interaction (male: $\bar{x}=8$, $SD=1.27$ and female: $\bar{x}=8$, $SD=1.29$ at $t(332) = -1.45$, $p = .149$) and family interaction (male: $\bar{x}=8$, $SD=1.58$ and female: $\bar{x}=8$, $SD=1.49$ at $t(332) = -.957$, $p = .321$) whereas statistically significant mean difference was found in identity development of the participants (male: $\bar{x}=29.45$, $SD=4.186$ and female: $\bar{x}=31$, $SD=3.705$ at $t(327) = -4.44$, $p < .05$) while female adolescents were more influenced by the dramas than their counterparts. Therefore, it was concluded kana television dramas influenced the psychosocial development of adolescents where awareness raising for both parents and students on monitoring the influences viewing the dramas and further studies are critically recommended in some important social variables including adolescents' academic achievements, adolescents' time management skills, and marriage relationships of the society members.

Keywords: Adolescence; Identity Developments; Program; Social Interaction

1. *Background of the Study*

Studies showed that television competes with different adolescents' socializing agents such as family, friends, church or mosque, and other social institutions to socialize adolescents. It influences adolescents' attitudes and beliefs about themselves as well as about other people from different social issues including ethnic, race, culture, language, and lifestyle (American Academy of Pediatric television's impact on American society and culture, 2016). A study conducted, for instance, on Caribbean adolescents (Tomar, 2011) depicted various findings concerning their time use and social interactions. According to this author, 70% of Caribbean adolescents watch television episodes five to seven day per week and about 70% of respondents stated that television dramas are responsible for negative social values of Caribbean adolescents. The most important asset that adolescents may lose or gain in viewing television is social asset.

In Ethiopia, different television programs are becoming popular right from past one to two years, including the Kana television channel that seemed as it is highly attracted almost all social classes where adolescents are becoming more vulnerable to its attractive dramas. Though it began to be on the air before a year, this television channel transmits those attractive dramas for 24 hours. It presents more than ten dramas, which are dubbed from different world's languages (such as Turkish, Indus, etc.) to Ethiopian national language, Amharic through which it has got power to penetrate the interests of Ethiopian society specifically adolescents.

For instance, currently most adolescents talk about this (Kana) television than their regular programs (or routine activities) even some local roamers tell us that most student adolescents share information about the events they observed in the program while they are taking part in class group discussion; most are favoring cafes, restaurants, and hotels which permit them to watch Kenya television programs. Once a kana television program is opened around, there is no talk between any two or more adolescents sitting together because everyone gives due attention to each activity that taking place on the program. Not only this, but also the names of most main actors and actress of Kana television channel programs are becoming the nickname of our adolescents both in and outside the schools. This gives hints as it is taking the attention of our adolescents, though its magnitude of influences is still formally not researched. Therefore, the major intention of this study was to examine the influences of Kana television dramas on the psychosocial developments of adolescents in Jimma zone of Oromia regional state preparatory school students under the social interaction (specifically peer and family interaction) and identity development as important predicted variables of the study.

1. Which of Kana television dramas do predict each psychosocial development of adolescents?
2. Is there a statistically significant mean difference in psychosocial influences of viewing Kana television dramas between male and female adolescents?

2. *Related Review Literature*

Several indications exist that the similarity in television program preference of adolescents and their classmates or peers may increase over time. According to Stehen (2008), conformity to peer pressure increases during early adolescence and picks during middle adolescence. For instance, adolescents' tendency to watch the television programs that their peers watch may increase over time as the social network theory has stated. It can be expected (Kimberly, 2003) that the longer adolescents share classes the more they will consider their classmate to be reference points. This indicates that television viewing strengthens the peer interaction habits of adolescents. Other studies of peer group interaction suggest that

learning from television is not only an individual process but also their messages received during peer group interactions may contribute to how adolescents learn from and interpret television messages in group (Milkie, 1994). According to Donnerstien and Smith (2001), a study showed that parents who openly communicate and actively co-view television programs may help “inoculate adolescents from potentially determinant effects of [television] exposure.”

Viewing television drama may promote one of its two basic dimensions, constructing and destroying, on the social interaction taking place between adolescents and their parents. Based on this, Mead (2006) distinguishes between what he calls the structural and relational uses of television viewing. According to him, the structural uses of television viewing refer to the way in which television viewing intervenes in the peer dynamics.

Similarly, (Dame Dereba, 2016) many Ethiopian youths also sit around watching television dramas longer rarely interact with peers. This can be very devastating to youths because socialization skills are crucial in the development of becoming a productive adult in the future. Instead of sitting on the chairs and engaging in conversation, most identified focusing on what is on television. Thus, youths are less oriented towards face-to-face interaction with significant others that is source of their socialization which is interrupted by television viewing to a certain extent (Dame Dereba, 2016).

Garaigordobil and Alini (2012) hold that the relationship that established by adolescents with television is mediated not only by the existing relationship between parent and adolescents but also by the relationship that parents themselves establish with television, give perception that takes place within domestic habits. The social interaction and social life styles of Ethiopian adolescents are not far from that of the abroad ones’ (Dame Dereba, 2016) because many Ethiopian youths who spending more times in front of television a drama are passive in other social interaction. They could not actively engage in other social practices, because spending long hours on media consumption pacify the users and reduces their social network with significant others.

A study noted that boys and girls have different preferences in viewing television drama (Robert, Henriksen & Foer, 2004). Girls are more prone to social comparison processes as compared to boys and invest more effort in relationship maintenance with closer peers. Additionally, a study result stated it was determined that nine out of nineteen movies or television programs viewed significantly different in the mean scores between males and females in social interactions (Mead, 2006).

3. *Materials and Methods*

The major intention of this study was to investigate the influence of viewing Kana television dramas on adolescents’ psychosocial developments. In order to attain this objective, correlational research design was used. The population of this study was all Oromia Special Zone preparatory school students 2006 whose age was ranged 15-29. Multistage sampling technique was employed to select 334 adolescents under Taro Yamane sample size determination formula. Beside this, purposive sampling technique was used to take key informants from the society and 15 participants were selected. Therefore, the sample size of this study was 334 adolescent and 15 key informant totally 349 participants.

The independent variables of the study (i.e. adolescents’ gender, age and kana television dramas: Tikur Fikir, Zaharana Chandra, Kitat and Kuzi Guni dramas) were measured using items that adapted from different drama measuring scales. The dramas were measured under different items because of the nature of the dramas is different. On line to this, for Tikur Fikir drama the consumption of television

programming: development and validation of the connectedness scale (Russell, Norman & Heckler, 2004) which consists of 16 items was used where item 1, 2, 13, 14, 15 and 16 were omitted for they were not such match with the interest of the study and the rest 10 items of the scale on a 5-point Likert type scale ranging from 5= strongly agree, 4 = agree, 3 = do not decide, 2 = disagree and 1 = strongly disagree. The second drama, Zarana Chandra measured by adapted items taken from the Perceived Realism on television Scale (PRS) that consisted 9 items and tested for $\alpha = .88$ alpha coefficient reliability test (Rivandeneyra & Ward, 2005) where four items were taken and adapted for the purpose of this study. The items were presented on the same scale with the previous. Finally, Kitat and Kuzi Guni dramas were measured with scale that developed by the researcher consisting of 3 items for each and the respondents were required to indicate degree of their agreement with statements similar point of Likert scale with the above two. The dependent variables (social interaction and identity developments) were measured using adapted scales where the peer interaction variable was measured by Interpersonal Support Evaluation List scale (ISEL) developed by Cohen and Hoberman (1983); family interaction was measured by Parent Adolescent Communication scale in which the respondents were required to indicate their agreement with the items on as the previous ones. Finally, identity development variable was measured with Functions of IdentityScale (FIS) developed by Serafini and Adams (2002) and tested at $\alpha = .78$ for reliability where the respondents also invited to rate their degree of agreement with the items on a 5-point Likert as the previous scales. To this end, the questionnaire technique was used for the 334 adolescents and key informant interview technique was used for the 15 key informants.

This study tested the internal consistency of the measurement using coefficient alpha method using SPSS computer software program at acceptable range of reliability coefficients between 0.70 and 0.90. In this case, the scales used for independent variables (scale for Tikur Fikir drama, Zarana Chandra drama, Kitat drama and Kuzi Guni drama) were tested with $\alpha = .78$, $\alpha = .73$, $\alpha = .61$ and $\alpha = .70$ respectively while the dependent variable scales were tested for identity development scale at $\alpha = .76$ (which has been tested by different researcher at $\alpha = .67$, $\alpha = .78$ and $\alpha = .74$ at different time), family interaction at $\alpha = .60$ and peer interaction scale at $\alpha = .74$.

Quantitative data analysis technique was employed for this study where multiple linear regression and independent sample *t*-test were employed from the inferential statistics.

Table 1: Multiple regression results for the influences of viewing kana television dramas peer interaction

Model summary and fitness				
Model 1	<i>R</i> square	<i>F</i>		<i>Sig.</i>
	.646	99.516		.000 ^b
Coefficients				
Variables	Unstandardized Coefficients	Standardized Coefficients		<i>Sig.</i>
	<i>B</i>	<i>B</i>		
Constant	12.722	-		.000
Gender	-.151	-.059		.082
Age	-1.119	-.782		.000
Tikur Fikir Drama	-.032	-.077		.024
Zarana Chandra drama	-.032	-.055		.102
Kitat Drama	-.059	-.075		.023
Kuzi Guni Drama	.015	.016		.624

4. Results

Multiple linier regression was used to identify which kana television dramas were mostly predicted the psychosocial developments of adolescents while the independent sample *t*-test was applied to state out if there was statistically significant mean difference in adolescents' psychosocial development variables due to the influences of viewing kana television dramas.

A significant regression equation was found ($F(6, 327) = 99.516, P < .05$), with an R^2 of .64 where the model has explained the adolescents' peer interaction by 64.6% while about 35.4% of the model was not explained (i.e. it may be explained by other unknown variables those did not considered by the present study). The coefficient table of the model identified the adolescents' predicted peer interaction is equated as:

$$\hat{Y} \text{ (the predicted peer interaction)} = 12.722 - .151(\text{gender}) - 1.119(\text{age}) - .032(\text{Tikur Fikir Drama}) - .059(\text{Kitat drama})$$

Table 2: Multiple regression results for the influences of the kana television dramas on family interaction of adolescents

Model summary and fitness			
Model 1	<i>R</i> square	<i>F</i>	<i>Sig.</i>
	.630	92.8	.000 ^b
Coefficients			
Variables	Unstandardized Coefficients <i>B</i>	Standardized Coefficients <i>B</i>	<i>Sig.</i>
Constant	15.829	-	.000
Gender	-.220	-.071	.041
Age	-1.297	-.745	.000
Tikur Fikir Drama	-.046	-.084	.014
Zarana Chandra drama	-.050	-.073	.041
Kitat Drama	-.099	-.095	.006
Kuzi Guni Drama	-.082	-.082	.022

From this multiple linear regression equation it was concluded that viewing Tikur Fikir Kitat dramas for an hour decreases the adolescents' peer interaction by .032 and .059 units. By sharing about 62% of the model, age has mostly explained the adolescents' peer interaction. In order to identify the most predictor of the four programs, standardized beta coefficient has been used. As a result, Tikur Fikir was the most predictor by accounting about 1.7% to the model while Kitat drama was the least predictor of the model.

The family interaction of adolescents was investigated whether it is predicted by the combination of adolescents' demographic characters or the four dramas of kana television or not through calculating the multiple linear regressions. A significant regression equation was found ($F(6, 327) = 92.828, p < .05$), with an R^2 of .063. This model explained the adolescents' family interaction by 63%. On the other hand, the un-standardized coefficient beta indicated there was negative relationship between gender and adolescents' family interaction. That means, when the gender is male the adolescents' family interaction decreases while it increases for female. This may be for the gender male entered first to the model and the variation taken male as a reference. The same model indicated as the age of adolescents' increased with a year, their family interaction decreases by 1.3 units. The model also put viewing kana television dramas at least for an hour minimized the adolescents' family interaction by .046 and .050, .099 and .082 respectively. Generally, the regression equation for this model was found to be:

$$\hat{Y} \text{ (the predicted family interaction)} = 15.829 - .220 \text{ (gender)} - 1.297 \text{ (age)} - .046 \text{ (Tikur Fikir)} - .050 \text{ (Zarana Chandra)} - .099 \text{ (Kitat)} - .082 \text{ (Kuzi Guni)}.$$

Starting from this equation, now it is time to indicate to what extent the adolescents' family interaction is explained by the individual of the explanatory variables. Thus, the adolescents' family interaction was mostly explained by the age of the adolescent where it contributed about 57.14% to the model. Kuzi Guni drama was the most predictor of the dramas by contributing about 1.65% to the model while Kita, Zarana Chandra and Tikur Fikir dramas predicted adolescent-family interaction by contributing about 1.62%, 1.58% and 1.41% to the model respectively.

Table 3: Analysis of Multiple Regression for the Predicted Identity Development of Adolescents

Model summary and fitness			
Model 1	R square	F	Sig.
	.432	41.462	.000 ^b
Coefficients			
Variables	Unstandardized Coefficients	Standardized Coefficients	Sig.
	B	B	
Constant	43.268	-	.000
Gender	1.116	.138	.001
Age	2.673	.565	.000
Tikur Fikir Drama	-.193	-.083	.053
Zarana Chandra drama	.170	.070	.101
Kitat Drama	-.334	-.101	.018
Kuzi Guni Drama	-.309	-.091	.032

To analyze the influences of viewing kana television dramas on the identity development of adolescents, a multiple linear regression was calculated. A significant regression equation was found ($F(6, 327) = 41.462, P < .05$), with an R^2 of .432. This model explained the adolescents' identity development by 43.2%. Thus, the adolescents' predicted identity development equation was found to be:

$$\hat{Y} (\text{Predicted identity}) = 43.268 + 1.116(\text{gender}) + 2.673(\text{age}) - .193(\text{Tikur Fikir}) - .334(\text{Kitat}) - .309(\text{Kuzi Guni})$$

The equation indicated a single hour viewing of Tikur Fikir drama, Kitat drama and Kuzi Guni drama decreased the adolescents' identity development by .193, .334 and .309 units respectively. Furthermore, the individual variable contributed to the model to explain the adolescents' identity by 3.3%, 34.75%, 1.18%, 6.36% and 1.30% respectively. From these variables, age of the adolescents mostly explained their identity developments while Kitat drama was the most predictor of the kana television dramas by sharing 34.75% and 6.36% of the prediction power of the model respectively.

Question 2: Is there statistically significant mean difference between genders in psychosocial developments?

Table 4: the independent sample t-test for gender difference

Variables	Gender	N	Mean	Std. Deviation	t	p
Peer interaction	Male	167	8.00	1.276	-1.44	.149
	Female	167	8.00	1.293		
Family interaction	Male	167	8.00	1.58	-.957	.321
	Female	167	8.00	1.49		
Identity development	Male	167	29.45	4.186	-4.443	<.05
	Female	167	31.37	3.705		

Independent *t*-test was calculated to compare peer interaction variation across gender and there was non-significant mean difference between gender for male ($M= 8$, $SD= 1.276$) and female ($M=8$, $SD =1.293$) at $t(332) = -1.448$, $p = .149$. The reality of this result suggests that there was no mean difference between male and female adolescents' peer interaction to be influenced by viewing kana television dramas. This may indicate that both genders may make interaction with their peers whether they view kana television programs or not. Similar to the adolescents' peer interaction, the independent sample *t*-test was conducted to compare the mean difference between genders across family interaction. In this case, there was non-significant difference between genders for male ($M=8$, $SD= 1.58$) and family ($M= 8$, $SD =1.49$) at $t(332) = -.957$, $p= .321$. This result suggests that male and female adolescents may make interaction with their family or they may not make interaction with their family or they may or may not make interaction in a similar manner with their family. On the other hand, independent sample *t*-test was conducted to compare whether there was a statistically significant mean difference in adolescents' identity development across gender. In this case, a statistically significant mean difference was found for male ($M = 29.45$, $SD = 4.186$) and female ($M= 31.37$, $SD = 3.705$) with $t(327.2) = -4.443$, $p < .05$. In the other way, the study was 95% confident that actual gender difference in identity development of the adolescents is somewhere between (-2.77 and -1.071). In generally speaking, there was a significant statistical mean difference in adolescents' identity developments across gender.

5. Discussion, Conclusion and Recommendation

5.1 Discussion

A multiple linear regression was conducted to predict the adolescents' peer interaction based including adolescents' gender and age and the four identified kana television dramas. As a result, a significant model was found to predict the adolescents' explained peer interaction. That means, the conducted multiple linear regression has resulted into a significant equation of ($F(6, 327) = 99.516$, $p < .05$ with an R^2 of .646). From this model, it is possible to state the four identified kana television dramas explained the adolescents' peer interaction by 64.6%. Furthermore, the coefficient table of the SPSS output indicated Tikur Fikir drama mostly explained the adolescents' peer interaction by sharing about 1.7% of the model prediction power. The regression equation that has identified for this model indicated that viewing Tikur Fikir and Kitat dramas of kana television for an hour decreased the adolescents' peer interaction by .032, and .059 respectively.

Therefore, viewing kana television dramas determined the adolescents' peer interaction for it was becoming talking agenda for these adolescents. In contrary to this, the adolescents are losing their real life interaction that they may get through interacting between themselves like making educational talk among themselves. This also found by Dame (2016) as this was the problem brought by viewing different dramas on the social life of adolescents. Adolescents, the author added, spending more times in front of television dramas was leading them passive in other social activity. This means, they could not actively engage in other social practices, because spending long hours on media consumption pacify them and reduces their social network with significant others.

The other most important variable that examined this study was adolescents' family interaction. A multiple linear regression was conducted to predict the adolescents' family interaction based on the four identified kana television programs. Therefore, a significant regression equation was found ($F(6,327) = 92.828$, $p < .05$ with an R^2 of .630). This indicated that there was significant relationship among predictor variables and the explained adolescents' family interaction variable. Supporting this David and Michael (2006) stated that family members select dramas to view and these dramas in turn serve to organize family interaction. Similarly, the author also stated a television drama decreases the interaction between some family members. Thus, television viewing context actually consists of many contexts, each of

which may create different family interaction patterns. In the same study, it was depicted viewing television dramas can function as a case of family conflict (which was the case of our adolescents as discussed above). The author concluded this may be resulted due to disagreement among family members about what drama to watch, or whether even or not the television set should be on at all (which is the major case of our adolescents identified above).

The computed multiple linear regression for the influence viewing kana television dramas on adolescents' identity was found to be significant with ($F(6, 327) = 41.462, p < .05$ with an R^2 of .432). From the model Kitat drama mostly explained the adolescents' identity development by sharing about 6.36% of the model where Kuzi Guni drama was the least predictor of the model by accounting about 1.3%. Concerning this, a study result concluded that television dramas could be incorporated into adolescents' identity for good or ill Warburton (2012). The author added a drama that adolescents like provides messages for the on how to believe and admire the characters and they may behave in ways that can be imitated. Thus, preferred dramas and characters can influence adolescents' identity specifically believes, feelings, actions, behavioral tendencies, and these in turn can become part of who the adolescents "think they are" (Warburton, 2012).

Furthermore, television dramas have (Robert, Henriksen & Foer, 2004) central role in the process of identity formation of adolescents that includes elements of personal identity. Other researchers have tried to put points on the roles of viewing television on adolescents' identity developments. For instance, a study has put that adolescents try to talk, dress, and behave like television programs stars or actors. They choose (Jevtic, nd) which group of people they belong to, and to friends they hang out with. As this study has identified adolescents ignore their studying and other important activities in exchange for sitting in front of their screen. In the same study it has also been stated that adolescents copy styles of famous people and sometimes they forget who they really are. At the same time, stated the author, they try to look like celebrities but they do not know how to get good mark at school. This study, therefore, has concluded as the influences of television viewing on adolescents psychosocial developments is very big and goes in the wrong direction. That will change the adolescents' attitudes and the way of thinking and in that way their way of life will be changed a lot.

The other important research question that has been raised by this study was about if there was statistically significant mean different between genders in the influenced adolescents' psychosocial development. In order to achieve this objective, the mean difference between the genders was analyzed for each sub dependent variable that considered psychosocial development. In this case an independent sample t -test was conducted to compare peer interaction across genders and a non-significant statistical mean different was found for male ($M = 8, SD = 1.276$) and for female ($M = 8, SD = 1.293$) at $t(332) = -1.448, p = .149$. This result indicates that there was no significant mean difference among genders of adolescents in peer interaction to be influenced by viewing kana television programs. This means that both genders may view kana television programs or may not view them and their peer interaction may or may not influenced by viewing kana television programs. Similarly, an independent sample t -test was conducted to compare family interaction across genders and a non-significant statistical mean different was found for male ($M = 8, SD = 1.58$) and for female ($M = 8, SD = 1.49$) at $t(332) = -.957, p = .321$. This result shows that both genders may or may not make interaction with their family while they view kana television programs.

Finally, an independent sample t -test was conducted to compare identity development across genders and a significant statistical mean different was found for male ($M = 29.45, SD = 4.186$) and for female ($M = 31.37, SD = 4.705$) at $t(327.2) = -4.443, p < .05$. This study was, therefore, 95% confident that there was actual mean difference between genders in identity developments. On the other hand, the female adolescents' identity development was more influenced by viewing kana television programs than that of the male adolescents' identity development. This clearly indicated that male and female adolescents were different in their identity development to be influenced by the programs of kana

television. Similar to these quantitative findings, the qualitatively analyzed data has shown that female adolescents are more influenced by viewing kana television programs in their identity developments.

Furthermore, a study finding has identified that 24.5 % female and 7% male adolescents like wasting their time watching television while other study that quoted in the same study has found that more than 60% female and 50% adolescents neglect their studying and other actions in favor of being exposed to television viewing. It has added that every fifth female and fourth male adolescents do not do what they should almost every day and disregard studying. These all share the ideas of this research and show that viewing kana television programs is shaping the identity of our adolescents on line with the identity of the non-Ethiopian actors, which may bring failure to our adolescents' identity because they are marching to act, think and believe just like these actors than exercising their own identity.

5.2 Conclusion

The calculated multiple linear regression equation and qualitatively analyzed data, for instance, have found that the selected kana television dramas significantly predicted the social interactions of the student adolescents. Meaning that the results of both data analysis have shown that the student adolescents' peer interaction decreases along per hour they view the dramas of kana television because most adolescents spend most of their time only talking and sharing information both in and outside their learning classes about the events they have viewed in the dramas a day before than interacting on other social issues. On the other hand, the adolescents' family interaction variable has been influenced by viewing kana television dramas significantly that their interaction has shown decreasing since kana television dramas have become on air. This indicates that adolescents have kidnapped their interests and time to make interaction with their family members face-to-face specially to share important social skills or experiences from their family. Furthermore, this study has concluded that the adolescents are clearly on the way to lose their identity for most of them are exercising different identities that they have adopted from the characters of kana television dramas. For instance, in most preparatory schools most student adolescents have been influenced to be called with the names of these characters or actors. As a result, they call each other with the name of the character they have interested in and in the same way they are renaming their teachers with the names of the characters they have matched with the teacher's personality. In addition to this, most student adolescents favor to act and behave just like the character(s) to which they have been identified with. In generally speaking, though viewing kana television have some advantages for adolescents' psychosocial developments including opening a door to make active social interaction and share some important values of other societies, its negative influences weight as mentioned before. The other most important point that concluded by the present study was if there was statistically significant mean different among student adolescents in their psychosocial developments because of viewing kana television programs. The conducted independent sample *t*-test result for both peer and family interactions has indicated that there was no statistically significant mean different among the adolescents gender. It is clear to understand from this that both male and female adolescents have almost equally influenced in their peer and family interaction as they view kana television programs.

However, the calculated independent sample *t*-test has shown statistically significant mean different among adolescents' genders in their identity development for male ($M = 29.45, SD = 4.186$) and for female ($M = 31.37, SD = 4.705$) at $t(327.2) = -4.443, p < .05$. This result has clearly found that female adolescents are more influenced in their identity development than their counterpart male adolescents. These statistical findings were also supported with the qualitatively analyzed data. Therefore, this study concluded that female adolescents were more identified with the identities of the kana television programs characters and/or actors.

Generally, this study has concluded that viewing kana television programs specifically viewing these selected programs such as Tikur Fikir, Zarana Chandra, Kitat and Kuzi Guni dramas has significantly influenced the student adolescents' psychosocial developments.

5.3 Recommendations

The schools must work with students, parents and other stakeholders to grade up the awareness of the adolescents and parents on the advantages and disadvantages of viewing kana television dramas. Schools must train the parents on how to monitor and follow up their children media choices. Scholars must make research on this area particularly on the most important variables that did not included by the present study such as students 'academic achievements, society's time management skills, marriage relationships because there are informal findings in our societies as viewing this channel has great influences on these variables and others.

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