JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF MEDIA AND COMMUNICATION STUDIES

The Impact of Television Series Viewing Engagement and Duration on the Academic Performance of Secondary School Students: The Case of Jimma Secondary School

By

Hussen Kemal

July 2021

Jimma, Ethiopia

The Impact of Television Series Viewing Engagement and Duration on the Academic Performance of Secondary School Students: The Case of Jimma Secondary School

A Thesis Submitted to the Department of Media and Communication Studies in the Partial Fulfillment of the Requirement of Master of Art Degree in Broadcast Journalism

Advisors: Dr. Getachew Tilahun
Dr. Aschalew Adera

July 2021

Jimma, Ethiopia

Acknowledgements

Declaration

I declare that the study carried on the topic "The Impact of Television Series Viewing Engagement and Duration on the Academic Performance of Secondary School Students: The Case of Jimma Secondary School" is my own work and all sources I have used have been indicated and acknowledged by means of complete reference.

Name: _____ Signature: _____ Date:_____

Abstract

The aim of this study was to investigate how television series viewing engagement and duration affected the academic performance of Jimma Secondary School students in grades 10, 11, and 12. A retrospective design was used, and 227 students were chosen by systematic sampling method from 523 students who had spent time watching TV series between September 2020 and February 2021. The demographic data questionnaire and the series watching engagement scale are completed by participants. Also included were teachers' evaluations, which were consolidated and used to measure students' educational performance. The statistics outputs were evaluated and interpreted after the data was entered into SPSS version 20. As a result, independent t-test review shows that there was no significant difference for male students (M=61.37, SD=15.10) over female students (M=61.62, SD=15.26), t (225) =-.124, p=.872. Similarly, no significant difference in educational performance was found between adolescent (M=62.72, SD=15.58) and youth (M=60.98, SD=14.97), t (225) =-.780, p=0.654. The educational output of light TV viewers was higher (M=84.97, SD=19.03) than that of heavy TV viewers (M=56.30, SD=7.23), t (225) = -16.027, p=.000. In addition, students who view series entertainment program had lesser educational performance (M=58.25, SD=11.18) than those who view educational program (M=84.46, SD=19.39), t (225) =-10.423, p=.000. Furthermore, students who scored high on SWES performed worse in school (M=56.27, SD=7.17) than students who scored low on SWES (M=88.24, SD=17.01), t (225) =-18.801, p=0.000. All of this suggests that the length of time students spend watching television, the type of series program they watch, and their SWES score all had a significant impact on their academic performance. F (2, 224) =.315, p=.73, showed that grade had no effect on educational performance. According to Pearson's Product Moment, the correlation of SWES score with student educational performance was significant,-.801. As SWES score increased the educational performance decreased and vice versa. The correlation of television viewing duration and educational performance of students was -.703 and was significant which indicated the existence of a strong negative correlation. As respondents' TV viewing time decreased, reversely their educational performance increased. The combination of TVD, SWES score, gender, age, grade and type of program were significantly related to educational performance of students, F (6,220) = 80.419, p= .000. The multiple correlation was .829, suggesting that approximately 68% of the variance of the educational performance of the students can be accounted for by the combinations of the scores of SWES, television viewing duration, type of program they viewed, grades, gender and age but 32% of the effect is accounted for by another factor. The study revealed that among these factors the most influential factor was series watching engagement.

Table of Contents

Contents	Pages

List of Tables

List of Abbreviations and Acronyms

TV: Television

SWES: Series Watching Engagement Scale

WTSMQ: Watching TV Series Motives Questionnaire

BWESQ: Binge Watching Engagement and Symptoms Questionnaire

VG: Very Good

G: Good

M: Medium

B: Bad

VB: Very Bad

TVD: Television Viewing Duration

JSS: Jimma Secondary School

TP: Type of Program

TM: Type of Media

n: number of samples

HV: Heavy Viewer

LV: Light Viewer

H SWES: High SWES Score

L SWES: Low SWES Score

Ent. P: Entertainment Program

Edu. P: Educational Program

CHAPTER ONE: INTRODUCTION

1.1Background

In the twenty-first century, mass media has seen rapid technological development. Television is an integral and inevitable part of all forms of mass media. It serves as a "portal to the rest of the world." Its use by young children, in particular, has sparked debates and concerns among many researchers, as a result of their seemingly limitless access to various types of knowledge, which could have an impact on their growth, behavior, health, and learning. Today, one can watch television via the internet, by means of mobile phones, and with the help of little pocket TV sets (Adeyemo, 2007; Antwi-Danso, 2019; and Syed Noor-Ul-Amin, 2013).

Adolescence is regarded as the most crucial stage in human development since it is during this period that a person transitions from dependency to independence. Their physical, emotional, legal, spiritual, interest and social outlook are all affected by watching television during this period. Dorr and Rabin (1995) discovered that children who spend multiple hours watching television, regardless of the material, are more likely to be violent. There was some evidence that watching more TV was linked to less satisfying social relationships, less inter-personal interactions, poor reading skills, and poor school performance (Tomar, 2011).

The majority of researchers (Amare, 2001, Comstock & Scharrer, 2007) found that there is a correlation between a child's total hours spent watching television and his or her academic success. Anderson, Huston, Schmitt, Linebarger, and Wright (2001) discovered that watching more television has a negative effect on children's academic success and vice versa (Antwi-Danso, 2019).

Other studies, on the other hand, have found that television has a positive effect on children's success. For example, Roeser and Peck (2009) found that heavy television exposure was correlated with higher mental capacity in young children, while Ashby, Arcari, and Edmonson (2006) discovered that a preference for sports, family, game, and cartoon shows was associated with higher mathematics grades. Shap & Gentzkow (2006) also suggested that children who watch television perform marginally better in reading and in general knowledge at school (Antwi-Danso, 2019).

As a result, the connection between television viewing and children's academic achievement appears to be a contentious issue that requires further investigation. Since television is such a big part of kids' lives, it's important to look at what they watch and how much time they spend watching it. There's no denying that television will teach you a lot. Parents, on the other hand, must provide positive guidance to their children in this area. This is because, as Healy (2006) points out, too much television watching, in particular, may have a negative effect on young minds in a variety of ways, including their academic success (Antwi-Danso, 2019).

Just a few studies on the relationship between television watching and academic performance have been conducted in Ethiopia. Zena (2018) is one of them, having conducted research on the significant amount of time most adolescents are exposed to television and its association with high school students' academic achievement. The statistical findings of this study was showed that there was no significant relationship between TV viewing and academic performance but the collected qualitative data was revealed that there was association between them. What was a gap in this study was the inconsistency and reliability problem of the quantitative and qualitative data against each other (Zena, 2018).

The current study focused on investigating the impact of television series viewing engagement and duration on the academic performance of students at Jimma Secondary School Jimma, Ethiopia, during the 2020/21 academic year.

1.2 Statement of the Problem

Children and teenagers, in particular, may develop more "violent manners" as a result of watching television. Chonchaiya and Pruksananonda (2008) believe that television is to blame for slower language acquisition and lower academic achievement. Countless other reports show that television has a negative effect on young people. Countless other reports show that television has a negative effect on young people. On the other hand, many studies, such as one conducted by Paavonen, Roine, Pennonen, and Lahikainest (2009), claim that the proper use of educational shows produced by producers can serve as a source of important information and help students improve their academic performance. How do you balance the benefits of watching television with the risks of watching too much of it? The term "watching" is often used in

discussions about how to best use television. Many students around the world watch television for long periods of time. Students lose time watching TV, according to researchers including Kakabra and Hasan (2018). They even have televisions in their rooms, allowing them to watch anything they want without their families' knowledge. They can watch comedies, glamorous films, cartoons, violent films, and educational programs or films, for example (Kakabra and Hasan, 2018).

The majority of the students had a habit of watching television programs for more than 3 hours per day, such as action films, horror programs, and cartoons, according to a descriptive study conducted in Guntur, Andhra Pradesh, India (Nirusha, Sunny, and Bhanu, 2015). The study concluded that the school going children behavior was affected by watching television (Nirusha et al., 2015).

Gowon (2009) conducted research in Nigeria on the effects of television and radio on the speaking and writing skills of senior secondary school students in Jos Metropolis, and found that both television and radio have a positive impact on students' speaking skills, but no effect on their writing skills. The results were interpreted in terms of what teachers should do to make better use of television in the classroom (Gowon, 2009).

The widespread introductions of Kana television in Addis Ababa in 2016 sparked fears among schools and parents that excessive Kana television watching will obstruct their children's reading and impede academic achievement. While there was no research at the time that indicated an overall decrease in all types of children's academic achievement, some displacement was apparent after their family had purchased a satellite television set. Kana television viewing and its relationship with academic achievement of teenagers in Addis Ababa's secondary school education level require special attention, as Kana TV is Ethiopia's most popular private commercial television station for broadcasting translated drama 24 hours a day, with a market share of 34% (Habiba, 2016).

Tigist (2014) found that drama is one of the most popular television programs in Addis Ababa, with 94 percent of television viewers, and Kana TV is the most popular television program among teenagers, according to her study on Parental Concern towards the Impact of Inappropriate Television Content and The Practice of Parental Television Mediation. The

researcher was unable to locate any local empirical studies that focused on adolescent Kana television exposure and its relationship to academic achievement in our region (Zena, 2018).

Zena's (2018) study on the relationship between Kana TV exposure and academic achievement of secondary school students in Addis Ababa's Kolfe Keranio Sub-city filled in the gaps left by Habiba's (2016) study. As a result, an analysis of variance revealed that there was no statistically significant difference in their academic achievements for three Kana television viewer classes (Heavy viewers, medium viewers, and Light viewers) of high school students, but a qualitative analysis revealed that heavy Kana TV exposure lowered high school students' academic achievements. The use of descriptive analysis as well as the thematic analysis also revealed that Kana television exposure affected academic activities and academic achievements of high school students. The relationship between parents' socioeconomic status and Students Kana TV exposure was investigated using a chi-square test of association. According to the findings, there was a substantial connection between mothers' and fathers' educational status and Kana TV viewing (Zena, 2018).

The majority of studies linking TV watching to academic performance are conducted in developing countries with a few exceptions in Africa. There have been a few studies that show watching television can be beneficial to students. Other studies also discovered various effects of television viewing on students' academic performance. There are very few studies in Ethiopia that look at the relationship between TV watching and academic performance, and the current researcher hasn't found any research on Jimma's case that is relevant to the above studies. This is one of the gaps that was discovered by the current researcher in the previous studies described above.

The aforementioned studies did not look at any of the variables in the current study (television viewing duration, series watching engagement, and educational achievement) at the same time or in the same place; rather, they looked at each variable separately at different times and in different places. This is the other gap that the current researcher has found. Hence, the current study investigated the association of all these variables at a time and in turn reduced the percentage of the impacts accounted for by another factor. The more the inclusion of greater number of variables/factors, the more the factors affect educational performance being

investigated. Moreover, in Ethiopia there hasn't been a research conducted on students' television series watching engagement (SWES) impact on their educational performance. Hence, the present researcher has got a gap regarding this issue.

I have been observing a lot of Jimma Secondary School students engaged in series watching television drama, movies and sport channels. This can be one of the factors which affect their academic achievements. Students' parents and some Jimma city residents believe it seems that series watching engagement has affected their children's academic achievements while others believe television watching has not impact on academic performance; rather, it has a vital role in developing language skills and additional knowledge which requires investigation.

In light of all these gaps, the current researcher studied the impact of television series viewing engagement and duration on the academic performance of Jimma Secondary School students. Unlike the studies conducted in different years and areas on the same issue with the current research, this study felt their gaps that are aforementioned in the case of Jimma Secondary School students along with differences in place and time. The study indicated whether television series watching engagement had impact on the academic achievements of students or not. In addition, it also revealed the association of television watching duration per day with academic performance of Jimma Secondary School students. Moreover, statistical comparative analysis are given among the independent variables differences, SWES scores and TV viewing durations in relation to very good, good, medium, bad and very bad educational achievements.

Therefore, this study answered the following questions:

- What is the relationship between series viewing engagement and academic performance?
- Is there any significant difference among students' SWES scores in relation to academic performance?
- What is the relationship between television viewing duration and academic performance?
- Is there any significant difference between academic performance and students who view more than 2 hours a day and those who view less than 2 hours a day?
- What is the most influential factor which affects the academic performance of students?

1.3 Objectives

1.3.1 General Objective

The purpose of this study was to investigate the relationship of television series viewing engagement and viewing duration with academic performance.

1.3.2 Specific Objectives

The specific objectives of this study are the followings:

- To find out the relationship between series viewing engagement and academic performance.
- To identify significant difference among students' SWES scores in relation to academic performance.
- To determine the relationship between television viewing hour and academic performance.
- To identify significant difference between academic performance and students who view more than 2 hours a day and those who view less than 2 hours a day.
- To investigate the most influential factor which affect academic performance of students.

1.4 Significance of the Study

The study's findings can assist Jimma Secondary School teachers, administrators, students, and parents in understanding the effects of television series watching engagement and hour on students' academic achievement. Teachers, who have a big influence on their students' development, can find this study beneficial in figuring out how to improve their students' television viewing habits. The findings of this study are critical in raising awareness of the importance of parents' participation in enhancing their children's academic achievement at home and in allowing them to correctly guide them based on the amount of hours they have accessed, spent, and used media. Students may benefit from this research because they will be able to recognize the necessity of keeping track of time. It can also be used as a reference for others who are interested in conducting related researches and other type of papers.

1.5 Delimitations of the Study

The study relies on investigating the impact of television series viewing engagement and duration on the academic performance of students. It was carried out from the 10th of March 2021 to the 1st of May 2021. This study was operated at Jimma Secondary School. Due to the purpose of the study, the population involved in the current study was only students who had viewed series television programs but those who didn't watch television weren't included. Of these students, collection of data for the study was limited to systematically selected students. Another delimitation relates to the fact that the sample was drawn from students of only grades 10, 11 and 12 excluding grade nine students whose ages and other demographic characteristics were likely to be similar. A better multi-class study could have yielded different results. These shortfalls therefore could be explored in future studies.

1.6 Limitation of the Study

In spite of the findings, the study was not without limitations. The present researcher has faced a lot of limitations in the process of conducting this research material. One of them was the inadequacy of literature produced in the Ethiopian context. This implies that most of the literature of this study was based on foreign materials and research works. Because of the large number of dimensions and items, a few students were tired and showed lack filling the series watching engagement scale. Hence, the data collectors motivated them to fill the scale patiently. Similarly, many of systematically selected students were absent during the first two consecutive days of data collection. To overcome this problem, the data collectors postponed the data collection period for two days. Although collecting, inserting them in to SPSS and analyzing of the data collection instruments (questionnaire, SWES and students' academic results) were very great in number, difficult and time taking, the researcher did all these tasks.

1.7 Operational Definitions of Key Terms

TV viewing duration: According to Tomar (2011), there are two types of TV viewers: light TV viewers and heavy TV viewers. Furthermore, according to Tóth-király, Bthe, Tóth-fáber, Hága, and Orosz (2017), based on data from more than 20 nations, the average weekly TV viewing time was 12-16 (average 14) hours. That indicates it spends 2 hours every day on average. In

light of these considerations, the amount of time spent watching television was classified and measured as light TV viewers and heavy TV viewers.

Academic performance: "Academic performance is frequently monitored by tests or ongoing assessment," Annie, Howard, and Mildred (1996) write. The academic achievement of the students in this study is measured by the marks/results they receive in exams and other forms of continuous assessment. For the present study and as per Annie et al. (1996) the word "academic performance" refers to a student's semester average of all subjects' achievement as measured by tests, assessments and exams in their academic disciplines. To achieve this comparison, the current researcher was allowed to access students' marks from Jimma Secondary School students' rosters.

TV series: A television series is a collection of shows that include the same people, themes, or subjects on a regular basis. There are two types of television viewing: series viewing and television viewing. Unlike "series viewing," which refers to the content of the activity, "television viewing" refers to the medium or instrument via which the activity is carried out. As per Tóth-király et al. (2017) the current study also defines TV series as the activity itself and viewing TV series episodes, not the device though which it occurs (Tóth-király et al., 2017).

Engagement: As per Tóth-király et al. (2017) this study also defines engagement as to consider oneself a gold mine of information on TV series, to spend a lot of time watching TV series, and watching TV series as part of one's life or hobbies.

1.8 Organization of the Research

The first chapter includes introduction, statement of the problem, research questions, study objectives, significance, definitions of words, study delimitation, and limitations. The second chapter offers a survey of related literature and research on the topic at hand. The literature review is divided into five sections: empirical review, variables that motivate people to watch television, SWES scales, the positive impact of broadcast media, the negative impact of television viewing, and TV viewing adjustment. In chapter three, the approach and techniques for gathering data for the study are described. In chapter four, you'll find the results of the analysis as well as the study's findings. A summary of the study and findings, inferences made from the findings, a discussion, and recommendations are included in Chapter five.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Empirical review

Sharif and Sargent (2006) conducted a research on the influence of visual media use on adolescent school performance in order to determine mechanisms for the impact of visual media use on adolescents' school performance. In their study a representative sample of 6,486 youth aged 10-14 years were participated in a 24-month, four-wave longitudinal telephone survey and to measure screen exposure time a weekday viewing time was taken as a latent construct. Moreover, Sharif and Sargent (2006) used structural equation modeling to measure the effects of media experiences on changes in school performance between baseline and 24 months. Their study revealed that both screen viewing time and media content had negative effects on changes in school results (Sharif and Sargent, 2006).

Tarekegn and Endris (2019) investigated the relationship between television viewing hours and academic achievement among secondary school students in Harer City's selected secondary schools. In their investigation they used descriptive data to examine the students' background details as well as their television viewing hours. The findings of Tarekegn and Endris's research show that there is no statistically significant connection between television viewing hours and student academic achievement. Based on their findings one can simply assume that television does not have a substantial impact on students' academic performance on its own (Tarekegn and Endris, 2019).

Milmine's (2015) research discovered an important connection between television watching and academic performance. The research focused on young adults' television watching, dating, and academics. The results of the research indicated that complete viewing and entertainment viewing, in particular, were found to be positively linked to missing class and procrastinating. In addition, Milmine's study showed that per day, participants spent an average of 79 minutes watching television, 201 minutes doing homework, 192 minutes studying, and 154 minutes with their dating partner. Hence, his findings implied that there was a relationship between TV viewing duration and academic performance (Milmine, 2015).

2.2 Factors Push to Watch Television and to be Binge-viewer

A paper written by Dandamudi and Sathiyaseelan (2018) defined binge watching as the phenomenon of watching television for long periods of time while watching several episodes of the same show in a row. The paper also explains a common behavior among young adults, especially college students which represents a modern type of excessive television viewing is binge viewer behavior. According to this research, binge watching is driven by a variety of factors such as boredom, tension, isolation, social interaction, and habit-based addiction. Boredom may be temporarily relieved by watching television. Dandamudi and Sathiyaseelan labeled people who watch a lot of television are known for being easily bored, so they use it to pass the time when they have little else to do. They also suggested that similarly, before the school year started, college students explicitly cited boredom during their free time as the primary explanation for binge watching in the summer (Dandamudi and Sathiyaseelan, 2018).

According to a study on the subject, viewers feel comfortable when watching television, but this feeling fades away once they stop watching. The study also showed that apart from compensating for a lack of interpersonal connections, binge watching is regarded as a socially acceptable behavior by college students and young audiences. As to Dandamudi and Sathiyaseelan (2018) binge watching allows and increases students engagement in peer groups and social conversation, and audiences are encouraged to spend increasing amounts of time doing so in order to talk to more people (Dandamudi and Sathiyaseelan, 2018).

They tried to show as binge watching, heavy TV consumption, and television addiction have all been related to detrimental consequences for college students' physical wellbeing, mental health, social interactions, and academic success. This highlights the importance of raising student consciousness about the negative effects of binge viewing television and introducing prevention and training programs to help mitigate these effects (Dandamudi and Sathiyaseelan, 2018).

2.3 Development of Scales to Measure Binge-watching

A research was performed by Flayelle, Canale, Vögele, Karila, Maurage, and Billieux (2019) to determine binge-watching habits. They created questionnaires for "Motives for

Watching TV Series" and "Binge-watching Engagement and Symptoms." The common practice of binge-watching (watching several episodes of a TV show in one sitting) has recently raised questions about negative consequences. Its psychological investigation, on the other hand, is still incomplete. Flayelle et al. (2019) created and validated two original assessment instruments to determine TV series watching motivations and binge-watching engagement and symptoms, respectively, based on a previous phenomenological investigation of TV series watching (Flayelle et al., 2019).

To produce the final instruments, preliminary items were generated for each questionnaire, and a focus group with TV series viewers was conducted and analyzed by Flayelle et al. (2019). After that, they distributed questionnaires through an online survey (N=6556), along with additional indicators of affect, problematic Internet use, and drug use. Factor analyses, both exploratory and confirmatory, as well as correlation analyses were examined to test structural and external validity of the scales. For the Watching TV Series Motives Questionnaire (WTSMQ), the factorial tests yielded a 4-factor model (emotional enhancement, enrichment, coping-escapism, and social) and a 7-factor model (engagement, positive feelings, desire-savoring, pleasure preservation, binge-watching, dependence, and loss of control) for the Binge-Watching Engagement and Symptoms Questionnaire (BWESQ). Both scales seem to have good psychometric properties, according to the findings. As a result, their analysis provides potentially sound instruments for future studies on binge-watching habits (Flayelle et al., 2019).

2.4 The Positive Influence of the Broadcast Media

A study of Senior Secondary School students in Nigeria's Jos Metropolis (Gowon, 2009) found that broadcast media has an effect on language skills. Parents, education officials, and members of the public have expressed concern about the broadcast media's ubiquitous and influential ability to draw teenagers, as well as the amount of time they spend with it compared to the amount of time they spend with other forms of media. Their concern stems from the fact that, despite their positive contributions to knowledge dissemination, these could become effective distractions from organized learning. This situation, combined with Nigerian youths' poor speaking and writing skills, necessitated research efforts. The results show that both television and radio have a positive impact on students' speaking abilities, but no effect on their writing abilities. The results were interpreted in terms of what teachers should do to encourage

the production of spoken and written English through the use of television and radio (Gowon, 2009).

2.5 The Negative Influence of Television Watching

The television is a technological milestone and an impressive technology that has become an important part of our lives and has revolutionized the field of communication. Nevertheless, excessive television viewing leads to a variety of health issues in children aged 4 to 16, including violent behavior, offensive behavior, and miss behavior with others, temper tantrums, odd behaviors. Nirusha et al. (2015) conducted a descriptive study in India to determine the effect of television viewing on actions among school-aged children in selected Guntur schools. The study found that 66 percent of school-aged children had a habit of watching television for more than 3 hours per day, and that watching television had an effect on their actions (Nirusha et al., 2015).

Naga and Viswanatha (2013) conducted a study on 120 high school students to see how gender, place, style of management, and TV viewing hours affected their study habits (2013). Nagaraju (2001) developed and standardized a study habits inventory that was used to assess the study habits of the subjects in this study. The findings showed substantial differences in study habits between boys and girls, rural and urban, government and private management school students, and the amount of time spent watching TV. Boys had better study habits than girls; students from urban areas had better study habits; students from private schools had better study habits; and students from rural areas had better study habits. The t-value of 2.08, which is high at the 0.05 stage, indicates that TV watching has a significant impact on their study behaviors. Students who watch less than 2 hours of TV a day have stronger study patterns than students who watch more than 2 hours a day (Naga and Viswanatha, 2013).

Kakabra and Hasan (2018) investigated the connection between watching television and academic achievement among 9th-grade students in Iraq's Kurdistan region. Following a brief overview of some relevant studies and programs, the ground realities and problems that students in the Kurdistan region of Iraq face poor academic achievement. The study included 240 9th grade students from three separate schools and a quantitative Causal-Comparative analysis approach. The data was collected using non-random purposive sampling. In general, television exposure has a mildly negative impact on academic performance, according to this report. This

suggests that the more time students spend watching television, the lower their score will be (Kakabra and Hasan, 2018).

Cosme, Sharma, Suk, and Woo (2017) investigated the relationship between television viewing and sedentary habits, self-rated health, and academic performance among Peruvian secondary school students. Their research looked at sedentary habits, self-rated fitness, and academic performance among secondary school students who watched more than 2 hours of television a day. In Lima, a cross-sectional survey of randomly selected students was conducted in 2015. They used a standard questionnaire to assess students' self-reported answers and conducted in-depth interviews with ten parents and ten teachers. 1234 students were evaluated using the Chi-square test, correlation, and multivariate logistic regression analysis. 23.1 percent of teenagers said they watched television. Reducing teenage television viewing time may be a good way to improve their wellbeing and academic performance (Cosme et al., 2017).

Noor-Ul-Amin (2013) conducted a study in India to investigate the effect of television viewing on adolescent academic achievement, with a focus on socioeconomic status. The research included 240 secondary school adolescents aged 15 to 17 years old (120 strong viewers and 120 low viewers) who were randomly selected from high and higher secondary schools in Distinction. The academic achievement of strong and low television viewer adolescents was found to vary significantly. The average gap benefits teenagers who do not watch television. It suggests that low TV viewer adolescents have higher academic achievement than adolescents who watch a lot of TV. Adolescents who watch a lot of TV and those who don't watch a lot of TV, on the other hand, do not differ in terms of gender regarding academic performance (Noor-Ul-Amin, 2013).

Mohanambigai (2018) investigated the relationship between television viewing patterns and obesity, mental wellbeing, and academic success in Tamilnadu schoolchildren. According to the findings, there is a connection between violent activity and TV viewing time. The number of children who engage in aggressive activity rises significantly as viewing time increases. There is a strong and important connection between the amounts of time spent watching television and academic success. Academic performance declines as the length of the program increases. According to the findings of this report, there is a connection between the type of program

watched and academic results. Those who watched science-related outlets excelled in their studies (Mohanambigai, 2018).

Educators have long been interested in studying the connection between television viewing habits and academic achievement. The number of television viewing hours per day and educational achievement test scores of selected fourth and seventh grade students in one Southwest town, Louisiana Parish was found to have a negative correlation coefficient. Louisiana is a state in the United States. The general theory was that as the amount of hours spent watching television rose, the number of achievement test scores declined (Boissac, 1979).

In one parish school district, the control group consisted of 457 fourth grade students and 445 seventh grade students. The investigator performed two viewing days a week for four weeks after obtaining the requisite permissions from parents and school officials. Each student checked the box next to the appropriate object (program viewed). The number of hours watched and the results of educational achievement tests were then computer-correlated, and a coefficient was calculated using Pearson's Product Moment procedure. There was an inverse association between the amount of television hours watched and educational achievement test scores, according to a negative correlation. At the.01 level of confidence, the correlation was statistically significant. As the amount of hours spent watching television increased, educational achievement scores dropped in the community studied (Boissac, 1979).

Since the 1940s, many academics have been concerned about television viewing and its impact on academic achievement. Since most teens spend so much time watching television, it's important to look at how it affects their academic performance in high school. The aim of Zena's (2018) research was also to see if there was a connection between Kana Television exposure and academic achievement. The research also examines how Kana TV exposure influenced high school students' academic activities and academic accomplishments, as well as the relationship between parents' socioeconomic characteristics and students' Kana TV exposure. The respondents were chosen using stratified random sampling and convenience sampling. The study enlisted the help of 378 students (113 males and 253 females), five parents (three males and two females), and five teachers (four males and one female). Students completed a self-reported questionnaire, and parents and teachers participated in an in-depth interview. Descriptive figures, percentage one-way ANOVA, chi-square, and frequency were used to interpret the data obtained

with these instruments quantitatively. In addition, qualitative data was analyzed using thematic analysis (Zena, 2018).

As a result, analysis of variance revealed that there was no statistically significant difference in their academic achievements for three Kana television viewer classes (Light viewers, medium viewers, and Heavy viewers) of high school students; however, qualitative analysis revealed that heavy Kana TV exposure lowered high school students' academic achievements. Kana television viewing had an effect on high school students' academic practices and academic accomplishments, according to descriptive and thematic research. The relationship between parents' socioeconomic status and Students Kana TV exposure was investigated using a chi-square test of association. The findings revealed that there was a strong connection between mothers and fathers' educational status and Kana TV exposure. There was no evidence of a connection between parents' monthly income and students' Kana television exposure. The researcher suggested further investigation based on the results of this study in order to draw attention to the significance of these areas in future studies (Zena, 2018).

2.6 Adjustment of TV Viewing

Raw data was analyzed using mean, standard deviation, and ANOVA to see if there was a disparity in change between light and heavy TV audiences, boys and girls, and children from nuclear and joint families. The change results of light TV viewers and heavy TV viewers are not substantially different in some regions. The main goal of this experiment was to compare the change of light and heavy TV audiences. According to the findings, there is no significant difference in change between light and heavy TV audiences. The most likely explanation for this is that parents from all types of families assist their children in adjusting to themselves or their surroundings. This leads to the belief that the length of time children spend watching television has no bearing on their transition if they are able to watch carefully chosen programs under the supervision of their parents (Tomar, 2011).

A study looked at the relationship between parenting styles, television viewing patterns, and academic success of second-year students in Ghana's Municipality junior high schools. The study used 310 samples from a population of 1700 students in a cross-sectional correlation study. Buri's Parental Authority Questionnaire (α =.619) used a five-point Likert scale to assess parental

authority. Academic success scores were measured by students' Grade Point Average (GPA) in four subjects (English, Mathematics, Integrated Science, and Social Studies), while data on students' television viewing habits was collected using a self-constructed TV viewing instrument (Antwi-Danso, 2019).

Four hypotheses were tested using ANOVA, correlation analysis, and multiple regression. The findings revealed that authoritarian and permissive parenting styles were negatively associated with academic success, while authoritative parenting styles had a positive impact on students' performance. The study also discovered that watching television had a major and detrimental impact on students' academic results. The amount of time spent watching television did not vary substantially between the two groups. According to the findings, authoritative parenting style is associated with a higher academic score, and age is not a factor in students' TV viewing habits. According to the findings of the report, the Municipal Counselor should coordinate career guidance programs for students in order to enable them to be more focused on their studies and reduce their television viewing time. Furthermore, parents must be advised to limit their children's TV watching habits (Antwi-Danso, 2019).

CHAPTER THREE: METHODOLOGY

3.1 Study Area and Period

The study was carried out from 10th of March 2021 to the 1st of May 2021. The place where the study was done is Jimma Secondary School, Jimma city. According to Jimma Secondary School report (2021) Jimma city was founded in late 1830s at about 335 Km away from Addis Ababa, the capital city of Ethiopia. In Jimma there are about 14 secondary private and government schools. Jimma Secondary School, the place where this study was conducted, is one of these schools which was founded in 1936 and teaching 20 to 30 grade nine students. Now the school has been teaching over 2,000 students in grades 9th-12th.

3.2 Study Design

A cross sectional study design was applied. Specifically a retrospective cross-sectional design type was used. The reason for using a retrospective design is that the study relied on studying the issues (television viewing and academic achievement) that occurred before the study period, in the past. Hence, the study was conducted from March 10, 2021 to May 1, 2021 but the issue under study was done from September 13, 2020 to February 28, 2021.

3.3 Study Population

The study population was Jimma Secondary School grades 10th, 11th and 12th students, all who watch television. This population was only regular students and didn't mean by evening students of Jimma Secondary School.

3.4 Sample and Sampling Techniques

According to Jimma Secondary School (2021) report, in the academic year of 2020/21 the total number of Jimma Secondary School grades 10, 11 and 12 students is 1779. All these, 1779 students were asked to tell whether they were watching television or not by their home room teachers at each section of grades 10, 11 and 12. Then students who were TV series viewing during that semester were registered on a list. Out of this population, 523 have spent time in television series viewing since September 2020, first semester of 2020/21 academic year. The study targeted 227 out of 523 students by using sample size formula of Slovin (1960) as per

Ellen (2020). Students were selected by systematic sampling method according to the grade and section they were attending.

All students who were TV series viewing were listed again for verification according to their grades and sections beginning from grade 10 A to grade 10 L (12 sections), grade 11 A to grade 11 N (14 sections) and grade 12 A to grade 12 V (22 sections). These students, which had been on the list, were numbered from 1 to 523. Then, dividing total TV viewers' population N (523) to the sample size n (227) yielded 2.3 which was 2 to its nearest decimal value. This indicated that at every interval of two, samples had taken from the list. The first sample was decided by random selection. Hence, the first student randomly selected was number 2; the next samples were numbers 4, 6, 8, and 10, and so on up to 522.

Sample size formula:

n=$N/(1 + N\text{e}^2)$

n=Sample size, N=Population size (523), e=margin of error (5%)

n=523/(1+523*0.0025)

n=227

Inclusion criteria: Both male & female students were included. Students who were television series viewing during the period September 2020 to February 2021 were included.

Exclusion criteria: Those who had never viewed a television series program between the periods September 2020 to February 2021 were not allowed to participate. Students in grades 9 were excluded from the study. This is because grade 9 pupils were not enrolled in that school and were not in grade 9 from September 2020 to February 2021. In eighth grade, they were enrolled in a different school. Due to the outbreak of the Corona virus pandemic, the Oromia Educational Bureau has postponed grade 8 ministry examinations until January 2021.

3.5 Instruments and Method of Data Collection

Participants respond to two parts of a questionnaire: the first part covers the demographic, television watching duration, television watching style information such as the type of channel/

program they watch and the like. The second part of the questionnaire comprises the series watching engagement scale adopted/modified and translated version of the 10 dimension with 38-item SWES. The scale was adopted and modified from Series Watching Engagement Scale (SWES) as per Tóth-király et al. (2017) and from Binge-Watching Engagement and Symptoms Questionnaire (BWESQ) as per Flayelle et al. (2019).

The scale was originally developed in English but in the current study, the adopted scale was translated into Amharic language. The tool is a simple and self-administered questionnaire. Respondents rated on a 7-point Likert scale about their series watching engagement. In addition, marks from teachers (roster report) which were consolidated and taken up for the assessment of academic performance.

Data collectors collected the first portion of the questionnaire, which included demographic information, the sort of television that respondents watched, and the length of time they watched television. SWES was additionally collected by data collectors as part of this study's research tool. A total of ten data collectors with a BA or MA degree took part in the data collection. These individuals worked as instructors at Jimma Secondary School.

The current researcher created a SWES and other associated topics orientation for data collectors. Before giving the tools to the respondents, they were given an orientation and a brief description of the tools and how to fill them out. The consolidated marks of students were the last tool retrieved from Jimma Preparatory School's record room. At the stage of accessing students' semester average results, there was no need for another data collector because only the researcher was involved in obtaining and listing student marks according to the five classifications (VG, G, M, B, and VB) of their performance.

3.6 Procedure of Data Collection

The questionnaire and scale were adjusted and tested for reliability using international tools that have been utilized by numerous researchers. The demographic section of the questionnaire was followed by a scale that measured students' interest in watching television shows. The first component of the study was designed to gather information on students' demographics and

average daily TV viewing time. This part one was completed individually before to the SWES by all students in grades 10th, 11th, and 12th. This was done to find out which students watch TV and which students never watch in the previous semester. All pupils were given basic questionnaires, and data was obtained. The researcher then divided the pupils into two groups: those who had been watching television and those who had not.

Following the classification of students, the likelihood of sample selection process was limited to students who had watched television. A list of these pupils has been compiled based on their grades and sections. The sample size was calculated using the sample size formula based on this information. After the sample size was decided, respondents were chosen from a pre-prepared list of TV viewers using a systematic sampling technique. The Series Watching Engagement Scale (SWES), the second portion of the current study tool, was filled out by students who were chosen as samples on a different day after the previous one. It was a self-reporting instrument that was translated into Amharic, the local language. Furthermore, when data collectors were requested by respondents in Afan Oromo, they translated and made it brief in Afan Oromo during data collection.

The third tool that the researcher collected and analyzed was students' mark document or rosters of 2020/21 academic year's first semester consolidated mark to know and classify students into very good (VG), good (G), medium (M), bad (B) and very bad (VB) based on their semester average marks. All these data were gathered beginning from part one demographic and related data questionnaire by continuing to the second part on SWES score and concluding by accessing the last data, consolidated marks of students consecutively.

3.7 Pilot Study

Various scales, such as the Series Watching Engagement Scale, have been employed by several academics to assess serious watching engagement and its effects on student academic attainment (SWES). Being overly invested in a series might have negative consequences, but there should be a differentiation made between highly engaged and troublesome viewers. As no appropriate measure is available for identifying such differences, a short and valid measure was constructed in a multi-study investigation: the Series Watching Engagement Scale (SWES). The

Series Watching Engagement Scale (SWES) is a measure of series watching engagement. Measurement invariance of the SWES was investigated between males and females. The findings support the overall validity, reliability, and usefulness of the SWES based on Nunnally's (1978) measurement as it was measured by Cronbach's Alpha acceptability value (.70 is acceptable and .80 is good) which realizes the internal consistency (Tóth-király et al., 2017).

Cronbach's Alpha (α), according to Aasland (2008), is used as a reliability index for a scale or instrument. For the purposes of establishing an index or research instrument, a score of .70 is generally deemed appropriate. The modified SWES was validated in this study, and thirty Jiren Secondary School students were randomly selected and SWES was subjected to validation. The reliability was then determined using the Cronbach's Alpha test. As a result, the coefficients of reliability for the ten dimensional constructs escapism, enrichment, emotional enhancement, social, loss of control, engagement, dependency, desire, binge-watching and identification were $\alpha = .80$, $\alpha = .87$, $\alpha = .88$, $\alpha = .85$, $\alpha = .85$, $\alpha = .87$, $\alpha = .80$, $\alpha = .87$, $\alpha = .88$ and $\alpha = .87$ respectively; all values are found to be within an acceptable range ($\alpha \geq .80$).

3.8 Method of Data Analysis

Next to filling of the tools collecting, counting and calculating the results obtained was applied. The scores obtained from the measured scale were analyzed side by side with the time they watch TV and average marks they achieved in the semester. Primarily the demographic data of students categorized as heavy viewer and light viewer. Then classifying SWES score of students in to SWES high score and SWES low score has been done. Thirdly, students were categorized according to their academic achievements as very good, good, medium, bad and very bad. Hence, the analyzed and interpreted academic achievements were only the average results of all subjects in the whole first semester that they scored to complete the semester. Descriptive statistics by respondents' demography, type of TV they watch and their watching duration was presented and interpreted before all other statistical computations carried out.

These data entered into SPSS version 20 and the descriptive statistics, t-test, correlation, ANOVA and regression analysis were delivered. Statistical results of heavy TV viewers, light

TV viewers, high SWES score and low SWES score in relation to VG, G, M, B and VB educational achievements showed the association of the factors, the comparative difference in the variables and the most factors which affect educational achievement.

The correlation of the mean values of SWES and educational achievements, as well as the correlation between mean values of TV watching duration and academic achievement was computed by Pearson product moment correlation. T-tests were used to compare mean differences on educational achievements between SWES scores categories and TV watching duration. ANOVA and Post hoc analysis was applied for differences in grades 10, 11 and 12 students' educational performances.

Lastly, regression analysis was used to forecast the correlations, strength of the detected correlation, and the most influential factor on educational success among these variables for all factors and their corresponding educational successes. Based on the total mean scores of all variables and the significant mean differences that exist within these factors, all correlations and significant mean differences were computed.

3.9 Ethical Considerations

As the age of preparatory and high school students mostly fall in adolescent/teen agers ages, a careful and smooth relationship/contact was maintained to overcome age related aggressive behaviors. Before data collection, students were provided a piece of information about the purpose and content of the study and consent for participation verbally. Hence, all participants were informed about the goals of the study and provided informed consent.

CHAPTER FOUR: RESULTS

Presentation, Analysis and Interpretation of Data

The Series Watching Engagement Scale (SWES) was used to measure the students' television series viewing engagement score in the current study. This instrument is a standardized and a measured tool for reliability. In addition, the current research also used another tool, questionnaire to gather demographic data, television viewing duration, access to television, devices used to view TV and type of programs students view in a series manner. The third instrument used and analyzed was roster or the students' last semester, 2020/21 academic year first semester average results.

The data was gathered by ten Jimma Secondary School teachers who were given full consent to use the instruments and used a self-report method of data collection under the careful supervision of the researcher. The researcher's job was not to collect data, but to direct, supervise, and help data collectors in times of need. This was done solely to eliminate researcher bias and to limit the researcher's responsibility to evaluating the instruments that had previously been collected. Professionals used a researcher-administered approach in addition to this self-report (self-administered) method to interview and acquire information from a few students who couldn't understand specific terms in the instruments. As a result, all sample students completed the measuring scale (instrument) and the questionnaire neatly, and no instrument was returned and declared invalid owing to insufficient response, holding imprecise or invisible responses, being ripped by respondents, or any other significant difficulty.

The current study's data were double-entered into SPSS, with data entry mistakes found and repaired, resulting in a legitimate data set for analysis. SPSS version 20 was used to analyze the data. Descriptive statistics, Pearson's correlations, t-tests, F-tests, and multiple regression analysis were used, with the results interpreted as needed. For all statistical tests, an alpha level of .05 was used; if a different level was used, it was noted below the tables.

4.1 Demographic Characteristics of Respondents

The sample size was 227, students who were television series viewing during September 2020 to February 2021. The number of female students was less than that of men and the age of the students was between 16 and 21, yielding the mean age 18 years old. In actuality, people who fall into the adolescent category are considered youths by the WHO, but the definition indicates overlapping ages. Adolescents or teens were defined as those aged 16 to 19 years old, while youngsters were defined as those aged 20 to 21 years old. The educational performance of students was classified in to five categories: very good (VG), good (G), medium (M), bad (B) and very bad (VB). But, their results fall only into three categories (VG, M and B) and there wasn't any student's result which falls in the G and VB categories. Such and other demographic data of the respondents are given in Table 1.

Table 1: Descriptive Statistics of Respondents by Demographic Characteristics and Frequency of Educational Performance

Frequency Students' Characteristics		n	VG	M	B
Age	16-19 years old	65	11	51	3
	20-21 years old	162	26	117	19
Gender	Male	130	21	93	16
	Female	97	16	75	6
Grades	Grade 10	78	14	60	4
	Grade 11	74	11	51	12
	Grade 12	75	12	57	6
TVD	Heavy	186	7	157	22
	Light	41	30	11	-
SWES	High Score	190	7	161	22
	Low Score	37	30	7	-
Series Program	Entertainment	199	17	160	22
	Educational	28	20	8	-

Source (Survey, 2021; & JSS, 2021)

Table 1 shows that 130 (57.3%) of the sample respondents were male students and 97 (42.7%) were female students. It indicates that the sample size included more number of males. Out of 130 males 21 (16.15%) had very good average, 109 (83.85%) had medium and bad average educational performance while out of 97 female students 16 (16.49) had very good average and the rest 81 (83.50%) had medium and bad average educational performance. This implies that educational achievement of female students when compared to that of male students was around equal level.

From the total sample, 65 (28.63 %) were teenagers (adolescents) aged 16 or 19 years while 162 (71.37%) were youths aged between 20 and 21 years of age. This indicates that the students were at their very young age. Out of the teenagers 11 (16.92%) and out of 162 youths 26 (16.05%) had very good average mark. This shows that the impact of the two age categories which had difference on the educational performance was very small, rather their percentage on scoring very good educational performance was almost nearest to equal.

As indicated in Table 1, 78 (34.4%), 74 (32.6%) and 75 (33.0%) were students of grades 10, 11 and 12 respectively. 14 (17.9%) of grade 10 students, 11 (14.9%) of grade 11 students and 12 (16%) of grade 12 students achieved very good educational performance. Nevertheless, this result indicates that only a few students had very good average while majority of them, more than 80% of each grade students had either medium or bad educational performance.

In the same table above, regarding the time students spent in viewing television, it is indicated that 186 (81.9%) and 41 (18.1%) of the total sample were heavy and light viewers respectively. It is calculated based on the cut point, average duration of television viewing per a day (2 hours) and respondents were categorized as heavy viewer (those who view for more than the average time) and light viewer (those who view TV for less than the average time). Out of 186 heavy viewers only 7 (3.7%) were in a very good educational performance but from those light viewers 41, 30 (73.1%) were in a very good educational performance. The same was true for SWES score. Out of students who score SWES highly 190 only 7 (3.6%) of them had very good semester average but those of low SWES score 37 had very good semester average, 30 (81%). No one had bad semester average with light viewing and low SWES score. This implies that heavy time viewing and high SWES had impact on the educational performance of students.

Table 1 also illustrated the type of series programs students watched. They are drama, movies, sports and lessons. They are totally classified in to entertainment and educational programs. Out of students who viewed entertainment program 199, only 17 (8.54%) of them scored very good results while out of those who viewed educational lessons 28, 20 (71.43%) of them scored very good results. This data also revealed the exact impact of the type of program they viewed had on their educational achievements.

4.2 String Characteristics of Students

A variable whose values are not numeric and so are not used in calculations is called a string. Any characters up to the specified length can be used in the values. Students from Jimma Secondary School who watched a series of television shows used a variety of 9 mediums. Among them the most viewed were Fana TV 50 (22%), Kana 46 (20.3%), DSTV 38 (16.7%), EBS 37 (16.3%), OBN 23 (10.1%) and EBC 12 (5.3%). The rest Ahadu, Kana and EBC (those who view all), Kana and EBS (those who view both), Walta and Fana (those who view both), DSTV and Kana (those who view both), and Fox Movie totally comprised of 7.9 %. These data showed that "Zetenegnaw She" series program of Fana, translated foreign series movies of Kana, series sport channels like the English premier league of DSTV, series drama of EBS and series educational lessons of OBN were the most dominant series programs and media being viewed and had impact on the educational performance of students.

Respondents who had access to television at their own home were 170 (74.8%), who view TV in Café 38 (16.7%), in neighbor's home 12 (5.3%), both in home and café 2 (0.9%) and those who view TV using smart phones at their hands were 5 (2.2%). Devices mostly they were used was TV set 222 (98.8%) and the least was using smart phone 5 (2.2%). These results indicate that the greatest number of students view television at their home on TV set. Only a few students viewed TV in neighbor's home and used smart phones.

4.3 The magnitude of Educational Performance by Gender, Age, SWES Score, Type of Program and TVD

The demographic data such as gender, age, type of media students view and television viewing duration were gathered through a questionnaire prior to SWES score. The scale was

adopted and modified from Series Watching Engagement Scale (SWES) as per Istvan Tóth-Királi et al (2017) and from Binge-Watching Engagement and Symptoms Questionnaire (BWESQ) as per Flayelle et al (2019). The scale has 10 dimensions and 38 items rated on a 7-point Likert scale. Each item has a maximum of 7 point and a minimum of 1 which respondents agree or disagree with on a seven -point scale (from 'not true to me at all' to 'completely true to me'). Item mean scores range from one (1.00) to five (7.00). Four (4.00) represents the 'neutral mark', that is, on average respondents neither agree nor disagree with the statement as per Liebling and Arnold (2002) item scoring method. By calculating all items' scores and dividing to the total item results the average SWES score of students. Based on this manner, the median score of the SWES is 4, which was used as a cut point to divide high SWES score (>4) and low SWES score (<4). Accordingly respondents were categorized as high SWES score and low SWES score.

TV viewing duration is labeled as light TV viewers and heavy TV viewers as per Tomar (2011). Viewing television for 2 hours a day is an average duration as per Toth-Kirarly et al. (2017). Based on these references, the current researcher categorized students who view television for more than 2 hours a day as heavy viewers and those who view television for less than the average, 2 hours a day, as light viewers. To know students' performance, marks from teachers (roster report) which were consolidated and taken up for the assessment of academic performance. This students' academic performance was categorized as very good (80-100), good (65-79), medium (50-64), bad (40-49) and very bad (below 40) according to Li (2017). Based on the classifications and computed mean values of respondents, the table below shows gender, age, type of program, TV viewing duration, SWES score and academic performance of respondents. Table 2 presents these data.

Table 2: Descriptive Statistics of Respondents' Gender, Age, SWES, TP and TVD by Mean Value of Educational Performance

Characteristics	Educational Performance		
	Mean, Standard Deviation and population		
	M	SD	n
Male	61.37	15.10	130
Female	61.62	15.26	97
16-19 years	62.72	15.58	65
20-21 years	60.98	14.97	162
HV	56.30	7.23	186
LV	84.97	19.03	41
H SWES	56.27	7.17	190
L SWES	88.24	17.01	37
Ent. P	58.25	11.18	199
Edu. P	84.46	19.39	28

As shown above in Table 2, male students 130 (57.3%) had mean value of educational performance M=61.37 (SD=15.10) and that of female students 97 (42.7%) had (M= 61.62, SD=15.26) mean value equivalent or very small difference to the men which needs t-test to check for the significance. The mean value of teenagers' educational performance (M=62.72, SD=15.58) differed in a very small amount to that of the youth (M=60.98, SD=14.97). This result also needs further verification using t-test.

In Table 2, it was indicated that educational performance of heavy viewers (M=56.30, SD=7.23) was less than that of the light viewers (M=84.97, SD=19.03). Students who score high SWES (M=56.27, SD=7.17) were different in their educational performance compared to low SWES score (M=88.24, SD=17.01). This implies that highly engaged in a series manner viewing television had more impact on educational performance of students. It is also showed that the mean value of educational performance of students who view entertainment programs (M=58.25, SD=11.18) was less than the educational performance of those who view educational programs (M=84.46, SD=19.39). Even though the descriptive statistics indicated as

there were mean differences among the above variables, some of the differences were significant while others were not significant. The following table 3 shows these significance levels of mean differences.

Table 3: Independent Samples t- test for Gender, Age, TVD, SWES and TP by EP

Variable	Mean Difference	df	t	F	Sig.	95% CI
Gender	-.25194	225	-.124	.026	.872	(-4.263, 3.759)
Age	-1.73542	225	-.780	.201	.654	(-6.119, 2.648)
TVD	-28.66916	225	-16.027	121.752	.000	(-32.194, -25.144)
SWES	-31.96956	225	-18.801	53.690	.000	(-35.320, -28.618)
TP	-26.21303	225	-10.423	34.268	.000	(-31.168, -21.257)

Independent t-test analysis as shown in Table 3 indicates generally there was not a significant difference for male students (M=61.37, SD=15.10) over female students (M=61.62, SD=15.26), t (225) =-.124, p=.872. Similar result was revealed regarding age of the respondents. There wasn't significant difference on educational performance of adolescents (M=62.72, SD=15.58) over youth (M=60.98, SD=14.97), t (225) =-.780, p=.654. Hence, gender and age had no significant impact on the academic performance of students.

Light TV viewers had higher educational performance (M=84.97, SD=19.03) than those of heavy viewers (M=56.30, SD=7.23), t (225) = -16.027, p=.000. In addition, students who view series entertainment program had lesser educational performance (M=58.25, SD=11.18) than those who view educational program (M=84.46, SD=19.39), t (225) =-10.423, p=.000. Moreover, students who score high on SWES had also a lesser educational performance (M=56.27, SD=7.17) than those who score low on SWES (M=88.24, SD=17.01), t (225) =-18.801, p=.000. All these imply that television viewing duration, the type of series program students viewed and the SWES score of students had significant influence on the educational performance of students.

Students' grades were included in the characteristics of respondents. But in this study they were analyzed under table 4 only because of the number of levels they had: That was above two

and convenient to compute one way ANOVA to test their mean differences. They are presented in Table 4.

Table 4: Summary of ANOVA on Grades and Educational Performance

Variable	Groups	Sum of Squares	df	Mean Square	F	Sig.
Grade						
	Between Groups	145.249	2	72.624	.315	.730
	Within Groups	51653.447	224	230.54		
	Total	51798.696	226			

As indicated in Table 4, the influence of grade on educational performance, therefore, was not significant, F (2, 224) =.315, p=.73 at .05 significance level.

4.4 Multiple Comparisons across the Grades by Educational Performance

Findings on percentages mean scores and standard deviations of the demographic variables across educational performance pointed out as there were mean differences in some variables and as there were not mean differences in other variables. Among these variables, grades had not any significant difference on the educational performance. Besides, summary of one way ANOVA was analyzed and indicated significant mean differences did not exist among the grades. Still these findings need comparisons among the variables. Table 5 shows these comparisons.

Table 5: Post Hoc Analysis of Grades by Educational Performance

Variables		Mean Difference	Std. Error	Sig.	95% CI
Grade 10	Grade 11	1.93	2.46	.713	(-3.88, 7.74)
	Grade 12	1.206	2.45	.876	(-4.58, 7.0)
Grade 11	Grade 10	-1.93	2.46	.713	(-7.74, 3.88)
	Grade 12	-.725	2.48	.954	(-6.59, 5.14)
Grade 12	Grade 10	-1.206	2.45	.876	(-7.0, 4.58)
	Grade 11	.725	2.48	.954	(-5.14, 6.59)

Tukey HSD test in Table 5 indicated that the mean score for grade 10 and 11, grade 10 and 12, grade 11 and 12 were not significantly different.

4.5 The Impact of SWES and TVD on Students' EP

The Series Watching Engagement Scale (SWES) is measured by ten dimensions which have 38 items under them: They are coping/escapism, enrichment & self-development, emotional enhancement, social, loss of control, engagement, dependency, desire, binge-watching (over use) and identification. As per the SWES rules response categories are 1=Disagree very much to 7=Agree very much.

On the dimension namely "Engagement", 186 (81.6%) students rated very high with a mean 5.34 of the sum total of the items (SD=0.513). They believed that their friends considered them a gold mine of information on TV series, watching TV series is one of their favorite hobbies and TV series are part of their life. They also spend a lot of time watching TV series and talking to people on the internet about TV series.

The same very high rating was measured on the "Binge-Watching" dimension. Out of 227 students 224 (98.67%) rated this dimension above the average, high with a mean value of 4.67 (SD=1.03). They spend more time watching TV series than planned, they watch series even when they already should sleep and they always watch many episodes of series in a raw to feel satisfied.

Moreover, when an episode comes to an end, and because they want to know what happens next, they often feel an irresistible tension that makes them push through the next episode.

The dimension "desire" has got very high rank by students with a mean 5.16 (SD=0.657). It was rated high, above 3.5 score. All its items had agreed very much. Students who rated this dimension look forward to the moment they will be able to see a new episode of their favorite TV series, they sometimes feel empty when their favorite TV series comes to an end. They generally quite excited about watching an episode of their favorite TV series. Almost out of 227 students 190 (83.7 %) of them rated a very much agreed score.

Social dimension rated high and from 227 students 197 (86.7 %) scored it an average value of 5.6, which is very high and fall in the "I agree very much" score category with a mean value of 4.52 (SD=1.08). They responded that they watched TV series not to be out of touch, because most of their friends do it and they watch TV series to relate to others more easily, because TV series give them something to discuss at school.

Being in a bad mood, sad, depressed or annoyed when cannot watch any TV series, and I feel better when able to watch them again, being worried if electricity supply prevent from watching TV series and interrupted while watching TV series were characteristics of a lot of students who responded the item "dependency" in a very much agreed manner with mean value 4.7 (SD=1.02). 220 (96.9%) of them rated this dimension and believed that they were dependent on their favorite TV series episodes.

The dimension "loss of control" was also responded with a high rate and a mean value of 5.34 (SD=0.51) by 150 (66.07%) respondents indicating that they sometimes failed to accomplish their homework as they spend more time watching TV series, they even fail every time whenever they try not to spend as much time watching TV series. Students who rated high, above 3.5 on this dimension believed that their school results are suffering from the amount of time they spend watching TV series.

Only a few students 28 (12.3%) rated very high with the least mean value of 2.77 (SD=0.37) the dimension namely "Enrichment and Self-development". All of these students were those who were watching educational program. They responded that they watched TV series to learn language and to increase their knowledge on a number of subjects.

On the two dimensions namely "Emotional enhancement" and "Identification", 212 (93.3%) students rated high with 5.16 (SD=0.65). Hence, they watched TV series to feel strong, emotions like the excitement and in happy mood. The students also feel like same situations happen in their life, like in the characters' when watching TV series. They identified themselves in the TV series program. Almost half 133 (49.8) of the students responded the dimension "coping/escapism" high with a high rate and a mean value of 5.02 (SD=0.63) and responded that they watched TV series to pass time and relieve stress or negative emotions.

The correlation between coping/escapism and enrichment was .82, emotional enhancement and social was .703, loss of control and engagement was .78, dependency and desire was .83, and binge-watching and identification was .88 which indicates that strong positive relationship existed between them. It was possible to indicate all correlations between each dimensions but this was only to indicate some of them as they had positive correlation.

Scoring low on SWES indicated that the association of having very good educational achievement and vice versa. As table 3 revealed, students who scored low on SWES had a greater educational performance (M=56.27, SD=7.17) than those who scored high on SWES (M=88.24, SD=17.01), t (225) =-18.801, p=.000. This result showed that intense series watching engagement of students had clear effect on their educational achievements. Moreover, this significant difference on the academic performance of students regarding SWES score was more supported by their correlation analysis as shown below in Table 6.

Table 6: Association between Respondents' Educational Performance and SWES Scores

		SWES score	Educational P.
SWES score	Pearson Correlation	1	-.801[**]
	Sig. (2-tailed)		.000
	N	227	227

**Significant at 0.01 level.

As shown in Table 6, Pearson's Product Moment resulted that the correlation of SWES score and educational performance of the students was -.801. It indicated that they had very

strong negative correlation and this relationship was significant at .01 level. As SWES score increased, the educational performance decreased and vice versa.

Viewing series television entertainment program for a long time continuously can affect educational achievements of secondary school students as the current study revealed. For instance, as shown in Table 3 above, students who viewed series television program for less than two hours per a day had higher significant educational performance (M=84.97, SD=19.03) than those who viewed more than two hours per a day in a regular manner (M=56.30, SD=7.23), t (225) = -16.027, p=.000. Hence the impact of television viewing duration on secondary school students' educational performance is investigated and further supported by Pearson's correlation analysis as shown in Table 7 below.

Table 7: Association between Respondents' Educational Performance and TVD

		TVD	Educational Performance
TVD	Pearson Correlation	1	-.703[**]
	Sig. (2-tailed)		.000
	N	227	227

**Significant at 0.01 level.

The correlation of television viewing duration and educational performance of students was -.703 and was significant at .01 level which indicated the existence of a strong negative correlation. As respondents' TV viewing time decreased, reversely their educational performance increased.

4.6 Summary on Factors Influencing EP of Students

The TVD and SWES scores of students and their demographic characteristics indicated their educational performance and the factors which influence the educational achievements' magnitude in the school. These predictors had different mean scores and influenced on the educational performance of students. The following tables show the differences of their variances and their degree of influences on educational performance. The regression analysis results are shown below in Tables 8, 9 and 10.

Table 8: Summary on the Association of the Major Variables Influencing Educational Performance

R	R Square	Adjusted R Square	Std. Error of the Estimate
.829	.687	.678	8.58681

Table 9: Regression on the Predictors and Educational Performance

	Sum of Squares	df	Mean Square	F	Sig.
Regression	35577.365	6	5929.56	80.419	.000
Residual	16221.331	220	73.733		
Total	51798.696	226			

a. Predictors: (Constant), age, gender, grades, TVD, SWES, TP
b. Dependent Variable: Educational Performance

Table 10: Coefficients Indicating Comparisons of Magnitudes of the Independent Variables

	Unstandardized Coefficients		Standardized Coe.	t	Sig.
	B	Std. Error	Beta		
(Constant)	92.574	10.622		8.716	.000
TVD	-.776	.898	-.066	-.863	.389
SWES	-9.253	1.179	-.639	-7.846	.000
Gender	-1.046	1.176	-.034	-.889	.375
Age	1.154	.769	.087	1.501	.135
Grade	-1.666	1.045	-.091	-1.594	.112
TP	10.797	2.020	.235	5.346	.000

Dependent variable: Educational Performance

A standard multiple regression analysis was conducted to evaluate how television viewing duration, series watching engagement, gender, age, grades and type of program viewed by students predicted their educational performance. The combination of TVD, SEWS score, gender, age, grade and type of program were significantly related to educational performance of students, $F (6,220) = 80.419$, p= .000.

The multiple correlation was .829, indicating that approximately 68% of the variance of the educational performance of the students can be accounted for by the combinations of the scores of SWES, television viewing duration, type of program they viewed, grades, gender and age while 32% of the effect is accounted for by another factor. The tables revealed that among these factors the first most influential factor was series watching engagement and the second most factor which affected educational performance was the type of program that students viewed. There was strong and significant correlation between the factors at .05 level.

CHAPTER FIVE: DISCUSSION

Among the major findings of the present study reveals is the impact of television viewing duration on academic performance of secondary school students. The result of this finding indicates that the more time students spent viewing TV, the less they achieve school performance. The correlation of television viewing duration and educational performance of students is -.703 and was significant which indicates the existence of a strong negative correlation. As respondents' TV viewing time decreased, reversely their educational performance increased.

Light TV viewers had higher educational performance (M=84.97, SD=19.03) than those of heavy viewers (M=56.30, SD=7.23), t (225) = -16.027, p=.000. This implies that students who view TV for less than 2 hours a day score high educational performance while those who view TV for more than 2 hours a day achieve a lesser educational performance. Generally, the duration of TV viewing has impact on students' educational performance.

This current study's finding is consistent with the study conducted by Sharif and Sargent (2006) on the association between TV exposure and school performance which indicates the negative relationship of poor school performance with television screen time. A study of academic achievements in terms of TV viewing practice by Boissac (1979) also shows a negative correlation or an inverse relationship between the numbers of television hours viewed and scores on educational achievement exists at significant level as the current study indicates.

According to a study conducted in Peru by Cosme et al (2017) on TV viewing and its association with academic performance of secondary school students, TV viewing was negatively correlated with educational performance of students and a regression analysis shows that adolescents who watched television in excess of 2 hour were more likely to report poor academic performance than those who watched television less than 2 hour a day. The students who watched television for a longer duration might have spent less time doing homework, studying and reading, which may have led to decreased academic performance. This is a similar finding with the current study.

The present study's findings regarding TVD and educational performance are also supported by Mohanambigai (2018). He tested his hypothesis that there is a relationship between television viewing habits and academic performance and found that the duration of television viewing has a significant relationship with academic performance ('p' value <.001), i.e. the more duration of TV viewing the poorer academic performance. Those who watched TV more than 3 hours per day were more likely to perform poorer in academics than those who watched less than one hour per day (30% Vs 2%). Likewise those who watched TV less than one hour were more likely in the brilliant category than those who watched long hours (11% Vs 1%).

Kakabra and Hasan (2018) studied the relationship between watching TV and academic achievement in 9th grades and an independent sample t-test was conducted to compare the statistical differences between the academic achievement and school going children who view more than 3 hours a day and those who view less than 3 hours. There was a significant difference in scores of three hours TV viewing (M= 78.01, *SD*= 10.36) and less than 3 hours TV viewing (M= 64.03, *SD*= 6.79; *t* (238) =12.28, *p*=.27, two-tailed).

In addition an independent sample t-test was conducted to compare the statistical differences between academic achievements of school ongoing male and female students based on TVD. There were no significant differences in scores of males (*M*= 65.27, *SD*= 7.85) and females (*M*=63.05, *SD*= 5.73; *t* (238) =1.77, *p*= .079, two-tailed). This study's findings are consistent with the present study's findings in which the independent t-test analysis indicates generally there was not a significant difference for male students (M=61.37, SD=15.10) over female students (M=61.62, SD=15.26), t (225) =-.124, p=.872.

The current study uses TV viewing for 2 hours as a cut point to categorize TVD, adolescent age groups for the study, secondary school as area of study, the association of TVD and educational performance as variable and regression analysis as a tool to analyze data. This methodology is consistent with Cosme et al.'s (2017) and Kakabra and Hasan (2018) studies. The only difference of the current study with that of Kakabra and Hasan (2018) study's is that the current study used 2 hours for TVD cut point while Kakabra and Hasan use 3 hours.

The study conducted on the impact of TV series viewing engagement and TVD on the academic performance of Jimma Secondary School students' reveals that students of Jimma Secondary School who view series television programs were using different 9 types of media.

Among them the most viewed were Fana TV 50 (22%), Kana 46 (20.3%), DSTV 38 (16.7%), EBS 37 (16.3%), OBN 23 (10.1%) and EBC 12 (5.3%). Another study by Jones (2017) illustrates findings of academic performance and media yielding that electronic media has a significant influence on academic performance of the respondents. It is also an electronic media (TV) that is showed in the current study as it has significant influence on academic performance of respondents.

The present study also indicates that students who view educational program (M=84.46, SD=19.39) had more educational performance than those who view entertainment program (M=58.25, SD=11.18) , t (225) =-10.423, p=.000. This finding is supported by Mohanambigai's (2018) research finding on TV viewing habits and its relationship with academic performance. In this study, it is investigated that there is a significant association between the type of program viewed and academic performance ('p' value <.001). Those who watched science (education) related channels were brilliant performers.

The current study reveals that scoring low on SWES has an association with having very good educational achievement and vice versa. It indicates that students who score low on SWES had a greater educational performance (M=56.27, SD=7.17) than those who score high on SWES (M=88.24, SD=17.01), t (225) =-18.801, p=.000. This result shows that intense series watching engagement of students has clear effect on their educational achievements.

Moreover, Pearson's Product Moment results show that the correlation of SWES scores (TV series or repeated viewing) and educational performance of the students was -.801. This means they had very strong negative correlation and this relationship was significant at .01 level. As SWES score increases the educational performance decrease and vice versa. This finding is consistent with the findings of Antwi-Danso (2019) study.

He also uses Pearson's moment correlation analysis and establishes the relationship between the two variables. Results show that there was a strong significant negative correlation between television viewing and academic performance (r = -.621, p = .01). This relationship indicates that as students frequently (series watching) watch television, their performance declines. Thus, the study demonstrated that television viewing was inversely correlated with academic performance.

The present study investigated that light TV viewers had higher educational performance (M=84.97, SD=19.03) than those of heavy viewers (M=56.30, SD=7.23), t (225) = -16.027, p=.000. This analysis of variance shows as there was statistically significant difference in the academic achievements of students for entertainment program viewers including Kana television in Jimma Secondary School students. This result is not consistent with Zena's (2018) findings in Addis Ababa, Kolfe Keranio Secondary School students. Among his findings, the analysis of variance showed that there was no statistically significant difference in their academic achievements for three Kana television viewer groups (Light viewers, medium viewers & Heavy viewers) of the high school students even though his result from qualitative analysis showed that heavy Kana TV exposure lowered academic achievements of high school students.

CHAPTER SIX: SUMMARY, CONCLUSION, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES

6.1 Summary

Though there are many studies which analyze the relationship between television viewing duration and academic performance, there are very few studies in the world and no any study in Ethiopia which assess series viewing, television viewing duration, type of program viewed, educational performance and demographic characteristics of students simultaneously. The current study is the one with that goal and sees this as a gap in stating the problem.

The objectives of the study are investigating the relationship of educational performance with television series viewing engagement and duration. Similarly, it is aimed to study the variance differences of the variables in relation to educational performance of Jimma Secondary School students. Identifying the most influential factor on the academic performance of students was also one of the objectives of this study.

The researcher studied 227 students from Jimma Secondary School in grades 10, 11 and 12 who had viewed series television programs from September 2020 to February 2021. In addition to the demographic data a retrospective analysis was made on their television viewing duration, series viewing engagement and last semester average marks. Data collected were analyzed using statistical methods like mean, standard deviation, t-test, F-test, Person's correlation and regression.

The present researcher found that TV viewing duration and educational performance had strong negative correlation. Similarly, SWES score of students had strong negative correlation with educational performance. Hence, television series engagement and heavy viewing had great influences on the academic performance of students. Students who view TV for more than 2

hours a day had achieved bad educational performance. A lot of them preferred viewing entertainment program rather than educational and resulted in bad educational performance. This implies that the type of program they viewed affected their educational achievement. All of these findings were significant except age, gender and grades. The impact of age, gender and grades on the academic performance of students were not significant and there were no difference in educational performance between male and female, between teenagers and youths and among grades 10, 11 and 12 students. It was identified that among all these independent variables the most which influence educational performance of students were television series viewing engagement and next to it was the type of program they viewed.

6.2 Conclusion

The first aim of this study was to find the relationship of television series viewing engagement and duration with academic performance. The results of this study show that there is a strong negative relationship between TV series viewing and academic performance. The findings of this study revealed that students who view series entertainment program have lesser educational performance than those who view educational program. Similarly, students who highly engage in viewing TV series programs perform their education in a lesser school semester average result than those who engage low in viewing TV series programs. This implies that watching series entertainment program has negative impact on the academic performance of high school students. Reversely students who view series educational programs are beneficiary in achieving high mark in their school performance.

The second aim of this study was to investigate the influence of TVD on educational performance. The results indicate that the mean of students who watched less than 2 hours a day is M=84.97 (SD=19.03). This is higher than the mean of students who spend more than two hours watching television a day (M=56.30, SD=7.23), t (225) = -16.027, p=.000. It is clear from the results that those students who spend fewer hours watching television score higher grades in schools. Moreover, the results of this study show that watching television can have an impact on academic achievement in that the more time students spend watching television every day, the more likely they are to get lower grades in school.

Similarly, the findings of this study are supported by other researchers like Boissac (1979) and Sharma et al. (2017). On the other hand, other researchers like Hoffreth (2010) found the opposite result. He found that television can be a positive force in student's lives and that with the proper parental supervision television can improve student's academic achievements.

Another aim of this research was to discover whether there is any statistical difference between academic achievements in school between male and female students. The results show that there is no statistical difference between these two categories. Hence, as the difference on the school results of female students over male students is very small it indicates this minor difference is not significant. According to this study there is no significant difference on educational performance of adolescents (M=62.72, SD=15.58) over youth (M=60.98, SD=14.97), t (225) =-.780, p=.654 and similarly the influence of grade on educational performance is not significant, F (2, 224) =.315, p=.73 at .05 significance level. This means age and grades have no impact on students' educational performance.

To study the type of program and television which students watch are the target of this study. Accordingly, results of the study reveal that students who view series entertainment program have lesser educational performance than those who view educational program. This implies that viewing educational program has vital role in scoring high marks in school performance. Out of 227 students only 23 (10%) of them watch educational program which is transmitted by Ethiopian Ministry of Education through OBN television.

In addition, the findings of this study highlight that students who watch Fana, Kana, DSTV and EBS are 50 (22%), 46 (20.3%), 38 (16.7%) and 37 (16.3%) respectively. Respondents tell that it is through these media that they watch entertainment programs. From Fana TV Zetenegnaw She, from Kana TV translated foreign series movies, from DSTV sport channels like English premier league and from EBS series drama are programs mostly viewed by students.

Finally, the current study identifies the significant association between television series viewing engagement, television viewing duration and academic performance. The more students watch series TV program and spend much time watching TV, the more their school performance is lowered and vice versa. This may help to create awareness among parents and teachers.

6.3 Recommendations

Based on the outcome of the study, the following recommendations are made:

1. The current study showed the negative impact of ignoring educational TV programs by giving more time viewing entertainment programs. Parents shall be encouraged to regulate television viewing habits of their children. Parental supervision or "co-viewing" strategies should be adopted by parents. Parents should prepare a plan to view TV and study lessons for their students to keep a balance between their leisure time and study time as their age is simply influenced by life pressures they are experiencing.

2. The present study findings indicated that heavy TV viewing duration had impact on the students' educational performance. Secondary schools in Ethiopia haven't counseling and guidance services and counseling professionals. It is recommended that schools should have counselor who organize career guidance programs for the students to encourage them to be more focused on their studies and also to reduce their TV viewing time.

3. According to this study, television series viewing engagement was identified as the most affecting factor of students' educational performance. Therefore, teachers, directors and educational institutions need to be aware of the impact of television series watching engagement and duration in excess of 2 hours a day and prepare appropriate counseling and guidance services.

6.4 Suggestions for Future Study

1. The findings of the present study revealed that 68% of the students' educational performance was dominantly accounted for by TV series viewing engagement, TV viewing duration and the type of TV program viewed, 32% of the factors which affect the educational performance of secondary school students are unknown and need further investigation. So that a similar study should be planned within the same school emphasizing on the uninvestigated factors such as the relationship of school environment, habit of not viewing television and school performances.

2. The results of this study suggest that researches should be undertaken by different researchers within other secondary schools and universities of Ethiopia to continue investigating the effects of Television viewing on students.

References

Aasland, A. (2008). A User Manual for SPSS Analysis: CNAS 2008 Survey Data. *Norwegian Institute for Urban and Regional Research*.

Adeyemo, D. (2007). Moderating Influence of Emotional Intelligence on the Link between Academic Self-Efficacy and Achievement of University Students. *Psychology Developing Society*.

Amare, S. (2001). Effects of Students' Academic Competence, Self-determination, and Motivation on School Performance in Tana Haiq Secondary School. *The Ethiopian Journal of Education.*

Anderson, D., Huston, A., Schmitt, K., Linebarger, D., & Wright, J. (2008). Early Childhood Television Viewing and Adolescent Behaviour: The Re-contact Study. *Monographs of the Society for Research in Child development*.

Antwi-Danso, S. (2019). Relationship between Parenting Styles, Television Viewing Habits and Academic Performance of Students in GA-East Municipality, Ghana. *International Journal of Social Sciences*.

Ashby, S., Arcari, C., & Edmonson, M. (2006). Television Viewing and Risk of Sexual Initiation by young adolescents. *Archives of Pediatrics and Adolescent*.

Boissac, L. (1979). A study of Academic Achievement in terms of Television Viewing Practices. *Louisiana State University and Agricultural & Mechanical College*.

Chonchaiya and Pruksananonda. (2008). Television Viewing Associates with Delayed Language.

Comstock, G. and Scharrer, E.(2007).Media and the American Child.

Cosme, R., Sharma, B., Suk, A., & Woo, E. (2017). Television Viewing and its Association with Sedentary Behaviors, Self-rated Health and Academic Performance among Secondary School Students in Peru.

Dandamudi, V., & Sathiyaseelan, A. (2018). Binge Watching: Why are College Students Glued o their Screens.

Dorr, A., & Rubin, B. (1995). Parents, Children and Television. *Handbook of Parents*.

Ellen, S. (2020). Slovin's Formula Sampling Techniques-sciencing. *https://Sciencing.com.*

Flayelle, M., Canale, N., Vögele, C., Karila, L., Maurage, P., & Billieux, J . (2019). Assessing Binge-watching Behaviors: Development and Validation of the "Watching TV Series Motives" and "Binge-watching Engagement and Symptoms" questionnaires.

Gentzkow, M., & Shapiro, J. (2006). Media bias and reputation. *Journal of Political Economy*.

Gowon, P. (2009). Effects of Television and Radio on Speaking and Writing Skills of Senior Secondary School Students in Jos Metropolis: Department of English, University of Jos, Nigeria.

Habiba,H.(2016). "Ethiopia: Wild South". Retrieved from http://newsweekme.com/ethiopiawild-south, on 17/12/2017.

Healy, G. (2006). Television Time and Continuous Metabolic Risk in Physically Active Adults: Med. Sci. Sports Exerc. 40,639–45.

Hofferth, S. (2010). Home Media and Children's Achievement and Behavior: Child Development.

Jimma Secondary School's report. (2021).

Kakabra, K., & Hasan, A. (2018). The Relationship between watching television and academic achievement in 9th graders students: Psychology Department, Soran University, Iraq.

Li, J. (2017). Media Use and School Performance: School of Educational Science Nanjing Normal University, China.

Liebling, A., and Arnold, H. (2002). A revised version of Measuring Quality of Prison Life (MQPL).

Milmine, D. (2015). The television viewing, dating and academics of young adults.

Mohanambigai, R. (2018). A study on television viewing habits and its relationship with obesity, smental health and academic performance in school children in Tamilnadu.

Naga, A., & Viswanatha, S. (2013). Effect of TV viewing on study habits among high school going children: S.V University Department of Psychology.

Nagaraju, M. (2001). Study habits of high school pupils in relation to certain psycho-sociological factors. Unpublished Ph. D. thesis, Department of Education. S. V. University, Tirupati.

Nirusha, K., Sunny, V., & Bhanu, U. (2015).A descriptive study to assess the impact of television watching on behavior among school going children in selected schools at Guntur, Andhra Pradesh, India: Department of mental health nursing, AICCEDS College of Nursing Azamgarh, U.P, India.

Nunnally, J. (1978). Psychometric theory (2nd ed.). New York.

Noor-Ul-Amin, S. (2013). Impact of television watching on academic achievement of adolescents with special reference to their socioeconomic status. Department of. Unpublished Ph. D. thesis, Department of Education, University of Kashmir, India.

Paavonen, Roine, Pennonen, & Lahikainest. (2009). The relationship between watching television and academic achievement in 9th graders students.

Roeser, R. & Peck, S. (2009). An education in awareness: Self-motivation, and self-regulated learning in contemplative perspective. Educational Psychologist.

Sharif, I., & Sargent, D. (2006). Association between television, movie, and video game exposure and school performance.

Slovin. (1960). Sample size determination formula.

Tarekegn, A., & Endris, S. (2019). The relationship between hours of television watching and academic achievement of secondary school students: The case of some selected secondary schools in Harer City.

Tigist. G. (2014). Parental concern towards the effect of inappropriate television content on children and the practice of parental television mediation in Bole Sub City, Unpublished Master's Thesis, Addis Ababa University, Faculty of Education and Behavioral Study, Addis Ababa.

Tomar, S. (2011). Adjustment of TV viewing: Adolescents in relation to their family structure.

Tóth-király, I., Teáta Bőthe, T., Tóth-fáber, E., Hága, G., & Orosz, G. (2017). Connected to TV series: Quantifying series watching engagement.

World Health Organization. (2020). Meaning of adolescents and youths module: Orientation program on adolescent health for health-care providers.

Zena, M. (2018). The relationship between Kana TV exposure and academic achievements of secondary school students in Kolfe Keranio Sub-city, Addis Ababa.

Appendix A

JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF MEDIA AND COMMUNICATION STUDIES

Questionnaire Prepared for Jimma Secondary School Students

This is a questionnaire aimed to investigate The Impact of Television Series Viewing on the Academic Performance of Secondary School Students for a thesis used to the partial fulfillment of MA in broadcast journalism. Thus your consent in responding the questionnaire has been found essential for the success of this study. The confidentiality of your information will be kept honestly. So you are kindly requested to provide information needed. It is assured that the collected data will be kept conciliate and used for research purpose only.

Thank you in advance for your cooperation!.

Direction One: Please! Answer the following questions carefully.

1. Write your full name _____ grade_____ section_____
2. Sex_____ Age_____

Direction Two: Please! Circle your choice from the given alternatives.

1. Did you watch series television program in the last semester (September 2020 to February 2021)   A. Yes   B. No
2. What type of program did you watch?
   A. Drama   B. Sport   C. Movie D. Educational   E, Spiritual series program   E. If any other specify_____
3. For how long did you watch?
   A. 2 Hours a day   B. More than 2 hours a day   C. Below 2 hours a day D. If you had been watching in a week for how much hour? _____
4. On which media do you watch?
   A. Kana   B. ETV   C. Fana D. Walta E. OBN F.DSTV   G. Foreign TV   H. Other____
5. Which device do you often use?
   A. TV set B. Smart phone C. Computer D. If any other specify_____
6. From where did you access television or the device you used to watch series episodes?
   A. Home B. Neighbor   C. Café/Hotel…etc   D. Smart phone of your own   D.Smart phone of your friend E. If any other specify _____

Appendix B

SERIES WATCHING ENGAGEMENT SCALE

Name_____Grade_____ Section_____ Date_____

Please make a tick (✓) the one number for each question that comes closest to reflecting your series watching toward the 10 dimensions (38 items).

1	2	3	4	5	6	7
Not true to me at all	Not true to me	Rather not true to me	Neither true, nor untrue to me	Rather true to me	True to me	Completely true to me at all

		Likert Scale Scores						
Dimension	Item	1	2	3	4	5	6	7
Escapism	I watch TV series to pass the time	O	O	O	O	O	O	O
	I watch TV series to relieve stress	O	O	O	O	O	O	O
	I watch TV series to overcome loneliness	O	O	O	O	O	O	O
	I watch TV series to escape the routine	O	O	O	O	O	O	O

Dimension	Item	Likert Scale Scores						
		1	2	3	4	5	6	7
Enrichment and self development	I watch TV series to increase my knowledge	O	O	O	O	O	O	O
	I watch TV series to learn language	O	O	O	O	O	O	O
	I watch TV series to feel strong emotions like the excitement they give me	O	O	O	O	O	O	O
	I tend to watch TV series when I am in a happy mood	O	O	O	O	O	O	O
Emotional enhancement	I tend to watch TV series when I am feeling angry, sad , etc	O	O	O	O	O	O	O
	I watch TV series not to be out of touch, because most of my friends do it.	O	O	O	O	O	O	O
	I watch TV series to relate to others easily ,it gives me something to discuss.	O	O	O	O	O	O	O
	I watch TV series because I bow to my close circle's pressure when they advise me to watch a given series.	O	O	O	O	O	O	O
	I talk about series with my family.	O	O	O	O	O	O	O
Social	Series are discussed topics at my school.	O	O	O	O	O	O	O

Dimension	Item	Likert Scale Scores						
		1	2	3	4	5	6	7
.	I watch more TV series than I should.	O	O	O	O	O	O	O
	I occasionally feel guilty or regretful after watching a number of episodes.	O	O	O	O	O	O	O
	I sometimes conceal how much time I've been spending watching TV series from my family.	O	O	O	O	O	O	O
	I sometimes try not to spend as much time watching TV series, but I fail every time.	O	O	O	O	O	O	O
	My family express their approval on my spending too much time watching TV.	O	O	O	O	O	O	O
	I sometimes fail to accomplish my home works so I spend more time watching TV.	O	O	O	O	O	O	O
Loss of Control	My school results are suffering from the amount of time I spend watching TV series.	O	O	O	O	O	O	O
	I spend a lot of time talking to people on the Internet about TV series.	O	O	O	O	O	O	O
	I often check TV series applications (i.e. You tube, TVShow Time,TV Series).	O	O	O	O	O	O	O
	Watching TV series is one of my hobbies.	O	O	O	O	O	O	O
	I spend a lot of time watching TV series.	O	O	O	O	O	O	O

| | TV series are a part of my life. | O | O | O | O | O | O | O |
| Engagement | Friends consider me gold mine of info. on TV. | O | O | O | O | O | O | O |

		Likert Scale Scores						
Dimension	Item	1	2	3	4	5	6	7
	I get annoyed or angry when I'm interrupted while watching my favourite TV series.	O	O	O	O	O	O	O
	I am often worried there might be a technical problem (i.e. an electricity interruption) that prevents me from watching TV series.	O	O	O	O	O	O	O
Dependency	I am usually in a bad mood, sad or annoyed when I can't watch any TV series, and I feel better when I am able to watch them again.	O	O	O	O	O	O	O
	I look forward to the moment I'll be able to see a new episode of my favourite TV series.	O	O	O	O	O	O	O
	I sometimes feel empty or nostalgic when my favourite TV series comes to an end.	O	O	O	O	O	O	O
Desire	I am generally quite excited about watching an episode of my favourite TV series.	O	O	O	O	O	O	O
	I always watch many episodes of series in a raw.	O	O	O	O	O	O	O
	I watch series even when I already should sleep.	O	O	O	O	O	O	O
Binge-Watcing	When an episode comes to an end, I want to know what happens next then see the next episode.	O	O	O	O	O	O	O
	I spend more time watching TV than planned.	O	O	O	O	O	O	O

While watching TV series, I sometimes feel like

Identi-	the same situations happen in my life like in the						
fication	characters'	O	O	O	O	O	O	O

Appendix C

በጅማ ዩኒቨርሲቲ ሂዩማኒቲና ማህበራዊ ሳዬንስ ኮሌጅ የሚዲያና ኮሚዩኒኬሽን ጥናት ክፍል

ውድ የማጠዪቋ ሙላ ሾች :

ማጠዪቋን ያቀረብኩላችሁ ብጅማ ዩኒቨርሲቲ ድህረ ም_ቃ ትምህ ቤት ሂዩማቲና ማበራዊ ሳዬንስ ኮሌጅ የጋዜጠኛነትና የኮሜኒኬሽን ጥናት ክፍል ዉስጥ ሁለተኛ ዲግሪ ማጠሜያ ጽሁፌን እየሰራሁ የም_ኝ ስሆን የማጠዪቋምዓለማተካታዪ የቴሌቪዥን ፕረጎራም መሜከት ከጅማሁለተኛ ደረጃ ትምህርት ቤት ተሚዎች የትምህርት ዉጤ ጋር ያለዉን ተዛምዶ ለማኩናት ነዉ : በዚህ ጥናት ላዪ ስትሳተፉ ሙሉ በሙሉ በእናንተ ፈቃደኝነት ላዪ የተመረተ ሲሆን የምላሽ (ሽ) ዉጤት ለምሪምሪ አገልግሎት ብቻ የሚዉል ሚሆኑ ማስወቅ እወዳለሁ፡ : በዚህ ማጠዪቅ ላዪ የምታሳፈረዉ(ረዉ) ሚስ በምስጥር የሚከበቅ ዪሆናል፡ : ስምህን (ሽን) ሜዱፍ ያስፈለገበት ምክንያት በዚህ ማጠዪቅ ላዪ የምትሙት ሚጃ ከትምህርት ዉጤታችሁ ጋር ማዶያዝ ስለለበትና የትምህርት ዉጤታችሁም በስሟችሁ ከተሰራዉ የዉጤት መሜዘገ ቢያ ሰነድ ውዪምሮስተር ጋር በተዘምዶ የሚራ ጥናት በሚሆኑ ነዉ : ስለዚህ ማጠዪቋን ስትሙ (ዪ) በተቻለህ (ሽ) ሙጠን ግልጽ እና ትክክለኛዉን ሚጃ እንድትሙ (ዪ) በአክብሮት እጠዪቃለሁ :

ሜሟያ አንድ : ለማከተሉት ጥያቄዎች በተሰጠዉክፍት በታለዪ ምላሽህ (ሺሽን) ስጥ(ጪ)፡ :

1. ሙሉ ስም_____የትምህርት ደረጃ
    (grade)_____ ሜሟያ ክፍል (Section)_____
2. ጾታ_____ እድሜ_____

ሜሟያ ሁለት : ለማከተሉ ጥቄዎች ከተሰጡት አሜራጮች ያንተ (ቺ) ሚስ የሆነ ዉን አክብብ(ቢ)፡ :

1. በ 2013 የሜጅሜያ ሙፈቅ ዓሙ ከማስከረምእስከ የካቲት 2013 በነ በረዉጊዜ
    ተከታታዪ የቴሌቪዥን ፕሮግራም(ሞች) ትሙከት(ቺ) ነበር ? ሀ) አዎ ለ) በፍጹም
2. ምን ዓዪነት ፕሮግራምነ ዉየ ምቱሙከተዉ(ችዉ) ?
    ሀ) ትምህርታዊ ለ) ሙዝናኛ
3. በቀን ለምን ያህል ሰአት ትሙከታለህ (ሽ)?
    ሀ) ከ 2 ሰአት በታች ለ) 2 ሰአት ሐ) ከ 2 ሰአት በላዪ
4. የትኛዉን ቴሌቪዥን ስርጭት ነ ዉየ ምቱከታተለዉ(ዪዉ) ?
    ሀ) ፋና ለ) ቃና ሐ) ኢቢኤስ ማ)ኢቴቪ ሰ)ዲኤስ ቲቪ ረ) ዋልታ ሠ)አቢኤን ሽ)አሀዱ ቀ)
    ሌላ ከሆነ ዪገለጹ_____

5. የ ቴሌቪዥን ስርጭትን ወዲምፕሮግራምነ በምንድነ ዉየ ምችከታተለዉ(ዴዉ) ?

ሀ)በ ቴሌቪዥን ለ)በ ስሚ ት ሞ ባ ዪ ል ስ ል ክ   ሐ)ሌ ላ ከ ሆነ ዴ ገ ለ ጿ_____

6. ቴሌቪዥን ከ የ ት አ ግ ኝ ተ ህ (ሽ)ነ ዉ የ ምችከ ታ ተ ለ ዉ(ዴ ዉ) ?

ሀ)ቤ ት ለ)ጎ ረ ቤ ት   ሐ)ካ ፌ ማ ሌ ላ የ ተ ለ የ ከ ሆነ ዴ ገ ለ ጿ_____

Appendix D

ተከታታዪ የ ቴሌቪዥን ፕሮግራምሞክታ ማአኪያ

ሙ ስ ም_____ የ ት ምህ ር ት ደ ረ ጆ (grade)_____   መ ሞ ሂ ያ ክ ፍ ል
(Section)_____

መ ሞ ሂ ያ ፡ ለ እ ያ ን ዳ ን ዱ ሚ ጆ (አ ረ ፍ ተ ነ ገ ር)የ ም ች ስ ማ ማ ት ን (ሚ ጣ ት ን)ሞ አ ስ የ ያ ዘ ዉን
ቁ ጥ ር ዴ ህ ን ሞ አ ክ ት (✔)ከ ስ ሩ በ ተ ዘ ጋ ጆ ዉ ቀ ለ በ ት ወ ስ ጥ አ ድ ር ግ (ጊ)። ።

_____

_____

| 1 | 2 | 3 | 4 | 5 | 6 | 7 |

ሙ በ ሙ ለ እ ኔ እ ዉነ ት በ ማ ከ ሉ ለ እ ኔ   ለ እ ኔ እ ዉነ ት ም በ ማ ከ ኑ ለ እ ኔ
ለ እ ኔ እ ዉነ ት ለ እ ኔ ሙ

ለ እ ኔ እ ዉነ ት አ ዪ ደ ለ ም   እ ዉነ ት አ ዪ ደ ለ ም   ወ ሽ ት ም አ ዪ ደ ለ ም   እ ዉነ ት
ነ ዉ   ነ ዉ   በ ሙ እ ዉነ

አ ዪ ደ ለ ም   ት ነ ዉ

_____

_____

_____

_____

ሚ ጆ (ዓ ዪ ነ ት)   ደ ረ ጆ
(ን ጽ ጽ ር)_____

ተ.ቁ_____   1 2 3 4 5 6
7____

1. እ ነ ተ ከ ታ ታ ዪ ቴ ቪ ፕሮ ግ ራ ም የ ም ሞ አ ከ ተ ዉ ጊ ዜ ለ ማ አ ለ ፍ ነ ዉ   O O O O O
O O

2. እኔ ተከታታዪ ቴቪ ፕሮግራምየ ምማአከተዉጭ ቀትን ለማእወገ ድነ ዉ   O   O   O   O   O   O   O

3. እኔ ተከታታዪ ቴቪ ፕሮግራምየ ምማአከተዉ ብቸኻ ነ ትን ለማእወገ ድነ ዉ   O   O   O   O   O   O   O

4. ዘወትር የተለሟዱ ስራዎችን ለማሻሽ ተከታታዪ ቴቪ ፕ/እ ማ ከታለ ሁ   O   O   O   O   O   O   O

5. እ ዉቀ ቴን ለማ ጭማሪ ተከ ታታዪ ቴ ቪ ፕሮግራምእ ማ ከ ታለ ሁ   O   O   O   O   O   O   O

6. ቄዋን ቄዋ ለ መ ሟ ሪ ተከ ታታዪ ቴ ቪ ፕ/እ ማ ከ ታለ ሁ   O   O   O   O   O   O   O

7. ፕሮግራሞቹ የ ማ ማ ጉ ን ደስ ታ ጠ ን ካ ራ ስ ማ ቱ እ ን ዲ ሰ ማ ኝ እ ማ ከ ታ ለ ሁ O   O   O   O   O   O

8. ጥ ሩ ስ ማ ቱ ወ ዲ ም ደ ስ ታ ሲ ሰ ማ ኝ ነ ዉ ተ ከ ታ ታ ዪ ቴ ቪ ፕ/የ ም ማ አ ከ ተ ዉ   O   O   O   O   O   O   O

9. ስ ና ደ ድ ወ ዲ ም ጥ ሩ ስ ማ ቱ ካ ል ተ ሰ ማ ኝ ተ ከ ታ ታ ዪ ቴ ቪ ፕ/እ ማ ከ ታ ለ ሁ   O   O   O   O   O   O   O

<u>10. ጉ ዋ ደ ኞ ቼ ተ ከ ታ ታ ዪ ቴ ቪ ፕ/ስ ለ ማ ማ አ ከ ቱ ከ እ ነ ሱ ላ ለ ማ አ የ ት እ ከ ታ ተ ለ ለ ሁ O   O   O   O   O   O   O</u>

<u>ሚ ጃ (ዓ ዪ ነ ት)</u> _____   <u>ደ ረ ጃ</u>
<u>(ን ጽ ጽ ር)</u> _____

<u>ተ.ቁ</u>   1   2   3   4   5   6
<u>7</u>

11. ከ ሰ ዉ ጋ ር ለ ማ ቀ ራ ረ ብ ስ ል ተ ከ ታ ታ ዪ ቴ ቪ ፕ ሮ ግ ራ ም እ ማ ከ ታ ለ ሁ   O   O   O   O   O   O   O

12. በ ማ ቅ ር ቡ ኝ ሰ ዎ ች ጫ ፎ ተ ከ ታ ታ ዪ ቴ ቪ ፕ/እ ማ ከ ታ ለ ሁ   O   O   O   O   O   O   O

13. ስለ ተከታታዪ የ ቴሌ ፕሮግራምከቤተሰቦቼ ጋር አወራለሁ   O   O   O   O
O   O   O

14.ተከታታዪ የ ቴሌ ፕሮግራምበ ትምህርት ቤቴ በብዛት የ ሚወያያ ርዕስ ነ ዉ   O   O   O
O   O   O   O

15.ማድረግ ከማግ ባኝ በላዪ በ ጧም ተከታታየ ቴሌ ፕሮግራምእ ማ ከታለሁ   O   O   O   O
O   O   O

16.ተከታታዪ ቴሌ ፕ/ከተማ ከትኩ በ ሁዋ ለ ፀፀት/ወንጀለኛነ ት ይ ሰ ማኛ ል   O   O   O
O   O   O

17. ተከታታዪ ቴሌ ፕ/በ ማዋ ት ያ ጠፋ ሁትን ሰ አ ት ቤ ተሰቦቼን እ ደ ብ ቃ ለ ሁ   O   O   O
O   O   O   O

18.ብ ዙ ሰ አ ት ተከታታዪ ቴሌ ፕሮግራምለ ለ ማዋ ት ብ ማ ክ ር ም አ ይ ሳ ካ ል ኝ ም   O   O   O
O   O   O   O

19. የ ት/ት ቤት ዉ ጤቴ የ ቀነ ሰ ዉ ተከታታዪ ቴሌ ፕሮግራምበ መ ሜ ከ ቴ ነ ዉ   O   O   O   O
O   O   O

20. አ ን ዳ ን ዴ ተከታታዪ ቴሌ ፕሮግራምበ ማ ቴ ም ክ ን ያ ት የ ቤት ስ ራ አ ል ሰ ራ ም   O   O   O
O   O   O   O

21. ቤተሰቦቼ በ ጧም ብ ዙ ሰ አ ት ተከታታዪ ቴሌ ፕ/ስ ማ ከ ት አ ይ ቆ ጡ ኝ ም   O   O   O   O
O   O   O

22.ጓ ዋ ደ ኞ ቼ ና ቤ ተሰቦቼ የ ተከታታዪ ቴሌ ፕ/ሚ ጃ አ ዋ ቂ አ ድ ር ገ ዉ ይ ማ ከ ቴ ኛ ል   O   O   O
O   O   O   O

23.ተከታታዪ ቴሌ ፕ/የ ማ ስ ተ ላ ል ፉ እ ን ደ ዩ ቲ ዩ ብ ያ ሉ ወ ዘ ተ እ ማ ከ ታ ለ ሁ   O   O   O
O   O   O   O

24.ተከታታዪ ቴሌ ፕ/መ ሜ ከ ት አ ን ዱ ቆ ን ጆ የ ኔ እ ረ ፍ ት ማ ስ ለ ፊ ያ ድ ር ጊ ቴ ነ ዉ   O   O   O
O   O   O   O

25. እ ኔ ተከታታዪ ቴሌ ፕሮግራምበ መ ሜ ከ ት ረ ጅ ም ሰ አ ት አ ሳ ል ፋ ለ ሁ   O   O   O
O   O   O   O

26. በኔ እጅታ ተከታታዪ ቴቪ ፕ/የኔ ህይወት ክፋዪና ለኑሮዪ የሚከቅሟኝ ነዉ   O   O   O
O   O   O   O

27. በኢንተርኔት ከሰዎች ጋር ስለ ቴቪ ተከታታዪ ፕሮግራምብዙ ጊዜ አወራለሁ   O   O   O
O   O   O   O

28. <u>ተከታታዪ ቴቪ ፕ/ካልተማከትኩኝ ዪደብረኛል፤ ስሜክት ደግሞዪተዋኛል   O   O   O
O   O   O   O</u>

_____

_____

ሚጃ (ዓዪነት)   ደረጃ
(ንጽጽር) _____

ተ.ቁ   1   2   3   4   5   6   7

29. ተከታታዪ ቴቪ ፕ/ምን እንዳላዪ የሚፖሰናክለኝ ነገር እንዳዪከሰት እጫ ቃለሁ O   O   O
O   O   O   O

30. ተከታታዪ ቴቪ ፕሮግራምእ የ ተማከትሁ ከተስተጉዋጎልሁ እናደዳለሁ   O   O   O
O   O   O   O

31. የ ምዉደዉን ተከታታዪ ቴቪ ፕሮግራምክፍል ስሜከት በጣምእደሰታለሁ   O   O   O   O
O   O   O

32. ተከታታዪ ቴቪ ፕ/ሊጠና ቀቅ ሲደርስ ባዶነት ወዪምጭቀት ዪጫኛል   O   O   O   O
O   O   O

33. አዲስ ተከታታዪ ቴቪ ፕሮግራም ማኛሩን ለማዉቅ እንተርኔት አያለሁ   O   O   O   O
O   O   O

34. ተከታታዪ ቴቪ ፕሮግራም ያለ እቅድነ ዉየ ምማከተዉ   O   O   O   O
O   O   O

35. መተኛት ያለብኝን ስአት ትቼ ተከታታዪ ቴቪ ፕ/እ ማከታለሁ   O   O   O   O
O   O   O

36. ተከታታዪ ቴሊቪ ፕ/ሊፈፀ ምሲል ቀጣዩ ክፍልን ለማየት እጨ ቃለሁ   O O O O
O O O

37. ለእርካታ ስል ሁሉንም ተከታታዪ ቴሊ ፕ/ ያለ ሜጩ ዋረጥ እ ሜ ከታለሁ   O O O O
O O O

38. ብዙ ጊዜ ተከታታዪ ቴሊ ፕ/ስ ሜ ከት እ ራሴን በ ዉ ስ ጡ አ ገ ኛዋለሁ   O O O O
O O O