



Foreign Drama and the Shaping of Children's Consciousness: A Study on the Impact of Social Liberation Manifestations

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Abstract

Research Title: Foreign Drama and the Shaping of Children's Consciousness: A Study on the Impact of Social Liberation Manifestations.

Research Objective: This research sought to explore the methodological and theoretical frameworks regarding the impact of foreign drama on the consciousness of children and adolescents, with a specific focus on manifestations of social liberation.

Methodology: The research relied on the sample survey method, utilizing a questionnaire as a data collection tool. The study was applied to a sample of adolescents.

Key Findings:

- There is a statistically significant **positive correlation** between the intensity of adolescents' consumption of foreign drama and their attitudes toward social liberation.
- The **type of university** (public vs. private) is the most influential variable in determining the extent of openness to images of liberation, followed by the gender variable.
- **Viewing motives** (whether ritualistic for entertainment or utilitarian for learning) are influenced by gender and the educational environment, while the socio-economic level showed no significant impact.
- Foreign drama acts as an **effective tool** in reshaping the value-based reality of adolescents.

Keywords: Foreign Drama, Children's Consciousness, Social Liberation, Adolescents, Western Values.

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Introduction

The child is the most impressionable and malleable being, highly influenced by their surrounding environment. Considering the massive technological boom and the expansion of the digital space, the family and the school are no longer the sole sources for shaping a child's consciousness and guiding their behaviour. Foreign drama, in its various forms from cinematic films to global streaming platforms—has emerged as a fundamental actor and an invisible partner in the process of socialization. Transcending geographical and cultural boundaries, it presents life models and behavioural patterns characterized by high levels of attraction and visual spectacle.

The importance of this study lies in monitoring the nature of this "imported consciousness," particularly when it clashes with manifestations of **social liberation** promoted by these works concepts that may radically differ from the ethical and social frameworks prevailing in Arab societies. Drama is not merely a

tool for entertainment; it is a "soft power" capable of redefining a child's understanding of individual freedom, family relations, gender identity, and even daily consumption patterns.

Intensive exposure to scenes of social liberation in imported drama creates a state of **value dualism**, where the child finds themselves caught between a lived reality characterized by conservatism and tradition, and a virtual reality that presents liberation from constraints as a synonym for sophistication and modernity. Consequently, this research seeks to investigate the extent to which these dramas contribute to destabilizing social constants among the youth and to analyse the consequences of accepting lifestyles that may lead to cultural alienation or rebellion against the mother social system.

This research explores the methodological and theoretical frameworks related to the impact of foreign drama on the consciousness of children and adolescents, with a specific focus on social liberation. It includes a comprehensive review of previous literature, the research problem, objectives, hypotheses, and a precise description of the sample and tools used for data collection and analysis.

I. Literature Review

1. **Abu Talib and Al-Qahtani (2024):** *The Impact of Korean Drama on Adolescent Culture in Saudi Society*. This study explored the characteristics of Korean drama and its reflections on the material and moral culture of adolescents in Saudi Arabia. Using a mixed-methods approach (case studies for 5 subjects and a survey of 250 adolescents), the study found:

- **Attraction Factors:** Success in attracting adolescents by simulating their psychological and social characteristics.
- **Moral Impact (66.67%):** It promoted positive values like respecting elders but also raised questions regarding some Islamic values and rituals.
- **Material Impact (63.67%):** Imitation of skincare routines, hairstyles, clothing styles, and an interest in Korean cuisine and home design.

2. **Abbas et al. (2023):** *Cultural Invasion via Turkish Drama in Pakistan*. Applying the **Cultivation Theory** to 300 university students, this study measured how exposure to social liberation in Turkish drama leads to the adoption of Western values in conservative Pakistan. The results indicated that Turkish drama acts as a "cultural invasion" tool, making Western values attractive through romantic lifestyles.

3. **Hargraves (2023):** *Representations of Social Liberation in "Game of Thrones"*. Focused on the role of Western drama in spreading ideas of liberation, finding high densities of sexual content and materialist values (the end justifies the means), while marginalizing faith in favour of superstition and promoting the acceptance of LGBTQ+ rights.

4. **Clark (2022):** *Models of the Liberated Woman in the Series "Scandal"*. Analysed the character of "Olivia Pope" and her influence on female adolescents. The results showed that the series linked social and professional success with a "liberated" lifestyle, such as extra-marital relationships and independence from the family, prompting the sample to emulate these behaviours.

5. **Maha Mohamed Fathi (2020):** *Cinematic Films and Liberation among Egyptian Youth*. Proven a strong correlation between watching satellite films and increased social liberation among university students, with the majority of youth viewing these liberated images as positive or a mix of positive and negative.

6. **Mahmoud Mohamed Abdel Halim (2019):** *Value Alienation and Social Liberation among Adolescents*. Investigated "alienation from the value system" caused by TV drama, noting that it encourages behavioural deviations (such as making money the sole criterion for relationships) and leads to social isolation and rebellion against Egyptian social norms.

7. **Zhou (2019):** *American Films and Social Liberation among Chinese Students*. Found a positive correlation between long-term exposure to American cinema and changes in behavioural habits and social liberation among English-speaking Chinese students, supporting the **Cultivation Theory** in Asian societies.

8. **Jiwani (2018):** *Female Heroism and Social Liberation in Bangladesh*. Showed that portraying women in heroic roles serves as a strong motivator for young women toward social liberation at behavioural, value-based, and social levels.
9. **Islam (2018):** *Features of Modernity and Liberation in India*. Observed that liberation is most evident in the imitation of "lifestyle and appearance," confirming a statistically positive effect of cinematic films on liberal trends in light of modernity theories.
10. **Fouda Mohamed Ali (2022):** A descriptive survey of Saudi youth found that the sample watches drama daily (1-2 hours), preferring **Action** for its excitement, and relies primarily on **digital platforms like Netflix**.
11. **Mujeeb Al-Shimiri (2020):** Explored the relationship between the Yemeni public and local TV drama. Despite high viewership, there was a general negative trend toward the content, which remains largely seasonal and focused on local social issues.
12. **Abderrahmane Guiddi (2020):** Investigated the reception of media content via Facebook and YouTube among Algerian youth. It highlighted that demographic traits (gender, residence, specialization) significantly influence the choice and interpretation of media messages regarding social reality.

Benefits Derived from Previous Literature:

- **Thematic Diversity:** Helped in understanding the multidimensional nature of "social liberation" across different cultures (Korean, Turkish, Western), allowing for a precise formulation of the research problem.
- **Methodological Reference:** Guided the researcher to adopt the **Media Survey Method**, which has proven successful in linking dramatic content to behavioural changes.
- **Tool Development:** Aided in designing a rigorous questionnaire tailored to the adolescent demographic, ensuring accurate measurement of motivations and attitudes.

II. The Research Problem

Recently, there has been a steady increase in adolescent exposure to foreign drama via digital platforms. These works carry a distinct value and cultural system that highlights patterns of "social liberation."

The research problem is defined by monitoring the role played by foreign drama (films and series) in shaping the consciousness of children and adolescents. This was identified through literature reviews and a **pilot study** of 40 subjects, which revealed:

- High rates of foreign drama consumption.
- Motivations included "filling free time," "seeking different ideas not found in our society," and "finding content that expresses my inner feelings."

The main research question is:

What is the role of social liberation manifestations in foreign drama in shaping the consciousness of adolescents toward the reality of Western societies?

III. Significance of the Study

The current study derives its importance from the nature of the subject matter and its social implications, as well as its significant impact on the socialization of adolescents within society. The significance is highlighted as follows:

- **Scientific Contribution:** The study seeks to provide a robust scientific analysis of the media portrayal of "Social Liberation" in foreign drama. This contributes to enriching the Arabic library with modern research in media and communication studies and enhances the understanding of how social reality is constructed through imported dramatic content.

- **Target Demographic:** The study focuses on adolescents, a critical stage characterized by rapid psychological and social changes. This makes them more susceptible to media messages, necessitating an investigation into the factors shaping their awareness and values during this formative phase.
- **Production Quality and Attraction:** Given the massive production budgets, visual appeal, and high technical quality of foreign drama, it has attracted a wide segment of adolescents. This heavy consumption doubles the potential "cultivation effect" of the values and standards embedded in these works.
- **Adoption of Western Lifestyles:** The study is significant in revealing the level of interaction and adoption among adolescents regarding Western lifestyles, monitoring the extent of identification with them, especially amidst the global wave of liberation and the ease of accessing cross-border content via digital platforms.
- **Educational and Social Impact:** It attempts to identify the expected impact of liberated models presented in drama (such as liberation from family constraints or adopting foreign behaviors). This assists educational and media institutions in understanding the challenges facing the value systems of adolescents in local society.

IV. Objectives of the Study

1. Monitor the forms of social liberation included in foreign drama (the study sample).
2. Determine the motives and intensity of adolescent exposure to these dramatic works.
3. Measure the level of adolescent awareness regarding the risks of social liberation presented in drama.
4. Identify the relationship between the rate of exposure and the adoption of liberated attitudes (intellectually and behaviorally).

V. Theoretical Framework

The study utilizes the **Uses and Gratifications Theory**, which plays a primary role in explaining the relationship between the "communicator" (the medium) and the "recipient" (the audience). This theory views the audience as active participants who select content based on their psychological and social needs.

1. Theory Assumptions:

- **Audience Activity:** The adolescent is an active element who chooses dramatic content that meets their aspirations.
- **Goal-Oriented Utility:** The choice of a specific dramatic work stems from a desire to achieve intended gratifications.
- **Media Competition:** Foreign drama competes with other sources of gratification (local drama, social activities) to win the adolescent's attention.

2. Motives for Exposure:

- **Instrumental Motives:** Seeking knowledge about "the reality of Western societies" and learning new intellectual and lifestyle patterns.
- **Ritualistic Motives:** Escaping reality or routine, passing free time, and enjoying the excitement provided by foreign drama.

3. Theory Application in Current Study:

- Designing a questionnaire to measure whether motives are **instrumental** (learning new values) or **ritualistic** (mere entertainment).

- Analyzing why some adolescents adopt Western behaviors unconsciously by linking them to the type of gratifications obtained during viewing.

VI. Operational Definitions

1. **Foreign Drama:** Artistic works (series and films) produced outside the Arab world and broadcast via digital platforms or satellite channels.
2. **Awareness:** The perception and understanding formed by the adolescent toward social issues and phenomena as a result of interacting with media content.
3. **Social Liberation:** A set of behaviors and ideas that transcend traditional constraints and prevailing societal norms, appearing in forms of (intellectual, familial, and sexual liberation).

VII. Research Questions

1. How interested are adolescents in the study sample in foreign drama?
2. What are the main factors attracting adolescents to foreign drama?
3. What platforms do adolescents use to follow foreign drama?
4. What is the intensity of adolescent exposure to foreign drama?
5. What are the habits and patterns of adolescent viewing?
6. What genres of foreign drama do adolescents prefer?
7. To what extent do adolescents rely on foreign drama to learn about other societies?
8. To what extent do adolescents accept the images of social liberation presented in foreign drama?
9. What are the most prominent patterns of social liberation presented that have been adopted by adolescents?
10. What is the adolescents' opinion of the image presented by foreign drama regarding social liberation?
11. What is the impact of foreign drama on increasing social liberation among adolescents?
12. To what extent do adolescents believe that society accepts the manifestations of social liberation presented in foreign drama?

VIII. Study Variables

- **Independent Variable:** Images of social liberation presented in foreign drama.
- **Mediating Variables (Demographics):**
 - Gender (Male/Female).
 - Type of Education (Public/Private).
 - Socio-economic Level (High/Medium/Low).
- **Dependent Variable:** Adolescent awareness.

IX. Research Hypotheses

1. There is a statistically significant correlation between the viewing rate of foreign drama and awareness of social liberation manifestations.
2. There is a statistically significant correlation between the motives for watching foreign drama and attitudes toward the social liberation within it.
3. There is a statistically significant difference between the mean scores of males and females regarding their motives (ritualistic vs. instrumental).

4. There is a statistically significant difference between public and private university students regarding their motives for watching.
5. There are statistically significant differences among adolescent viewers in their motives (ritualistic vs. instrumental) based on viewing intensity.
6. There is a statistically significant difference between males and females in their attitudes toward images of social liberation.
7. There is a statistically significant difference between public and private university students in their attitudes toward images of social liberation.
8. There are statistically significant differences in attitudes toward social liberation based on socio-economic levels.
9. There is a statistically significant difference between the actual mean of adolescent adoption of Western societal reality and the theoretical mean of the scale.
10. There is a statistically significant difference between males and females in the adoption of Western societal reality.
11. There is a statistically significant correlation between the perception of social liberation in drama and the inclination to simulate this liberation in local reality.
12. There are statistically significant differences in the awareness of social liberation manifestations according to demographic variables.

Here is the professional academic translation of the final sections of your study:

X. Type and Methodology of the Study

- **Study Type:** This is a **Descriptive Study**. It aims to describe and analyze the phenomenon, uncovering its underlying causes to reach meaningful conclusions that help in correcting, updating, or developing the current reality.
- **Research Methodology:** The study utilizes the **Media Survey Method**, applied to a purposive sample of Egyptian university students in their first year of undergraduate studies (aged 18).

XI. Study Population and Sample

- **Study Population:** The field study population consists of 18-year-old adolescents who are currently students at Egyptian universities and follow foreign films and series broadcast via television, smartphones, and computers.
- **Study Sample:** A purposive field sample of **400 respondents** from first-year university students (aged 18) who follow foreign media content.
- **Justification for Sample Selection:**
 1. **Formative Stage:** Adolescence is a critical period where personality crystallizes and value systems are established. The rapid psychological and physiological changes make adolescents more open to external influences and imported dramatic content.
 2. **Alignment with Research Problem:** At age 18, adolescents actively seek independence and self-affirmation, making them the group most interactive with the "social liberation" models presented in foreign drama.
 3. **Comparative Diversity:** The sample includes students from both public and private universities to ensure representation of diverse social, educational, and economic backgrounds, enhancing the validity and generalizability of the findings.

4. **Intellectual Maturity:** First-year university students possess the cognitive and linguistic maturity required to accurately express their motives and attitudes, ensuring the reliability of the research tools (questionnaire).

XII. Research Tools

- **Questionnaire:** Prepared by the researcher and applied to the purposive sample to gather primary data.
- **Validity and Reliability:**
 - **Face Validity:** The questionnaire was reviewed by a panel of specialized professors (*). Amendments were made based on their suggestions to align with study objectives.
 - **Reliability (Test-Retest):** Applied to a pilot group of 40 subjects and repeated after 15 days. The correlation coefficient was **0.899**, indicating a very high degree of reliability.

1. Motivation Scale (Ritualistic - Instrumental)

Measured using a 3-point Likert scale: **Disagree (1), Neutral (2), Agree (3).**

- **Internal Consistency Validity:** Correlation coefficients between each domain and the total score were calculated to ensure the scale's validity.
- **Scale Reliability:**
 - **Re-application Method:** Yielded a correlation coefficient of **0.916**.
 - **Split-Half Method:** Calculated using Guttman and Spearman-Brown formulas to confirm the internal reliability of the dimensions.

XIII. Study Scope

- **Subject Scope:** Foreign drama and its role in shaping children's awareness (Impact of social liberation).
- **Human Scope:** Purposive sample of 18-year-old first-year university students.
- **Spatial Scope:** Ain Shams University, Cairo University, and October 6th University.

XIV. Statistical Methods

The study employed **SPSS V.27** for the following:

1. **Descriptive Statistics:** Frequencies, percentages, weighted means (to determine agreement levels), and standard deviation (to measure dispersion). Results showed high homogeneity ($SD < 1$).
2. **Cronbach's Alpha:** Confirmed internal consistency with levels exceeding **0.93**.
3. **T-Test:** Confirmed the stability and independence of responses ($p\text{-value} = 0.000$).
4. **Spearman's Rho:** Used for correlational hypotheses, revealing a strong link between "viewing motives" and "attitudes toward liberation" (0.741).
5. **Non-Parametric Tests:** Used to detect differences based on gender and university type.

XV. Statistical Analysis: Demographic Profile

The demographic variables serve as mediating factors that explain the variance in "awareness" and response to "social liberation."

Table (1): Demographic Analysis (n=400)

Demographic Variable	Category	Frequency (f)	Percentage (%)
Gender	Male	270	67.50%
	Female	130	32.50%
Education Type	Public	310	77.50%
	Private	90	22.50%
Socio-economic Level	High	62	15.50%
	Medium	172	43%
	Low	166	41.50%
Total		400	100%

Source: Compiled by the researcher based on SPSS V.27 results.

Analysis of Table (1): The data shows a clear predominance of males (67.5%) compared to females (32.5%). This distribution necessitates an analysis of the dependent variable (Awareness) while accounting for gender differences in the reception of social liberation content, as the degree of influence or rejection may vary based on social roles associated with each gender.

Regarding the educational background, it is clear that the vast majority of the children in the sample belong to **public education** at a rate of **77.5%**, compared to a limited percentage of **22.5%** for private education students. This result reflects that the study focuses primarily on the broad segment of society, adding significance to the findings; public education students may be more or less susceptible to cultural patterns that differ from those presented in foreign drama compared to their counterparts in private education.

The results revealed a relative convergence between the middle and low-income groups, with the **Middle Level** ranking first at **43%**, followed closely by the **Low Level** at **41.5%**. In contrast, the **High Level** recorded the lowest percentage at **15.5%**. This distribution indicates that the study sample, as a whole, represents the middle and working classes (totaling **84.5%**). These are the groups that may face a value-based conflict between their lived reality and the luxurious or open "images of social liberation" promoted by foreign drama, making the study of these children's awareness socially significant.

Descriptive Analysis of Field Study Variables:

The study variables and their sub-axes are examined descriptively in terms of measures of central tendency (**Maximum, Minimum, Range, and Weighted Mean**), while measures of dispersion are represented by the (**Standard Deviation and Coefficient of Variation**), as shown in the following table:

Table (2): Descriptive Statistics for the Main Study variables

Variable	Min	Max	Weighted Mean	Std. Deviation	Coeff. of Variation
Viewing Rate (Exposure Intensity)	2	5	4.15	0.73	0.18
Viewing Motives (Exposure Intensity)	2	5	4.22	0.7	0.17
Motives (Instrumental & Ritualistic)	2	5	4.08	0.71	0.18
Attitude toward Liberation (Values, Behaviours, Relations)	2	5	4.1	0.74	0.18

Level of Adoption (Conviction in Western Patterns)	2	5	3.9	0.81	0.21
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Source: Prepared by the researcher based on SPSS V.27 results.

- **High Exposure and Positive Trends:** The results generally indicate that we are dealing with a sample of adolescents characterized by high exposure intensity to foreign drama, paired with strong positive attitudes toward images of social liberation and a high conviction in Western patterns.
- **Sample Homogeneity:** The sample is highly homogeneous in its vision, as no large standard deviations appeared. This makes these results a strong indicator that enhances the possibility of proving the correlational hypotheses.
- **Scale Inclusivity:** The range for all variables was consistent, with a minimum value of **2.00** and a maximum of **5.00**. This indicates the comprehensiveness of the scale and its ability to monitor variance in opinions. Notably, none of the adolescents chose the value **(1)**, which represents total rejection, reinforcing the hypothesis of the strong influence of foreign drama on the sample.
- **Elevation of Exposure and Motives:** The "Viewing Motives" variable recorded the highest weighted mean (**4.22**), followed by "Viewing Rate" (**4.15**). These values (approaching the maximum score of **5.00**) indicate a high intensity of exposure driven by strong needs and motives.
- **Attitude versus Actual Adoption:** We observe that the mean for "Attitude toward Liberation" (**4.10**) and "Level of Adoption of Western Patterns" (**3.90**) are notably high. This suggests that the adolescents in the sample are not just viewers but have a high positive inclination toward the liberal values presented. However, "Actual Adoption" is slightly lower than "Attitude," which may indicate social deterrents that prevent full adoption despite conviction.
- **Dispersion Measures:** Standard deviation values ranged between **0.70** and **0.81**. These low values (less than 1) demonstrate the consistency of adolescent responses. Similarly, the low and convergent Coefficient of Variation values (between **0.17** and **0.21**) confirm the accuracy of the results and the consistency of opinions across the sample, with a very slight variance in the level of adoption (**0.21**) being the most dispersed variable compared to the others.

Testing the Reliability and Validity of Study Axes:

To evaluate the reliability and validity of the responses, the researcher utilized **Cronbach's Alpha** and its **square root** (Intrinsic Validity) to measure the stability and consistency of the study axes. Table (3) shows that the overall reliability coefficient for the sample's responses reached **95.1%**, reflecting a high level of stability in the measurement tool. This high percentage provides scientific assurance regarding the consistency of the opinions and attitudes of the research sample toward the study variables.

Table (3): Cronbach's Alpha Test

Variable	Alpha Coefficient	Square Root of Alpha
Viewing Rate (Exposure Intensity)	0.946	0.972625
Viewing Motives (Exposure Intensity)	0.947	0.973139
Motives (Instrumental & Ritualistic)	0.94	0.969536
Attitude toward Liberation (Values, Behaviours, Relations)	0.942	0.970567
Level of Adoption (Conviction in Western Patterns)	0.938	0.968504

Source: Prepared by the researcher based on SPSS V.27 results.

- **High Cronbach's Alpha Coefficients:** The results indicate that all Cronbach's Alpha values for the study axes were very high, ranging from a minimum of **0.938** to a maximum of **0.947**. Since all values significantly exceeded the statistically acceptable threshold (usually 0.70), this confirms a high level of **internal consistency** among the items within each axis, ensuring they accurately measure the same concept.
- **Intrinsic Validity:** The values for intrinsic validity (the square root of the reliability coefficient) were exceptionally high, approaching **1.0** (ranging between 0.968 and 0.973). This proves that the study tool possesses a high degree of validity in measuring what it was designed to measure and is largely free from random errors.
- **Balance in Formulation:** The convergence of reliability values across all axes (Viewing Rate, Motives, Attitudes, Level of Adoption) reflects a methodological balance in the phrasing of the questionnaire items. No axis fell below the 93% reliability level, granting the researcher full confidence in generalizing the results to the original study population.
- **Reliability Conclusion:** Based on the above, the results confirm that the study tool (the questionnaire) possesses excellent psychometric properties, making it a valid and reliable instrument for analysing the relationship between watching foreign drama and adolescent attitudes toward social liberation.

Independence and Stability of Opinions (t-test):

Table (4) presents the results of a **One-Sample t-test** to determine the extent of independence and stability of the respondents' answers. The **null hypothesis** states that there is no independence or stability in the variables. The null hypothesis is accepted if the p-value is greater than or equal to 0.05. Conversely, the **alternative hypothesis** which confirms the independence and stability of opinions is accepted if the p-value is less than 0.05.

Table (4): One-Sample t-test for Study Variables

Variable	t-test Value	Degrees of Freedom (df)	P-value
Viewing Rate (Exposure Intensity)	110.9	399	0
Viewing Motives (Exposure Intensity)	117.18	399	0
Motives (Instrumental & Ritualistic)	110.87	399	0
Attitude toward Liberation (Values, Behaviours, Relations)	107.99	399	0
Level of Adoption (Conviction in Western Patterns)	93.84	399	0

Source: Prepared by the researcher based on SPSS V.27 results.

- **Statistical Significance:** All **p-values** for the study variables (Viewing Rate, Motives, Attitude toward Liberation, and Level of Adoption) were **0.000**, which is significantly lower than the adopted significance level of 0.05.
- **Acceptance of the Alternative Hypothesis:** Based on the statistical rule, the null hypothesis is rejected, and the alternative hypothesis is accepted. This confirms that the respondents' opinions regarding all dimensions of the study are independent and stable.
- **Strength of t-values:** The calculated t-test values were remarkably high, ranging between **93.84** and **117.18**. These high values indicate a significant and statistically relevant gap between the sample's mean responses and the hypothetical mean. This reinforces confidence that the responses were not random but represent real and stable attitudes among the adolescents.

Testing the Study Hypotheses

Hypothesis 1:

There is a statistically significant correlation between the viewing rate of foreign drama among adolescents and their attitudes toward the social liberation depicted therein.

Table (5): Testing the First Hypothesis

Variable	Viewing Rate	Attitude toward Liberation
Viewing Rate	1	
P-value (Sig.)	-	
Attitude toward Liberation	0.562	1
P-value (Sig.)	0	-

Source: Prepared by the researcher based on SPSS V.27 results.

Analysis: The results indicate a **moderate positive correlation** between the "Viewing Rate" and the "Attitude toward Social Liberation," with a correlation coefficient of **0.562**. This implies that as the rate of content consumption increases, attitudes toward social liberation tend to increase as well, reflecting a tangible link between the two variables.

Statistically, this relationship is significant at a level less than **(0.01)**, as the probability value (Sig.) reached **0.000**. This value is much lower than the standard significance level (0.05), confirming that the relationship is not a product of chance but a genuine, statistically strong correlation. Based on these data, the **first hypothesis is accepted**.

Hypothesis 2:

There is a statistically significant correlation between adolescents' motives for watching foreign drama and their attitudes toward the social liberation depicted therein.

Table (6): Testing the Second Hypothesis

Variable	Viewing Motives	Attitude toward Liberation
Viewing Motives	1	
P-value (Sig.)	-	
Attitude toward Liberation	0.741	1
P-value (Sig.)	0	-

Source: Prepared by the researcher based on SPSS V.27 results.

The results revealed a **strong positive correlation** between viewing motives and attitudes toward social liberation, with a correlation coefficient of **0.741**. This high value indicates that as the intensity or strength of the motives increases, it is closely associated with an increase in attitudes toward social liberation.

The p-value (Sig.) of **0.000** indicates that the correlation is statistically significant at the **0.01** level. Therefore, we reject the null hypothesis and **accept the alternative hypothesis**. Notably, the strength of the correlation here (**0.741**) exceeds that of the first hypothesis (**0.562**), suggesting that **motives** (the

underlying reasons for watching) play a more influential and vital role in shaping attitudes than the mere frequency or rate of viewing itself.

Hypothesis 3:

There is a statistically significant difference between the mean scores of males and females in their motives (ritualistic - instrumental) for watching foreign drama.

Table (7): Testing the Third Hypothesis

Source of Variation	Motives (Ritualistic - Instrumental)	Chi-Square Value	Degrees of Freedom (df)	P-value	Decision
Gender	Mean score for Males Mean score for Females	15.623	1	0	Accept Alternative Hypothesis

Source: Prepared by the researcher based on SPSS V.27 results.

The test results indicate statistically significant differences between the mean scores of males and females regarding viewing motives (ritualistic and instrumental). The statistical test value reached **15.623** at one degree of freedom, reflecting a tangible difference in the nature of the motives driving each gender to watch.

The p-value reached **0.000**, which is lower than the adopted significance levels of (0.05) and (0.01). This means the probability of these differences occurring by chance is almost zero, confirming the significance of the variation between genders. Consequently, the **alternative hypothesis is accepted**, verifying the validity of the third hypothesis. This result confirms that **gender** is a decisive variable in determining the type of motives (whether ritualistic for passing time or instrumental for obtaining specific information or benefits).

Hypothesis 4:

There is a statistically significant difference between the mean scores of public university students and private university students in their motives (ritualistic - instrumental) for watching foreign drama.

Table (8): Testing the Fourth Hypothesis

Source of Variation	Motives (Ritualistic - Instrumental)	Chi-Square Value	df	P-value	Decision
University Type	Public University Mean Private University Mean	18.596	1	0	Accept Alternative Hypothesis

Source: Prepared by the researcher based on SPSS V.27 results.

The results indicate fundamental, statistically significant differences in viewing motives (ritualistic and instrumental) attributable to the **University Type** (Public vs. Private). The Chi-Square value of **18.596** reflects a clear variance between the two groups. The P-value (**0.000**) confirms that this difference is statistically genuine and not a result of chance. This suggests that the educational and social environment associated with the university type plays an influential role in shaping whether students watch content for instrumental purposes (learning/knowledge) or ritualistic purposes (passing time).

Hypothesis 5:

There are statistically significant differences between the mean scores of adolescent viewers of foreign drama in their motives (ritualistic - instrumental) for watching it (based on scoring levels).

Table (9): Testing the Fifth Hypothesis

Source Variation	of Motives (Ritualistic - Instrumental)	Chi-Square Value	df	P-value	Decision
Score Levels	Low / Medium / High Scores	0.235	2	0.629	Accept Null Hypothesis

Source: Prepared by the researcher based on SPSS V.27 results.

The Chi-Square results (used here within a Kruskal-Wallis's framework) show a value of **0.235**, which is very low, reflecting a high degree of convergence between the three groups. The P-value of **0.629** is significantly higher than 0.05, indicating **no statistically significant differences**. Statistically, the differences observed between the low, medium, and high scores are minor and likely due to chance. Therefore, the correct scientific decision is to **reject the alternative hypothesis**.

Hypothesis 6:

There is a statistically significant difference between the mean scores of males and females in their attitudes toward social liberation in foreign drama.

Table (10): Testing the Sixth Hypothesis

Source Variation	of Attitude toward Liberation	Chi-Square Value	df	P-value	Decision
Gender	Male Mean Female Mean	21.876	1	0	Accept Alternative Hypothesis

Source: Prepared by the researcher based on SPSS V.27 results.

The results show significant differences between genders regarding attitudes toward social liberation. The Chi-Square value of **21.876** reflects a sharp contrast. With a P-value of **0.000**, it is confirmed that gender is a decisive factor in the nature and strength of attitudes toward social liberation, likely due to differences in socialization and cultural standards associated with each gender.

Hypothesis 7:

There is a statistically significant difference between the mean scores of public university students and private university students in their attitudes toward social liberation in foreign drama.

Table (11): Testing the Seventh Hypothesis

Source Variation	of Attitude toward Liberation	Chi-Square Value	df	P-value	Decision
University Type	Public University Mean Private University Mean	25.614	1	0	Accept Alternative Hypothesis

Source: Prepared by the researcher based on SPSS V.27 results.

The results demonstrate fundamental differences in attitudes toward liberation between public and private university students. The high Chi-Square value (**25.614**) and the P-value (**0.000**) indicate that the educational system and surrounding cultural environment effectively contribute to shaping these attitudes, with each university community exhibiting a different pattern of values.

Hypothesis 8:

There are statistically significant differences between the mean scores of adolescent viewers in their attitudes toward social liberation based on socioeconomic level.

Table (12): Testing the Eighth Hypothesis

Source of Variation	Attitude toward Liberation	Chi-Square Value	df	P-value	Decision
Socioeconomic Level	Low / Medium / High Levels	1.056	2	0.079	Accept Alternative Hypothesis (Note)

Source: Prepared by the researcher based on SPSS V.27 results.

The P-value of **0.079** is greater than the standard **0.05** threshold, meaning the differences are not statistically significant at a 95% confidence level. However, the value's proximity to 0.05 indicates a "tendency" toward difference. While standard academic context would classify this as non-significant, the researcher has opted to accept the alternative hypothesis, which may be justified if using a more flexible significance level (e.g., 0.10).

Hypothesis 9:

There is a statistically significant difference between the actual mean level of adolescents' adoption of Western reality and the theoretical mean of the scale.

Table (13): Testing the Ninth Hypothesis

Source of Variation	Adoption of Western Reality	Chi-Square Value	df	P-value	Decision
Means Comparison	Actual Mean vs. Theoretical Mean	19.875	1	0	Accept Alternative Hypothesis

Source: Prepared by the researcher based on SPSS V.27 results.

The results show fundamental differences between the actual scores of respondents and the theoretical mean of the scale (Chi-Square = **19.875**; P-value = **0.000**). This reflects that the degree to which adolescents adopt Western values in the field significantly deviates from the neutral or expected value, indicating a clear trend toward adopting Western social realities.

Hypothesis 10:

There is a statistically significant difference between the mean scores of males and females in their adoption of Western reality.

Table (14): Testing the Tenth Hypothesis

Source of Variation	Adoption of Western Reality	Chi-Square Value	df	P-value	Decision
Gender	Male Mean Female Mean	25.629	1	0	Accept Alternative Hypothesis

Source: Prepared by the researcher based on SPSS V.27 results.

A very high significant difference was found between males and females regarding the adoption of Western societal realities (Chi-Square = **25.629**; P-value = **0.000**). This confirms that gender plays a crucial role in the susceptibility or speed of adopting Western lifestyles and values, which can be attributed to varying interests or the specific type of foreign content each gender consumes.

Hypothesis 11:

There is a statistically significant correlation between adolescents' perception of social liberation aspects in drama and their attitudes toward emulating this liberation in their local reality.

Table (15): Testing the Eleventh Hypothesis

Variable	Perception of Liberation	Attitude toward Emulation
Perception of Liberation	1	
P-value (Sig.)	-	
Attitude toward Emulation	0.684	1
P-value (Sig.)	0	-

Source: Prepared by the researcher based on SPSS V.27 results.

- **Correlation Strength:** The results indicate a **strong positive correlation (0.684)** between the perception of liberation and the desire to emulate it. This suggests that as the cognitive awareness of these foreign social patterns increases, the psychological tendency to replicate them in the local environment also increases.
- **Significance:** The P-value of **0.000** ($p < 0.01$) confirms that this relationship is statistically significant, allowing for the **acceptance of the alternative hypothesis**.

Hypothesis 12:

There are statistically significant differences in the awareness of social liberation aspects according to demographic variables.

Table (16): Testing the Twelfth Hypothesis (Summary of Demographic Variations)

Demographic Variable	Source of Variation	Chi-Square Value	df	P-value	Decision
Gender	Male / Female	14.21	1	0	Significant
University Type	Public / Private	19.33	1	0	Significant
Socioeconomic Level	Low / Medium / High	6.45	2	0.04	Significant

Source: Prepared by the researcher based on SPSS V.27 results.

- **Gender and University Type:** Both variables show high Chi-Square values and P-values of **0.000**, indicating that awareness levels are sharply divided by gender roles and the surrounding academic environment.
- **Socioeconomic Level:** With a P-value of **0.040** (which is less than 0.05), the results show that socioeconomic status also creates a statistically significant—though slightly less pronounced—difference in how social liberation is perceived.
- **Decision:** Based on these results, the **alternative hypothesis is accepted** for all three demographic dimensions, confirming that a student's background is a critical factor in shaping their awareness of foreign social patterns.

XVI. Conclusion

The study concludes that there is a positive, statistically significant correlation between the intensity of adolescents' viewing of foreign drama and their attitudes toward social liberation. However, the results revealed a critical distinction: the relationship between **viewing motives** and attitudes was stronger and more profound than the relationship with the **viewing rate** alone. This indicates that the psychological

reasons and instrumental needs driving an adolescent to watch are the primary catalysts in shaping their convictions and orientations toward Western values more so than the mere number of hours of screen exposure.

The findings proved that the motives driving adolescents to follow this type of drama are not uniform; rather, they are decisively influenced by two key variables: **gender** and **educational environment** (university type). The study uncovered fundamental differences between males and females, and between public and private university students, regarding the nature of their motives (whether ritualistic for entertainment or instrumental for learning). Conversely, socioeconomic status did not show a statistically significant effect on these motives, suggesting that cultural and institutional factors outweigh material factors in explaining viewing behavior.

Furthermore, the study revealed sharp differences in the levels of adopting liberation values and Western societal realities attributable to gender and the university environment. The **university type** emerged as the most influential and differentiating variable in determining the extent of openness to images of liberation, followed in importance by gender. This conclusion is reinforced by the significant gap found between the **actual mean** of Western value adoption and the **theoretical mean**, confirming that the adolescents in the study sample are undergoing a clear shift in values that transcends traditional expected patterns.

In its entirety, the study affirms that foreign drama acts as an effective tool in reshaping the value systems of adolescents. This influence is not coercive; instead, it relies clearly on **psychological readiness** (motives) and the **socio-academic setting** (university type). The adolescent is not merely a passive recipient but a participant whose degree of influence and adoption of Western values varies based on their educational surroundings and gender background. It is notable that liberal values find a wider resonance in private university environments and within one gender more than the other.

Research Recommendations

- **Empowerment of Educational Authorities:** Enable pedagogical and educational bodies to develop specialized programs aimed at enhancing **critical thinking skills** in adolescents regarding foreign dramatic content, thereby reducing the tendency to follow values inconsistent with their identity.
- **Enhancing Local Production:** Call upon local drama production entities to develop content in terms of both form and substance to attract adolescents, while providing alternatives that align with the society's cultural identity.
- **Interest Tracking:** Decision-makers and local drama producers should regularly study adolescent interests and reactions to adjust dramatic narratives in a way that meets their legitimate needs.
- **Parental Awareness:** Provide awareness mechanisms for parents regarding the nature of the psychological and social impacts that foreign drama leaves on adolescents, especially considering the value shifts imposed by digital platforms.
- **Media Content Analysis:** Urge media content creators to analyse the mental images they present regarding "liberation" to ensure that deviant behaviours are not presented as models for social success.

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