

UDC 159.922

DOI: 10.61727/ssspj/1.2025.57

Reception of television series characters by school audiences: Methodological and organisational bases of the study

Liubov Baz*

Senior Researcher

Institute of Social and Political Psychology of the National Academy of Educational Sciences of Ukraine

04070, 15 Andriivska Str., Kyiv, Ukraine

<https://orcid.org/0009-0009-8522-3847>

Abstract. The relevance of the topic stems from the growing role of streaming platforms and personalised media consumption, which amplifies the influence of TV content on adolescents' views of social norms, acceptable behaviour, and coping strategies. The study aimed to investigate a model and tools for analysing students' identification with destructive television characters and assessing the impact on their perception of aggression, suicidal tendencies and social adaptability. A set of methods (identification test in the form of a semi-standardised questionnaire, NOBAGS scale, general viability scale, social adaptability scale, family environment conflict scale) and a methodology for conducting an experiment with the participation of two groups of high school students in grades 9-11 are proposed. The methodological basis of the study combines quantitative methods (correlation, regression, factor analysis) and qualitative methods (narrative analysis). The data obtained during the pilot study indicate that: the suitability of the procedure and set of methods for further research; a higher level of identification with the characters among high school students who watched the entire series, rather than just a single episode; a significantly higher level of the overall indicator of normative attitudes towards aggression and a slightly lower overall level of vitality in both experimental groups immediately after watching the episode of the series selected as stimulus material; a high level of the overall indicator of normative attitudes towards aggression and a high overall level of vitality in students who identify with negative characters, and a low level on both scales in those who identify with positive characters. The practical value lies in the potential of the proposed approaches, methods, and model to support further research on the impact of destructive media content on youth

Keywords: identification; normative aggression beliefs; suicidal tendencies; bullying tendencies; media literacy; digital transformation

INTRODUCTION

In the context of digital transformation of society, the media space is increasingly shaping young people's perceptions of social norms, behaviour patterns and values. Among the various genres of media content, television series on school topics occupy a special place, as they combine emotionally charged storylines with relevant socio-psychological issues of adolescence, such as conflicts,

bullying, self-identification, family relationships, aggression and suicidal experiences. The series "School" and "Early Swallows" are striking examples of such media products that have gained widespread popularity among students in grades 9-11. The characters in these series often demonstrate deviant behaviour, hint at bullying or openly violate the boundaries of what is acceptable.

Article's History: Received: 12.02.2025 Revised: 21.04.2025 Accepted: 23.06.2025

Suggested Citation:

Baz, L. (2025). Reception of television series characters by school audiences: Methodological and organisational bases of the study. *Scientific Studios on Social and Political Psychology*, 31(1), 57-64. doi: 10.61727/ssspj/1.2025.57.



Copyright © The Author(s). This is an open access article distributed under the terms of the Creative Commons Attribution License 4.0 (<https://creativecommons.org/licenses/by/4.0/>)

*Corresponding author

American psychologists and researchers of aggressive behaviour L.R. Huesmann *et al.* (2021) studied the impact of media violence on the development of aggression, especially among children and adolescents. In particular, author analysed how exposure to violence through various media, as well as in the environment (neighbourhood, family), is associated with the subsequent use of weapons by young people. The researchers found that exposure to violence in the media, combined with the influence of family and social environment, significantly increases the likelihood that adolescents will start using weapons. The study highlighted the complex nature of the formation of aggressive behaviour and the need to take into account different contexts of media influence in the prevention of violence among young people.

In scientific discourse in Ukraine, considerable attention is paid to the influence of media content on young people, exploring various aspects of media reception, media literacy and media creativity. In particular, L.A. Naidyonova (2020) developed an experimental textbook to develop critical thinking skills in high school students in relation to media products. It contains theoretical and practical assignments, discussion questions and creative exercises that contribute to the development of youth media culture through individual and group work. O.L. Voznesenska (2018) drew attention to media creativity as an important means of forming social optimism among young people in conditions of media traumatising. The author emphasised that social optimism is a component of personality stability that counteracts negative media influences. Through media creativity, young people developed the ability to self-regulate, tolerate uncertainty and actively counteract the destructive influences of the information space, which is confirmed by empirical data on the relationship between social optimism, locus of control and media activity.

T.V. Kacherska (2024) studied initiatives and practices for introducing media education into the professional training of higher education teachers in Ukraine. Author emphasised the multifunctionality of media education programmes, which not only teach how to use media resources but also shape media literacy as a higher level of personal media culture. The motivational, integrative and developmental potential of such training, which contributes to the comprehensive improvement of the quality of professional activity of teachers in the digital age, was also noted. S.M. Geiko *et al.* (2023) analysed the peculiarities of media practices among young people in the context of military confrontation, emphasising the value conflicts that arise in media discourse during hybrid warfare. The researcher pointed out that the media were used as a tool for shaping public opinion, intensifying or mitigating military aggression by appealing to young people, which manifests itself in calls to resist or refrain from resistance. This context

of media reception requires new approaches to media education and psychological and pedagogical support for the younger generation.

A separate issue is the impact of television series on young people. The American series “13 Reasons Why”, which received widespread publicity in 2017, has been the subject of intense analysis due to its depiction of suicide. According to research, after the series was released, there was a 28.9% increase in suicidal tendencies among teenagers, indicating the possibility of romanticising and modelling behaviour related to mental health under the influence of content (Huesmann *et al.*, 2021). Similar results highlighted the need for a critical approach to media products that deal with sensitive psychological issues. Despite longstanding interest in media influence on youth, contemporary research lacks comprehensive studies combining content analysis of TV series with the socio-psychological mechanisms of character perception. Questions about students’ identification with characters, the impact on beliefs about aggression and suicide, and the role of social adaptation and family environment remain underexplored. There is a need for an integrated research system with tools to assess emotional and value-based attitudes, identification, and the influence of destructive media content on adolescents’ social norms and behaviour. In Ukraine, the lack of such targeted studies highlights the urgency of addressing how TV narratives shape youth worldviews amid ongoing social and political change. The purpose of the article was to discuss methodological approaches and organisational principles for studying the reception of television series by young audiences, in particular high school students, in the context of digital transformation of society.

MATERIALS AND METHODS

The experiment was preceded by the selection of stimulating material and a survey of future participants about their experience of watching this material. The stimulus material was one of the episodes of the first season of the Ukrainian series “Early Swallows” which is popular among high school students and is dedicated to school topics. This episode was selected based on the results of a content analysis of the series. To conduct the experiment, a set of methods was developed, which included the following aspects.

The Identification Test (a semi-standardised questionnaire) is designed to determine the parameters of identification of the student audience with the characters of TV series that demonstrate bullying and suicidal behaviour. Initially, J. Cohen (2001) 10-point identification scale, which demonstrates the overall level of audience identification with a particular character, was considered for this purpose. However, since the author does not provide data on the validity of this scale, it was decided to use a semi-standardised questionnaire instead, hoping to obtain detailed answers from high

school students. It was assumed that this would compensate for the lack of validity through qualitative analysis of the responses. Within the questionnaire, the degree of identification is measured by analysing the answers to an open question: "You have just watched an episode of the series. Did you see a character in this episode that you would like to be like? Why?". Also analysed the answers to a supplementary (clarifying and partly control) question: "What advice would you give to the authors of this series?".

The Normative Beliefs about Aggression Scale (NOBAGS), developed by L.R. Huesmann, & N.G. Guerra (1997) to measure normative attitudes towards aggression, aims to determine the likely impact of students' identification with certain television characters on their bullying tendencies. The scale contains 20 items that make it possible to determine the level of normative acceptance of aggression. Within the study, the scale is used in its entirety, without changes. The reliability and validity of the scale have been tested by its authors in numerous studies since 1989 (M scale = 1.92, q = 0.55, Cronbach's α = 0.90, where M is the mean value for the group and q is the standard deviation). The original version of the scale was written in English, so it was adapted and translated into Ukrainian. The Ukrainian version was tested in a large-scale representative survey conducted by the Institute of Social and Political Psychology of the National Academy of Pedagogical Sciences of Ukraine in October-November 2021 among teachers in the territories of Donetsk and Luhansk regions controlled by the Ukrainian government (Naidyonova *et al.*, 2022). To determine the probable impact of students' identification with certain TV characters on their suicidal tendencies, the general life energy scale proposed by L.A. Naidyonova (2020) was used. This scale is much more suitable for conducting the experiment than, for example, the M. Hamilton (1966) Depression Scale, which is used in clinical interviews. The general vitality scale contains 13 questions. The methodology is recognised as valid in the official recommendations of the National Academy of Pedagogical Sciences of Ukraine (Naidyonova, 2020). Its diagnostic capability, confirmed on a sample of Ukrainian high school students, has psychometric indicators and is based on data from a large-scale study. The methodology is used as a tool for assessing the psychological well-being of adolescents in the context of bullying. Within study, the scale is applied in its entirety, without changes.

Social adaptability scale was considered a moderating variable for determining the nature of the probable relationship between identification with media characters and the propensity for bullying and aggression among high school students. The commonly used life satisfaction scale (Diener *et al.*, 1985) was not suitable for this purpose because it contained too many questions that could burden high school students. The social adaptability scale consists of 25 items. The object

of measurement can be a person's adaptation to any type of activity (work, study), family, place of residence, economic and political systems, and life in general. The results of the measurement make it possible to predict a person's behaviour for a period of up to 1.5 years while solving the most important problems in their life. When applying the methodology to large samples (i.e., representative groups of respondents in terms of number and diversity), a stable distribution of adaptation profile types was found, indicating the reliability and repeatability of the results.

The scale of conflict potential of the family environment, created by R.H. Moos (1990). It allows determining the extent to which open expression of anger, aggression and conflictual relationships in general is characteristic of the respondent's family. It should be noted that the entire Moos scale covers 10 scales and contains an excessive number of questions, which would burden the participants of the experiment and could negatively affect the results of the study. Therefore, it was decided to choose one scale – the conflict potential of the family environment. It contains 9 items. The degree of conflict in the family environment is used in the study as a moderating variable to establish the nature of the relationship between identification with media characters, normative attitudes towards aggression and suicidal tendencies. The items on the selected scale provide an insight into the biopsychosocial models of high school students. The family environment conflict scale has acceptable construct and criterion validity: it correlates consistently with indicators of distress (psychological symptoms, problematic behaviour of children) and differentiates between "normal" and clinical families (higher conflict scores in distressed families). Since Cronbach's $\alpha \geq 0.70$, the reliability is considered "adequate" (Moos, 1990). As part of the study, the original English-language scale of conflicts in the family environment was translated into Ukrainian. The Ukrainian version was tested during a survey conducted in October-November 2021 at Lyceum No. 13 "USPIKH" of the Poltava City Council. The survey was conducted on a sample of 100 people representing students in grades 9-11. The data obtained using the Ukrainian version do not differ from the data of the English version at a statistically significant level. The methods are summarised in the Table 1.

Prior to the experiment, based on the results of a survey of prospective participants, they are divided into three groups of 20-25 students in grades 9-11 of general secondary education institutions: experimental group No. 1, which watched the entire first season of the series "The Early Swallows" and, during the experiment, participates in viewing an episode selected as stimulus material; experimental group No. 2, which has not seen any episodes of the first season of the series "Early Swallows" and only participates in viewing the episode designated as stimulus material during the experiment;

a control group that has not seen any episodes of the first season of the series “Early Swallows” and does not

participate in watching the episode designated as stimulus material during the experiment.

Table 1. Methods for studying the reception of television series characters by an audience of high school students

Nº	Method	What does it show
1	Identification Test	Presence/absence and modality of the schoolchild's identification with characters in television series who exhibit aggressive and suicidal behaviour
2	NOBAGS scale	The schoolchild's normative ideas about aggression
3	General Vitality Scale	The schoolchild's suicidal tendencies
4	Social adaptability scale	The schoolchild's adaptation to the social environment
5	Scale of conflict potential in the family environment	Degree of expression of anger, aggression and conflictual relationships in the student's family
6	Methods of mathematical data processing	Probable connections between the observed variables

Source: compiled by the author

The episode was showed offline using a laptop and a projector. Before the episode is shown, students received four questionnaires: the NOBAGS scale; the general vitality scale; the social adaptability scale; the scale of conflict potential in the family environment. After watching the episode, the high school students received the first two questionnaires again to record any possible impact, as well as an identification test. The identity of the student who fills out the questionnaires again is established using the same code words indicated on the answer sheets at the top. The data is processed by means of qualitative and quantitative analysis. Qualitative (narrative) analysis of the answers to open-ended questions in the questionnaire makes it possible to identify the themes, images and emotional accents that most often appear in the students' answers, as well as to determine the degree and nature of identification with the TV characters. Mathematical methods are used to establish the probable influence of identification parameters on students' normative beliefs about aggression and their suicidal tendencies, as well as the effect of moderating variables. The above procedure was tested during a pilot study conducted in December 2021 at the Financial Lyceum in the Podil district of Kyiv. Two experimental groups and one control group of 25-26 students each were formed from students in grades 9-11. The study adhered to the ethical principles of The Declaration of Helsinki (2013).

RESULTS AND DISCUSSION

If they identify with characters who exhibit deviant behaviour, such as bullying or suicidal behaviour, adolescent viewers may experience a shift in their perception of the acceptability of violence or self-destruction as a normative way of responding to stress or social conflict. High school students who are in a period of active identity search may be particularly vulnerable to such influences. Therefore, it seems reasonable to

assume that there is a link between identification with TV characters and changes in the emotional and behavioural sphere of adolescents. In this context, particular attention should be paid to television series on school topics, as they create the most realistic picture of social interactions, conflicts and role models with which adolescents can directly identify. Such series often reflect typical situations in school life: bullying, social isolation, rivalry, romantic relationships, and conflicts with adults. The visualisation of these situations through attractive, emotionally deep characters can promote intense identification, especially when the characters are portrayed as victims or avengers and their actions are not condemned or even romanticised.

In addition, school themes are often combined with the dramatisation of serious psychological problems such as suicide, depression, and self-harm. It can therefore be assumed that this content is capable not only of evoking emotional resonance, but also of changing beliefs about the acceptability or normality of destructive forms of behaviour. Thus, it is precisely TV series aimed at school-age youth that can have the greatest psychological effect due to identification, emotional involvement, and perceived similarity to the viewer's experience. It was taken into account that, in addition to the influence of media content, the level of social adaptation and conflict in the family environment may also influence adolescents' identification with certain characters and their bullying and suicidal tendencies. Based on this, it was developed a course of action that covers several interrelated stages. They involve a combination of quantitative and qualitative methods, allows for a comprehensive understanding of the phenomenon of the reception of television series characters by the student audience. Below is a conceptual model of the study (Fig. 1), as well as a description of its methodological tools, procedure and sequence of implementation.

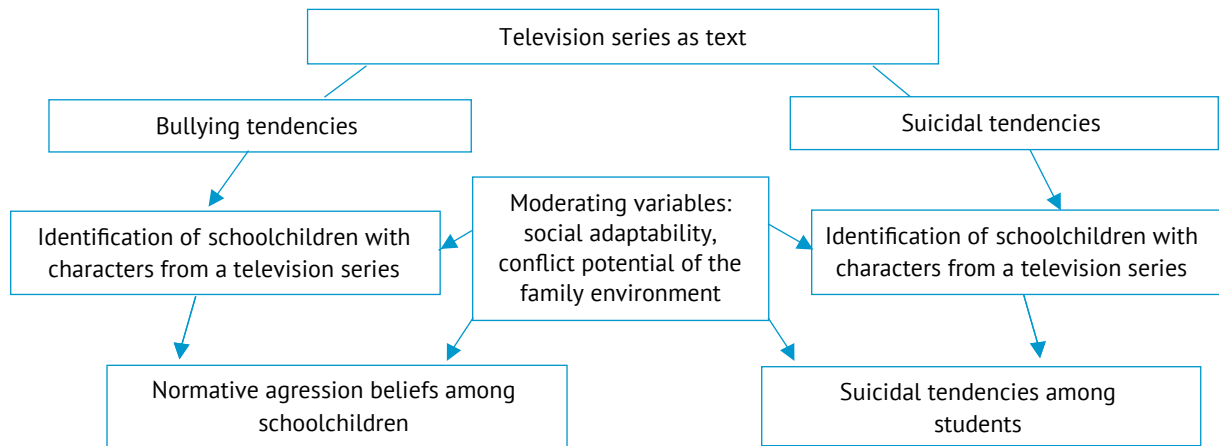


Figure 1. Conceptual model of the study

Source: compiled by the author

This determines the need to study their reception using methods capable of identifying the link between viewing content, changes in normative beliefs and behavioural tendencies. The validity of the selected set of methods and the organisation of the laboratory experiment itself was confirmed. Testing of the methods showed that they were well understood by senior school students. The majority of participants also expressed a positive attitude towards the experiment procedure. The optimal amount of time for the experiment was established: an average of two 40-45-minute lessons, which is sufficient to complete four questionnaires, view the stimulus material (a complete episode of the first season of the series “Early Swallows”), well as to complete the two questionnaires again and write answers to the semi-standardised questionnaire. These lessons should be consecutive, rather than taking place on different days or even weeks, when teenagers may have already forgotten the episode they watched, especially if they have not seen the series before. A “repeated exposure effect” was observed: participants in experimental group 1, who had previously watched the first season of the series “Early Swallows”, answered the semi-standardised questionnaire questions about identification with TV characters much more confidently than participants in experimental group 2. They knew the characters better, their stories, even their names, confidently compared themselves to them and wrote more detailed answers. In other words, the degree of identification was higher. This is evidenced, for example, in the answer: “I would like to be like Nick. In the series, Nick is determined and kind. But at the same time, he resents his grandfather and grandmother, especially his grandfather, for not looking after Nick’s younger sister. Nick is raising money for his sister’s surgery to remove scars from dog bites”.

After watching the episode, there is a significant increase in aggression. In both experimental groups, this indicator was 17.7% before viewing the stimulus

material, and 49.3% after viewing. That is, this indicator increased almost threefold. In contrast, in the control group, the level of normative acceptance of aggression does not exceed 19%. Overall vitality showed a slight downward trend: in the control group, the overall indicator was 69.2%, in both experimental groups before viewing the stimulus material – 71.4%, and after viewing – 66.1%. However, no significant difference was observed between those who saw the episode for the first time and those who had watched the entire series in the past. This may be explained by the insufficient size of the sample of respondents. An equal number of participants in the experimental groups identified themselves with positive characters (who do not exhibit aggressive or depressive tendencies in the stimulus material) and with negative characters (with bullying or suicidal tendencies). Those who associate themselves with negative characters have a higher level of general approval of aggression and, at the same time, a higher level of general vitality. Identification with positive characters gives diametrically opposite results: a lower level of general approval of aggression and, at the same time, a lower level of general vitality. No significant changes were found in the retest of these indicators. Their absence may be explained by the influence of moderating variables, but verification of this assumption requires the use of broader empirical data.

Scientific research on the impact of media content on young people has focused on the following key areas: its impact on their mental health, academic performance (Kuş, 2025) and the formation of social values. Empirical data collected indicate a complex interaction between the digital environment and youth development, which requires a comprehensive approach to understanding the challenges and finding answers to them. This was indirectly consistent with the findings of the study, as the digital environment has been shown to have a significant impact on the cognitive and behavioural aspects of adolescents’ development, which

is consistent an approach to assessing media content reception. W. Liu (2024) study on the formation of social values under the influence of educational content on social media confirms the key hypothesis of work: media products can change adolescents' perceptions of social norms and acceptable behaviour. This correlates with findings on the change in normative attitudes towards aggression depending on the type of character with which the respondent identifies.

A systematic review of the literature conducted by A.M. Khalaf *et al.* (2023) found a statistically significant association between social media use and symptoms of depression among young people, especially adolescent girls. This review highlighted the need for further research to develop appropriate models and hypotheses, as well as the importance of qualitative methods for understanding the impact of media resources on youth mental health. This study partially confirmed the empirical evidence that shows a decrease in the level of vital energy after watching an episode of a TV series containing destructive content. R. Plackett *et al.* (2023) analysed the effectiveness of interventions aimed at improving mental health through changes in the frequency of social media use. The results showed that therapeutic approaches such as cognitive behavioural therapy were more effective in improving mental well-being, especially in reducing symptoms of depression, compared to limiting or completely abstaining from media consumption. These conclusions do not contradict the present findings, though the emphasised here is placed on character identification as a key mediating factor in adolescents' emotional responses.

A meta-analysis conducted by L. Fassi *et al.* (2025) found that social media use is associated with internal symptoms such as anxiety and depression in adolescents in both clinical and general samples. This correlated with the observed trends in vitality scores and supports the view that media exposure contributes to psychological vulnerability in adolescents. A. Üstündağ & Ö. Doğan (2021) conducted a content analysis and found a significant impact of TV series popular among Turkish teenagers on the social and emotional development of young people, as well as on the formation of perceptions of violence. This work emphasised that media content not only reflects social norms but also actively shapes the behavioural attitudes and emotional responses of adolescents. M. Sliusarevsky & I. Revera (2019) is particularly noteworthy, as it sheds light on the likely transformation of mass culture, particularly television series, as a result of political repression as a form of mass violence, and the hypothetical impact of these television series on changes in the level of everyday crime.

According to J. Cohen *et al.* (2017), the key role in understanding how media influences the emotional state, behaviour and worldview of young audiences is played by the viewer's identification with characters,

particularly those in television series that they actively consume. This psychological mechanism allows young people to temporarily identify with fictional characters, adopt their thoughts, emotions and behaviour patterns, which, as research has shown, has the potential to influence the formation of their emotional sensitivity, normative beliefs and social attitudes. These findings are in full agreement with the present study, validating identification with characters as a central mechanism of media influence on youth. The results demonstrated a clear association between adolescents' identification with destructive television characters and changes in their normative attitudes towards aggression and vitality levels. These findings confirm the psychological impact of media content on young audiences and highlight the importance of considering character perception in the analysis of media influence.

CONCLUSIONS

The study showed that the methodological tools and experimental procedure developed can be used for further research to identify the psychological effects of media content on high school students. The applied set of methods proved to be understandable for adolescent participants and was perceived positively by the majority of them. The research design, which included both pre- and post-viewing assessments and a semi-standardised identification questionnaire, made it possible to trace the short-term psychological dynamics associated with exposure to destructive media content. The results obtained in the pilot study cannot, of course, be considered sufficiently reliable, as the study covered a relatively small number of respondents and was conducted in one educational institution. However, these results still give some idea of the trends that undoubtedly need to be confirmed through broader empirical verification.

High school students who watched the entire series, rather than just one episode, demonstrated a higher level of identification with TV characters, which may be explained by their deeper familiarity with the characters' backgrounds and story arcs. These students provided more detailed, confident responses when describing characters and comparing themselves to them, indicating a stronger emotional and cognitive engagement. In the experimental groups, after watching the stimulus episode, a marked increase in the normative acceptance of aggression was recorded – from 17.7% to 49.3% – suggesting a temporary normalisation of violent behaviour as a possible reaction to stress or injustice portrayed in the media. At the same time, a slight decrease in the overall level of vitality was observed (from 71.4% to 66.1%), which may reflect emotional tension or psychological fatigue caused by the content. Thus, the data obtained have brought at least partially closer to solving the research tasks and confirmed the feasibility and validity of the proposed methodological approach.

The integration of quantitative indicators (aggression norms, vitality, adaptability, family conflict) with qualitative data (narrative identification responses) provided a comprehensive perspective on how adolescents process and internalise media representations. The results highlighted the relevance of analysing identification not only as a media effect but as a psychological mechanism that influences belief systems and behavioural tendencies. Prospects for further research are to expand the empirical base, which involves conducting a laboratory experiment in different

regions of Ukraine and types of settlements according to a certain procedure.

ACKNOWLEDGEMENTS

None.

FUNDING

None.

CONFLICT OF INTEREST

None.

REFERENCES

- [1] Cohen, J. (2001). Defining identification: A theoretical look at the identification of audiences with media characters. *Mass Communication & Society*, 4(3), 245-264. doi: [10.1207/S15327825MCS0403_01](https://doi.org/10.1207/S15327825MCS0403_01).
- [2] Cohen, J., Weimann-Saks, D., & Mazar-Tregerman, M. (2017). Does character similarity increase identification and persuasion? *Media Psychology*, 21(3), 506-528. doi: [10.1080/15213269.2017.1302344](https://doi.org/10.1080/15213269.2017.1302344).
- [3] Diener, E., Emmons, R.A., Larsen, R.J., & Griffin, S. (1985). The satisfaction with life scale. *Journal of Personality Assessment*, 49(1), 71-75. doi: [10.1207/s15327752jpa4901_13](https://doi.org/10.1207/s15327752jpa4901_13).
- [4] Fassi, L., Ferguson, A.M., Przybylski, A.K., Ford, T.J., & Orben, A. (2025). Social media use in adolescents with and without mental health conditions. *Nature Human Behaviour*, 9, 1283-1299. doi: [10.1038/s41562-025-02134-4](https://doi.org/10.1038/s41562-025-02134-4).
- [5] Geiko, S.M., Heiko, T.M., Laut, O.D., & Prytyka, O. (2023). The role of media discourse in coverage of military conflicts. *Humanities Studios: Pedagogy, Psychology, Philosophy*, 11(4), 190-195. doi: [10.31548/hspedagog14\(4\).2023.190-195](https://doi.org/10.31548/hspedagog14(4).2023.190-195).
- [6] Hamilton, M. (1966). [Assessment of change in psychiatric state by means of rating scales](#). *Proceedings of the Royal Society of Medicine*, 59(1), 10-13.
- [7] Huesmann, L.R., & Guerra, N.G. (1997). Children's normative beliefs about aggression and aggressive behavior. *Journal of Personality and Social Psychology*, 72(2), 408-419. doi: [10.1037/0022-3514.72.2.408](https://doi.org/10.1037/0022-3514.72.2.408).
- [8] Huesmann, L.R., Dubow, E.F., Boxer, P.B., Bushman, B.J., Smith, C.S., Docherty, M.A., & O'Brien, M.J. (2021). Longitudinal predictions of young adults' weapons use and criminal behavior from their childhood exposure to violence. *Aggress Behavior*, 47(6), 621-634. doi: [10.1002/ab.21984](https://doi.org/10.1002/ab.21984).
- [9] Kacherska, T.V. (2024). Analysis of initiatives in the development of the media education system for higher education teachers in Ukraine. *Current Issues in the Humanities*, 72(2), 185-190. doi: [10.24919/2308-4863/72-2-37](https://doi.org/10.24919/2308-4863/72-2-37).
- [10] Khalaf, A.M., Alubied, A.A., & Rifaey, A.A. (2023). The Impact of social media on the mental health of adolescents and young adults: A systematic review. *Cureus*, 15(8), article number e42990. doi: [10.7759/cureus.42990](https://doi.org/10.7759/cureus.42990).
- [11] Kuş, M. (2025). A meta-analysis of the impact of technology related factors on students' academic performance. *Frontiers in Psychology*, 16, article number 1524645. doi: [10.3389/fpsyg.2025.1524645](https://doi.org/10.3389/fpsyg.2025.1524645).
- [12] Liu, W. (2024). Examining the impact of social media's educational content on adolescent social value formation. *Journal of Computational Methods in Sciences and Engineering*, 25(2), 1316-1328. doi: [10.1177/14727978241299541](https://doi.org/10.1177/14727978241299541).
- [13] Moos, R.H. (1990). Conceptual and empirical approaches to developing family-based assessment procedures: Resolving the case of the family environment scale. *Family Process*, 29(2), 199-211. doi: [10.1111/j.1545-5300.1990.00199.x](https://doi.org/10.1111/j.1545-5300.1990.00199.x).
- [14] Naidyonova, L.A. (2020). [Diagnosis of bullying and cyberbullying: Methodological recommendations](#). Kyiv: National Academy of Pedagogical Sciences of Ukraine, Institute of Social and Political Psychology.
- [15] Naidyonova, L.A., Naidyonov, M.I., Grygorovska, L.V., & Umerenkova, N.F. (2022). *Information behaviour and needs of teachers in Donetsk and Luhansk regions of Ukraine: Information bulletin*. Kyiv: Institute of Social and Political Psychology of the National Academy of Pedagogical Sciences of Ukraine. doi: [10.59416/EYYK4153](https://doi.org/10.59416/EYYK4153).
- [16] Plackett, R., Blyth, A., & Schartau, P. (2023). The impact of social media use interventions on mental well-being: Systematic review. *Journal of Medical Internet Research*, 25, article number e44922. doi: [10.2196/44922](https://doi.org/10.2196/44922).
- [17] Sliusarevskyi, M.M., & Revera, I.I. (2019). [No man – no problem: Some hypotheses on the relationship between mass political repression, mass culture, and everyday crime](#). *Problems of Political Psychology*, 6, 3-18.
- [18] The Declaration of Helsinki. (2013). Retrieved from <https://www.wma.net/policies-post/wma-declaration-of-helsinki/>.
- [19] Üstündağ, A., & Doğan, Ö. (2021). A content analysis of TV series/shows watched by the secondary and high school students in Turkey. *Journal of Economy Culture and Society*, 63, 359-373. doi: [10.26650/IECS2020-0040](https://doi.org/10.26650/IECS2020-0040).

- [20] Voznesenska, O.L. (2018). [Media creativity as a the basis for the development of social optimize in the condition of media traumatization](#). In *The scientific and practical seminar "Media creativity in contemporary Ukrainian realities: Confronting media trauma"*. Kyiv: Institute of Social and Political Psychology of the National Academy of Pedagogical Sciences of Ukraine.

Рецепція учнівською аудиторією персонажів телевізійних серіалів: методично-організаційні засади дослідження

Любов Базь

Старший науковий співробітник

Інститут соціальної та політичної психології Національної академії педагогічних наук України

04070, вул. Андріївська, 15, м. Київ, Україна

<https://orcid.org/0009-0009-8522-3847>

Анотація. Актуальність теми впливає з росту ролі стримінгових платформ та персоналізованого споживання медіа, що посилює вплив телевізійного контенту на погляди підлітків щодо соціальних норм, прийнятної поведінки та стратегій подолання труднощів. Дослідження мало на меті вивчити модель та інструменти для аналізу ідентифікації студентів з деструктивними телевізійними персонажами та оцінки впливу на їхнє сприйняття агресії, суїцидальних тенденцій та соціальної адаптованості. Запропоновано комплекс методів (тест на ідентифікацію у вигляді напівстандартизованого опитувальника, шкала NOBAGS, шкала загальної життєздатності, шкала соціальної адаптивності, шкала конфліктності сімейного середовища) та методика проведення експерименту за участю двох груп старшокласників 9-11 класів. Методологічна основа дослідження поєднує кількісні методи (кореляція, регресія, факторний аналіз) та якісні методи (нарративний аналіз). Дані, отримані під час пілотного дослідження, свідчать про такі результати: придатність процедури та набору методів для подальших досліджень; вищий рівень ідентифікації з персонажами серед учнів старших класів, які переглянули весь серіал, а не лише один епізод; значно вищий рівень загального показника нормативного ставлення до агресії та дещо нижчий загальний рівень життєвої енергії в обох експериментальних групах одразу після перегляду епізоду серіалу, обраного як стимулюючий матеріал; високий рівень загального показника нормативного ставлення до агресії та високий загальний рівень життєвої енергії у учнів, які ідентифікують себе з негативними персонажами, та низький рівень за обома шкалами у тих, хто ідентифікує себе з позитивними персонажами. Практична цінність полягає в потенціалі запропонованих підходів, методів та моделі для підтримки подальших досліджень впливу деструктивного медіа-контенту на молодь

Ключові слова: ідентифікація; нормативні уявлення про агресію; суїцидальні нахили; схильність до булінгу; медіаграмотність; цифрова трансформація