



**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF JOURNALISM AND COMMUNICATION**

**An Assessment of Children's Experiences and Exposure of Watching  
Television Programs: Empirical Evidences from Addis Ababa.**

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**October 2021**

**ADDIS ABABA, ETHIOPIA**

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COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM &  
COMMUNICATION**

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WATCHING TELEVISION PROGRAMS: EMPIRICAL EVIDENCES FROM ADDIS  
ABABA.**

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**A MA THESIS SUBMITTED TO Addis Ababa UNIVERSITY  
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**COMMUNICATION**

I hereby certify that I have read this thesis prepared under my direction and recommendation that it be accepted as fulfilling the thesis requirement.

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As member of the Examining Board of the Final MA Open Defense, we certify that we have read and evaluated the thesis prepared by: **MARTHA ABEBE** entitled: **An Assessment Of Children's' Experiences And Preferences Of Watching Television Programs: Empirical Evidences From Addis Ababa** and recommended it be accepted as fulfilling the thesis requirement for the Degree Of Masters in Journalism and Communication.

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## ABSTRACT

*The impact of television consumption on child development has sparked a discussion among academics, parents, and politicians. Television, according to some experts, may have a favorable impact on youngsters. Television, for example, has exposed people to a wider diversity of cultures and communities, as well as raised young people's understanding of political and social issues, thereby boosting their influence on their own government. Others feel that children who watch more television as children would engage in less physical activity as adults. Children's social development is being hampered by a reduction in the number of chats they have with one another. As a result, the content of and duration of children's exposure to television (TV) shows is a contentious topic in child development and psychology. In this regard, the main objective general objective of the study is to assess children's experiences and preferences of watching Television Programs in Addis Ababa. A survey questionnaire was used to attain this goal and collect the data needed for this investigation. Then, the researcher employed descriptive analysis in her research. Different conclusions were drawn from the data analysis results. The study shows that the majority of the sample respondents (76.4 percent) have a diploma or above. An assessment of pertinent data found that the majority of the respondents (61.2 percent) are moms in terms of their relationships with their children. Furthermore, 56 percent of the parents polled had two children, implying that the parents polled have prior experience directing and raising children who watch television. The majority of the parents in the sample (71.6%) had children between the ages of 2 and 12. The results of this study revealed that chat shows (59 times) and soap opera/drama TV programs (58 times) are the two most popular TV programs among children, followed by cartoons (39 times) and sitcom TV programs (38 times) (35 times). However, it was observed that children's/TV children's shows are among the least watched by the target youngsters (19 times 8 local and 11 international 11). The study divulged that almost half of the respondents (49.3%) indicated that the major aim of viewing TV for children is both education and entertainment. Regarding the second research question, it was revealed that a substantial number of respondents, 44.7 percent, stated that their children watch TV virtually the entire day throughout the weakened. This study also found that a large percentage of the selected families (41.8 percent) claimed that their children watch TV at night. However, excessive watching time might lead to sleep and focus issues. The majority of respondents (76.7 percent) stated that their children watch television for 2-6 hours every day. For older children in their first two years of life, the American Academy of Pediatrics (AAP) recommends a daily limit of 1 to 2 hours of good TV programs and discourages television viewing. Despite these assertions, the study's target children watch far more television than is expected. Furthermore, the study discovered that almost half of the families polled (47.8%) said their children watch TV shows with their siblings. This may result in peer pressure and influence in their TV viewing habits. Moreover, it was discovered that the Hetro-Control method is the most commonly employed parental guiding strategy. Parents also employed co-viewing in conjunction with the hetro-control guidance strategy, according to the findings.*

**Keywords:** *Children, Television, parents, experiences, watching, exposure, preferences*

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*Martha Abebe,*

*September 2021*

## **DEDICATION**

I wish to dedicate my thesis work to all conscious parents who laid paramount value in their children's life.

# CHAPTER ONE

## 1. INTRODUCTION

In this chapter background of the study, problem statement, objectives of the study, research questions, limitation and scope of the study, significance of the study and the organization of the study are presented.

### 1.1. Background of the Study

Television has become an inextricable aspect of contemporary civilization. We rely on television for entertainment, news, education, culture, weather, sports—and, since the introduction of music videos, even music (Andre et al., 2009). One of the most powerful media influences on children's life is television. Television consumption has a significant impact on our children's lives. Television and video games can play a significant role in the development of children's thinking and learning, as well as emergent literacy (Evans, 2003). In this regard, Andre et al., (2009) children benefit from television in a variety of ways:

- Television allows young people to share cultural experiences with others because of its potential to establish compelling touchstones.
- TV may encourage kids to read by encouraging them to purchase books on the same subjects as the shows or by reading authors whose work was adapted for the shows.
- Television has the ability to instill key values and life lessons in children.
- Educational programming can help build socializing and learning skills in young children.
- News, current events, and historical programming can assist young people have a better understanding of other cultures and people.
- Documentaries can aid in the development of critical thinking skills in relation to society and the world.

Children's television viewing has been a source of concern for nearly as long as the media has existed. The type of viewing and time spent in front of the screen by children are the most important predictors of cognitive, behavioral, and physical outcomes in children (Amy et al., 2012). Because children nowadays begin utilizing media at a young age, the value of media is predicted to be considered a very influential aspect in children's development, allowing for effective parental guidance to these values (Nikken, 2015).

Specifically, television viewing is quite essential in the lives of many young children, and it has gotten a lot of attention from the general public as well as studies. For instance, Moses (2008) studied on television and early childhood literacy development, including investigations of literacy messages in children's programs and the impact of specific programs on the literacy development of young viewers. He concluded that moderate amounts of television viewing are beneficial to reading and the content of programs viewed by children matters. Besides, Moses (2008) added that the programs aimed at promoting literacy in young children have been found to positively impact specific early literacy skills; and finally, programs aimed at promoting literacy in young children have been found to positively impact specific early literacy skills.#

When used at the right developmental stage, television can be educational (Anderson, Huston, Schmitt, Linebarger, & Wright 2001). Anderson, Bryant, and Wilder (2000), on the other hand, claim that television shows can lead to aggressive behavior, anxiety, and obesity in young children. The desire is to find practical answers to crucial issues about the effects of television on the physical, mental, and social well-being of people (Evans, 2003, Gachuru, 2012). Hence, children's television viewing has been of concern for almost as long as the medium itself has been in existence. The type of viewership and the amount of time children spend in front of the screen are the most important predictor of cognitive, behavioral, and physical outcomes in children, (Amy et al., 2012).

What youngsters see and hear, especially from digital media, can readily influence them as they grow and develop. TV, the internet, and smart devices are examples of digital media (Evans, 2003). Some programs have the potential to be instructional. However, many children consume much too much digital information. Many programs can display aggressive conduct in children that you

don't want them to imitate or that can make them fearful (Anderson, Bryant, & Wilder (2000). Similarly, Serena added that (2009) reading, studying, learning activities play, and exercise can all be harmed by too much screen usage.

Although there are some possible benefits to watching television episodes, such as learning desirable aspects of social conduct, there are also many detrimental health consequences. Aggressive behavior, sexuality, academic performance, body concept and self-image, nutrition, dieting, and obesity, and substance misuse are all shown to have detrimental health consequences (Serena, 2009). Children and teenagers are especially susceptible to the messages broadcast on television, which have an impact on how they think and act (Zimmerma & Christakis, 2005). Hence, the TV programs and contents can have positive or negative impacts on the children.

While television can entertain, instruct, and keep our children entertained, it may also have a negative effect on them. Reading, schoolwork, playing, exercise, family contact, and social development are all harmed when time is spent watching television (Serena, 2009). Children can also learn unsuitable or erroneous information from television. They frequently can't distinguish the difference between reality and the fantasy shown on television. Zimmerma and Christakis (2005) stated that children are impacted by the thousands of advertisements they view each year, many of which are for alcohol, junk food, fast food, and toys.

Concerns about the effects of television on children's life are legitimate, as evidenced by documented child development and learning processes. According to developmental research (for example, Huesmann, Moise, & Eron, 2003) children between the ages of new born and school age are the most vulnerable to the negative consequences of media use, such as obesity, aggression, fear, and sleep disruption.

To address the potential negative effects of television, it's important to understand what the impact of television can be on children. Besides, the parents of young children must actively supervise and control their children's television consumption at home (Carl, et al, 2009). Children require a range of activities for healthy development, and television, when regulated appropriately, may be a pleasant and educational component of a child's daily routine. The findings of a study conducted

by Tigist, (2014), shows that as for the level of exposure, parents to be cautious and responsible in monitoring their children's television viewing to mitigate the negative effects of exposure to inappropriate television content.

Policymakers and media experts should be impacted in how they plan and implement children's television programming. "If public policy is to shift from media regulation to encouraging active parental (or other) guidance, systematic questions about the nature of such guidance, the circumstances in which it is likely to occur, and its ultimate effectiveness in shaping children's viewing behavior or mediating the impact of that viewing behavior must be raised," according to the report (Carl, et al, 2009:11).

Furthermore, Ethiopian Television (ETV) was founded in 1964, under the reign of Emperor Haile Selassie, with technological assistance from Thomson, a British company. ETV was founded to emphasize the International founding heads of state meeting of the Organization of African Unity (OAU) in Addis Ababa in the same year (Ambachew & Sofiya, 2019). The military administration introduced color television in 1982 to mark the establishment of the Ethiopian Workers' Party (WPE). ETV has been in the hands of the government from its inception, with its operations and content regulated by the government. The most popular complaint about ETV these days is that the quality of its shows is gradually deteriorating (Simon, 2005).

Moreover, with more and more ways to watch TV becoming available, we now have access to a wealth of both good and bad television programs. Hence, in television environment, the key is to provide young children with a guided viewing experience and to model and teach them the critical thinking skills they need to be active, engaged viewers. Therefore, the general objective of the study is to assess children's experiences and preferences of watching Television Programs in Addis Ababa. Specifically, it is intended to describe the specific guidance methods used by parents to guide their children television watching practices.

## **1.2. Statement of the Problem**

Because of the fast convergence of mass media and communication technology, television has become ingrained in the lives of hundreds of millions of young children all over the world (Gachuru, 2012). This is also true to the children of Ethiopia in general and Addis Ababa in Particular. Despite this, little is known regarding the children's' experiences and preferences of watching Television Programs in Addis Ababa. With this regard, the overall goal of the current study is to evaluate children's experiences with and preferences for watching television programs in Addis Ababa.

Children have the right to receive regular, high-quality, and diversified media programming that will help them develop physically, socially, and mentally(Elias Tegegn, 2019). In the current era of globalization of media, children have a variety of options. With the advancement of modern technology, children today have more access to and choices in media and the internet. Through satellite televisions and Arab channels such as MBC3, Kooky, Mickey, and Cartoon Networks, they may readily access a variety of children's TV shows, games, movie series, talent show videos, stories and children's dramas, cartoon films, puppet films, and other motion pictures. These are fantastic opportunities for children. According to Gigli (2004), media provides opportunity to extend children's perspectives and provide more equal access to knowledge. But, in its opposite side, the children's' great exposure to inappropriate or wrong channels and programs can negatively affect the educational and cognitive advantages that the children get from watching TV. Accordingly, it is rationale to examine children exposure to Television programs in Addis Ababa.

Children's television viewing has been a source of concern for nearly as long as the media has existed. The most important predictors of cognitive, behavioral, and physical outcomes in children are the type of viewership and the amount of time they spend in front of the screen. There are few television program portions dedicated to children in Ethiopia. As a result, children are more likely to watch television shows aimed at adults, in which acceptable content for children appears infrequently.

However, the amount and content of what is being watched is important (Egan & Murray, 2014). That is, the programs and contents of children TV can have negative impacts on the several aspects of children learn, cognitive, social and overall behavioral development of the child. For this reason, it is noted that the media must be held accountable for producing acceptable programming. That, is Children's program should be treated with extra caution. In this connection, it is crucial to conduct a study on the contents of the children program. Therefore, this study has critically assessed children's Television contents and programs of programs in Addis Ababa.

Besides, the significance of parents in their children's media activities, which influence their media-induced learning, play, and social development, is a major societal matter that must be addressed (Nikken, 2015). Parents are frequently unaware of what their children are watching on television, and they have no control over what they watch. Furthermore, parents frequently underestimate how much time their children spend watching television (Baron, 2000:3). Accordingly, in the current the specific guidance methods used by parents to guide their children television watching practices was researched and analyzed.

Furthermore, the channels in Ethiopia/Addis Ababa rarely provide information on how to properly implement parental guidance. As a result of their parents' erroneous readings of television program audience ratings, youngsters are frequently neglected. As a result, children are exposed to values provided to adults, whether they are understood or not, whether they are positive or negative, whether they are worthy of modeling or not. As a result, parental supervision of children's television viewing habits is an issue that has to be addressed. As a result, the study intends to address the parental guidance in children's television viewing habits in Addis Ababa, specifically in the Lideta Sub-City.

Despite the fact that television in Ethiopia has a half-century history, the number of television channels and television sets in households has been steadily increasing over the previous decade. This implies that Ethiopia's television business is still in its early stages of development, particularly in terms of the quality of content broadcast by the channels and the audience's television viewing habits. Only a few television program segments are allocated to children on local channels, and children typically watch television programs aimed at adults, in which

acceptable content for children appears only occasionally. As a result, it's critical to look at children's exposure to television programming. Hence, it is essential to investigate children's exposure to Television programs and to identify the television watching experiences of Children in Addis Ababa. The current study attempted to address these issues.

Specifically, there is a lack of research on what children in Addis Ababa watch and how much time they spend watching the TV programs. Hence, it is rationale to investigate children exposure to Television programs and to identify the television watching experiences of Children in Addis Ababa. In Ethiopia, few researches were conducts on children's television viewing. For instance, Tseganesh Mulugeta (2009) undertook a study on *''Audience Satisfaction with Ethiopian Television Amharic Children's Program: The Case of Children in Addis Ababa.''* The study's main goal was to find out how satisfied or dissatisfied children were with Ethiopian Television's Amharic children's show. The study sought to determine whether or not the program satisfies the children, for what purpose they use it, the children's program preferences, and whether or not the children's needs/interests are met. The findings of the study revealed that the ETV Amharic children's program is unable to satisfy its viewers. The respondents' replies suggest that the program's content and presentation do not meet their needs and/or preferences. The outcomes of the individual in-depth and focus group interviews revealed that the majority of the respondents lost interest toward the program because the program did not gratify their needs.

Similarly, Tigist (2014) undertook a study on Parental Concern towards the Effect of Inappropriate Television Content on Children and the Practice of Parental Television Mediation in Bole Sub City, Addis Ababa. Then she concluded that the majority of parents were moderately concerned about unsuitable television programming (50 percent), followed by highly concerned parents (33 percent). In addition, it was found out that [arents (54 percent) mediated their children's television viewing, while the rest (46 percent) did not use any monitoring strategy at all, according to the data. In this study, co-viewing was discovered to be the most common among of the mediation techniques.

Manayeh Gurmecha (2018) also studied *''The Perception on the Effect of Kana TV Dramas on Family and Family Relationships: The Case of Audiences in Addis Ababa City''* for his MA. The

goal of this study was to describe how Addis Ababa city audiences felt about Kana TV's impact on their families and relationships. The theoretical basis for this study was Cultivation Theory, Technological Determinism, and Use and Gratification Theory. The data analysis reveals that prime time Kana TV dramas drew a sizable audience, Women and children, in particular, were found to be excessive viewers. The study also discovered that kana TV was thought to have a negative impact on children's behavior, as well as viewers' relationships with their family members and the wider community. Munaye also found out that there was a link between Kana TV viewing hours and parental arguments with children, as well as children's exposure to inappropriate content for their age.

On his part, Elias Tegegn(2019) conducted a study on Parents' Perception of "Ethiopsis" Children TV Program: The Case of EBS Tv in Addis Ababa. The study aims to investigate parents' perceptions of children's programs on EBS television, identify parents' program preferences for their children, and investigate the obstacles faced by EBS program producers in producing children's programs. The study concluded that out of 84 respondents, 47 (56 %) of parents mostly and closely watch the "Ethiopsis" program on EBS and discuss it with their children afterward. Furthermore, it was shown that 69 (82.1%) of the parents had a favorable opinion of the program's attractiveness. The survey found that, despite its flaws, parents had a favorable opinion toward the "Ethiopsis" children's television program.

Furthermore, Abera Hanna(2021) researched on Children Television Program for Early Childhood Development: The Case of "Akukulu" on ETV. The goal of the study was to see how the contents of ETV's children's Amharic television program "Akukulu" were being used as a tool in Ethiopian early childhood development. The analysis discovered that 97.87 % of the program's content is written in a clear and understandable manner. It made it easier for the kids to understand the information. The programs also took into account the cognitive and psychosocial phases of development of the youngsters. The programs were more entertaining and educational than informational. The study also discovered that 92.55 percent of "Akukulu" programs were effective in increasing vocabulary among children. Abera also noted that all of the program's elements aided in the teaching of morals and ethics. On the other hand, the program was limited in its presentation of different programs that aid in the development of intellectual skills. The finding of the study shows that the program did not cover all regions fairly. Much attention was given to children in

urban areas, especially Addis Ababa. The program also has limitation in creating national pride and self-respect.

Yekoyealem D et al (2021) conducted a research on Parenting of schoolchildren's television viewing in Addis Ababa, Ethiopia. This study investigated parenting practices associated with schoolchildren's television viewing, with a focus on parental concern and mediation strategies. They found out that children watched an average of 2.32 hours (SD 1.70) of television per day, with parents expressing considerable concern about the detrimental impact of television on children. The study also revealed that restricted mediation was preferred by parents over informative and co-viewing techniques. According to regression analysis, while demographic characteristics, as well as child and parent viewing hours, significantly predicted all three mediation practices, parental worry strongly predicted restricted and instructive mediations but not co-viewing

The above researchers studied the children's television watching practices and parental guidance in their watching practices from different perspectives focusing on various issues. Hence, the studies are very important to the present study as they provide contextual information about audience perception and reception. However, they did not children's experiences and preferences of watching Television Programs in Addis Ababa.

Generally, the review of the related literatures revealed that no research was conducts on experiences and preferences of watching Television Programs focusing on children in Addis Ababa. Accordingly, this study examined and analyzed children's experiences and preferences of watching Television Programs in Addis Ababa. Because there have been few studies on similar issues in Ethiopia, this study is being done to fill a gap in the literature. In other words, the present study will fill the observed gap by investigating the issues, which were not addresses by the previous researchers.

### **1.3. Research Questions**

The study attempted to address the following research questions:

1. What is the television watching experiences and exposure of Children in Addis Ababa?
2. What is the time duration that the children spend in watching the television programs?
3. What are the specific guidance methods used by parents to guide their children TV watching practices?

### **1.4. Research Objectives**

#### **1.4.1. General Objective**

The general objective of the study is to assess children's' experiences and exposure of watching Television Programs in Addis Ababa.

#### **1.4.2. Specific Objectives**

1. To identify the television watching experiences and exposure of Children in Addis Ababa
2. To analyze the time duration children spend watching the television programs
3. To describe the specific guidance methods used by parents to guide their children television watching practices.

### **1.5. Significance of the Study**

The general objective of the study is to assess children's experiences and preferences of watching Television Programs in Addis Ababa. Currently, many parents are concerned about their children because of the increasing amount of television programs. Despite the different policies and guidelines in place to safeguard children from television, there is mounting evidence that media can have a negative impact on children's social development. This research is significant as it provides useful information regarding children's experiences and preferences of watching Television Programs in Addis Ababa. Thus, the study will help policymakers, educators, parents, and others who deal with early children on the impact of media, particularly television, on children's experiences and preferences of watching Television Programs in Addis Ababa. This research also helps the governmental and non-governmental stakeholders in paying attention to the issues surrounding the content of children's programs.

In addition, this study would show the role of parental guidance in children's television watching practices. Thus, it helps to influence television programming policy and inform stakeholders in Addis Ababa. The outcomes of this study encourage the provision of more programs intending to fulfill the needs of children in Addis Ababa. The outcomes of the study are also helps to create awareness and public understanding on the importance of proper parental guidance implementation in children's television watching practices.

As stated in the preceding discussion, little is known about children's experiences and preferences of watching Television Programs in Addis Ababa. As a result, the study's findings may become part of the important educational data for future research. It is believed that it would give parents with important instructions and information to help them implement effective interventions for their children. Finally, the study hopes to raise awareness about the importance of evaluating what programs are broadcast on our television screens, as well as advise media owners on how to make programs that are appropriate for children and promote their positive social development.

### **1.6. Scope of the Study**

This study is delimited to examine children's experiences and preferences of watching Television Programs in Addis Ababa. The research setting is Addis Ababa, particularly, in the case of Lideta Sub-City. The study area is limited to Addis Ababa, particularly, to Lideta Sub-City because of the availability of resources. The targets Population of the study include Parents (living in Lideta Sub-city) and children are indirectly targeted (parents are to be interviewed on behalf of their children) as a research population. The study targeted preschool children, who have not joined the primary school. Both Primary data and secondary data sources are used for the study. Furthermore, relevant data for this study was also collected between April-May 2021

### **1.7. Organization of the Study**

This thesis is presented in five chapters. The main content of each chapter is briefly outlined as follows: Chapter one describes on what perspective the research is set along with the statement of the problem followed by the objectives of the study, research questions, significance, scope of the study, and organization of the study. Chapter two presents theoretical and empirical reviews. The third chapter explains the research methodology; research design and approach, target population, sample size determination and sampling techniques, method of data collection and instruments, validity and reliability of the instruments, method of data analysis, and ethical considerations. Chapter four is the chapter where the collected data is presented and analyzed. In this section, analysis of both the qualitative and quantitative data has been presented, discussed and interpreted. The last chapter, chapter five, provides a conclusion and recommendations based on the findings of the study. It has also suggested the direction for further research.

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

#### 2.1. The Relationship between Children and Media

The complicated relationship between children and media can be mapped using a communication model. The Model is described as follows:

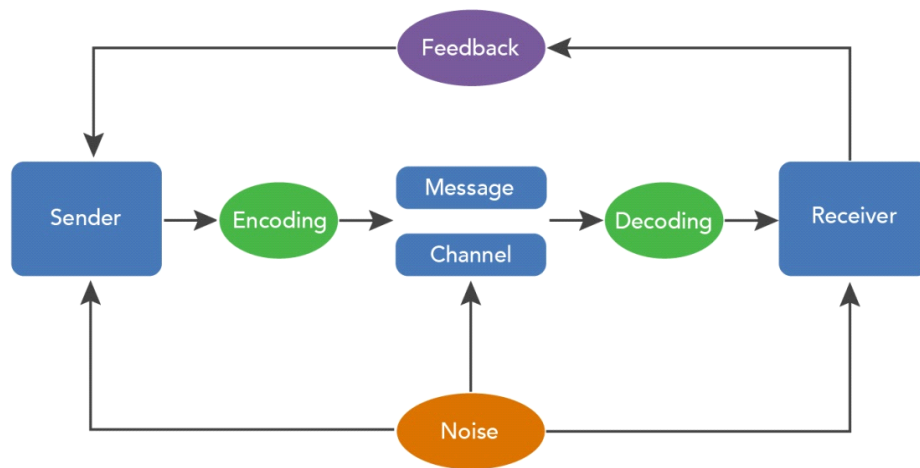


Figure 1: Communication Model

Source: Communication Model Developed by Sharon (1999).

As indicated in the above communication model **receiver** is the child, but others may include siblings, parents, or adult caregivers. The child's communication process in this case seems to require an additional variable not included in the general communication model, the mediator between the child and the message, someone who explains or discusses the message with the youth. Thus, the child de- codes the message in an environment that may include adult mediation and explanation of the messages.

**Noise** that may interrupt or interfere with a child's understanding of the message includes the physical noise that may occur in the channel or the environment, but can also include the distraction of toys or other youth or adults.

**Feedback** also differs from the standard model in that the older youth or adult may mediate the feedback the child may have to the program. The feedback may be in the form of buying a product.

## **2.2. Television Viewership in Children**

Recent research reveals a link between early TV exposure and self-reported victimization, social isolation, proactive aggressiveness, and anti-social behavior in middle childhood. Excessive television viewing (more than 2 hours per day) has been linked to early children self-control issues. Because parents are more likely to utilize screen media to calm a child with challenging behaviors, such impacts may be more evident and self-perpetuating in children with specific behavioral difficulties. According to studies, excessive screen media exposure is linked to low levels of stimulation in the home and limited parental participation rather than socioeconomic status. (Lin et al, 2015)

Children's developmental patterns are recognized by research, and data from television shows that a child's first screen interactions can be pivotal. They have the potential to become habit-forming, and early overexposure raises the risk of later life usage. Health practices, including family media use, are easier to establish during early childhood than later in life. Over time, screen use has shifted to include more entertainment rather than solely instructive content. (Linebarger et al, 2014)

Because several significant trends are transforming early life, it is recommended that screen use be limited to less than one hour each day. Quality television—well-designed, age-appropriate shows with specific educational goals—can provide an extra pathway to early language and literacy for children starting around the age of two. Aspects of cognitive development, such as favorable racial attitudes and imaginative play, are also aided by good programming. Early data suggests that interactive media, particularly applications that need a contingent response from an adult (i.e., timely responses to what a child says or does), can help children remember what they've been taught. This responsiveness, when coupled with age-appropriate content, timing and intensity of action, can teach new words to children under the age of 5. (McGowan, 2016)

Early screen exposure (more than 2 hours per day by children under the age of 5) has been linked to significant language delays in children under the age of five, according to research. The evidence for a link between screen time and deliberate issues is ambiguous, with negative consequences appearing primarily when exposure is exceptionally high (more than 7 hours per day). In children under the age of five, excessive television viewing has been shown to have a deleterious impact on language usage and acquisition, attention, cognitive development, and executive function. It also reduces the amount and quality of parent–child interaction and distracts from play. (Lauricella et al, 2015)

Long-term TV viewing has been associated with inferior cognitive capacities, particularly in terms of short-term memory, early reading and math skills, and language development, according to certain research. (Lin et al, 2015)

Because there are no demonstrated advantages of media exposure for infants and toddlers, and because there are some known developmental hazards, parents are advised to limit their children's screen time. Minimizing screen time frees up time for face-to-face interactions, which are the most effective way for young children to learn. Screen time may be a good learning experience for children when they watch informative, age-appropriate content with an involved adult. Adults who reduce screen time do so by watching with their children. Adults can make connections between what they're watching and their own lives, as well as develop linguistic and cognitive skills like attention, memory, and reasoning. The downsides of lonely viewing are also avoided when screen time is shared. Actively curate children's screen activities by prioritizing educational content or apps, avoiding mainstream or commercial programs and using a media classification rating to guide viewing choices. (Hoyos and Jago, 2010)

Co-viewing high-quality screen content can have an impact on more than just the learning of children. Parents can positively influence their children's social adaptive skills, sleep patterns, and behaviors by being involved in and placing limitations on their screen use, according to studies. It is critical for all families, regardless of economic conditions, to raise awareness about how children learn best and the need for screen time limitations. Creating a family's "media action plan" can aid in the preservation and reinforcement of meaningful family time. Prenatal planning is ideal; it accounts for each child's and family member's health, education, and entertainment needs; and it

incorporates screen-based activities in child care; and is reviewed periodically. Setting meaningful limitations with young children and communicating them as a family is significantly easier than reducing screen usage with older children. Parents' comfort level with saying "no" to their children's requests to play video games, as well as their own media-related beliefs, intentions, and attitudes, have been proven to be important components of constructive, positive limit-setting. For children—and parents—off-screen time is critical for developing essential life skills such as self-regulation, creativity and learning through physical and imaginative play. (Lin et al, 2015).

### **2.3.Positive Consequences of Children Exposure to Television Programs**

Television viewing is an unavoidable part of the current modern culture. Most people depend on their televisions for news, education, weather, culture and sports. Under parental supervision and limited viewing time, television can provide numerous benefits. The following are benefits of television viewing (Gunter & McAleer 1997).

Kids are largely influenced by the people and things they watch on television, particularly other children. This can either have a positive or negative effect on them. Recently, children's TV programs have started to promote some positive topics like environmental awareness and healthy living. As children see their beloved characters making good choices, they will also be influenced to perform similar actions (Gunter & Gunter 2019).

#### **2.3.1. Develops Analytical Skills**

Through asking questions and determining what may happen in a certain program enables children to learn how to think, predict and solve problems. This also makes television viewing an active experience and enables them to develop analytical skills that will be of benefit for a long time to come (Gunter & Gunter 2019). In addition, television time can be considered like a learning experience where the children can discuss programs and compare shows or characters (Gunter & McAleer 1997).

#### **2.3.2. Educational Value**

There's no denying that television has a potentially damaging influence on children in teenage and college years, if it leads to sedentary lifestyles. But, in early years, it can really help. Educational programming, like Sesame Street and related shows, can help teach kids letters, numbers and important concepts that will help them thrive and take care of themselves later in life. Also, much of children's programming can help stimulate and develop their imaginations, leading them to lives of creativity (Gunter & Gunter 2019).

Preschoolers can learn the alphabets, colors and numbers from television. Children can get information on wildlife and expand their knowledge with quiz contests and other games on TV. With television, children can keep a track of the latest happenings and the current events. Television comes across as an excellent form of entertainment for kids, in the form of cartoons and kids' programs (Gunter & Gunter 2019).

### **2.3.3. Learning opportunities**

If there is a subject your kid enjoys, it is highly likely there is an entertaining and educating movie or TV show that explores that subject in depth. Actually, you may be amazed to find that most children love and watch educational TV programs aimed at grown-ups. For instance, nature and documentary shows are not only entertaining, but they are also very educational for children (Gunter & Gunter 2019). Furthermore, through watching television shows, children can discover animals, things or places that they could not have seen otherwise. Nonetheless, children should not watch too much television, instead they should engage in active things such as sports and other hobbies (Gunter & McAleer 2007).

### **2.3.4. Through TV, kids can explore places, animals, or things that they couldn't see otherwise.**

Most kids are not able to visit the rain forest or see a giraffe in the wild, but many have seen these things on TV. Thankfully, educationally minded producers have given many shows and movies that allow viewers to see amazing footage of nature, animals, society, and other peoples. Kids and adults alike can learn from this type of media and gain a greater appreciation for our world and the animals and other people who inhabit it (Gunter & Gunter 2019).

### **2.3.5. TV shows can inspire kids to try new activities and engage in "unplugged" learning.**

When kids see their favourite characters engaged in fun learning games, they want to play too. Kids also like learning activities more if they involve beloved characters (Gunter & Gunter 2019). Pre-schooler's shows are especially effective for generating ideas for learning activities and using characters to motivate kids (Gunter & McAleer 2007).

### **2.3.6. TV and movies can motivate kids to read books.**

Of the new movies that are released each year, you can bet that several of them are based on books. Parents can challenge kids to read a book with the promise of going to the theatre or renting the movie when they finish it. Or, kids may see a movie and like it so much that they decide to read the book. Discuss the differences between the book and the movie to help kids develop thinking skills (Gunter & Gunter 2019).

### **2.3.7. Kids can build analytical skills by discussing media.**

What do you think will happen next? Who did it? What will the result be? What could that character have done instead? Asking these types of questions as co-view with children will help them learn to think, problem solve, and predict, making TV viewing a more active experience. More important than just memorizing facts, developing thinking skills will benefit them for the rest of their lives (Gunter & McAleer 2007).

Parents can help prepare kids for this type of literary thinking by discussing programs with them. Compare and contrast characters or shows. Who is the main character? Describe the plot. What was the setting and main idea? What was the conflict and how was it resolved? Use TV time to help kids practice for all those essay tests, and they might find that talking about this stuff can be interesting and fun (Gunter & Gunter 2019).

### **2.3.8. Good role models and examples on TV can Positively Influence Kids.**

Children are influenced by people they see on television, especially other kids. Obviously, this can have a negative result, but it can be positive too. Lately, kids' TV shows have begun promoting some positive agendas such as healthy living and environmental awareness. As kids see their favourite characters making positive choices, they will be influenced in a good way. Parents can also point out positive traits that characters display and thereby spark valuable family discussions (Gunter & Gunter 2019).

## **2.4. Negative consequences of Children Exposure to Television Programs**

The influence of the media on the psychosocial development of children is profound. Thus, it is important to discuss exposure to media and to provide guidance on age-appropriate use of all media, including television. The objectives of this statement are to explore harmful effects of media on children's mental and physical health.

Television has the potential to generate negative effects, and many studies have looked at the impact of television on society, particularly on children and adolescents. An individual child's developmental level is a critical factor in determining whether the medium will have positive or negative effects. Not all television programs are bad, but data showing the negative effects of exposure to violence, inappropriate sexuality and offensive language are convincing (Gunter & McAleer 2007).

#### **2.4.1. Impact on Learning**

Television can be a powerful teacher. Watching *Sesame Street* is an example of how toddlers can learn valuable lessons about racial harmony, cooperation, kindness, simple arithmetic and the alphabet through an educational television format. Some public television programs stimulate visits to the zoo, libraries, bookstores, museums and other active recreational settings, and educational videos can certainly serve as powerful pro-social teaching devices. The educational value of *Sesame Street* has been shown to improve the reading and learning skills of its viewers (Gunter & Gunter 2019). In some disadvantaged settings, healthy television habits may actually be a beneficial teaching tool. However, watching television takes time away from reading and schoolwork. More recent and well-controlled studies show that even 1 h to 2 h of daily unsupervised television viewing by school-aged children has a significant deleterious effect on academic performance, especially reading (Gunter & Gunter 2019).

#### **2.4.2. Violence**

The amount of violence on television is on the rise. The average child sees 12,000 violent acts on television annually, including many depictions of murder and rape. More than 1000 studies confirm that exposure to heavy doses of television violence increases aggressive behavior, particularly in boys. Other studies link television or newspaper publicity of suicides to an increased suicide risk.

The following groups of children may be more vulnerable to violence on television:

- children from minority and immigrant groups;
- emotionally disturbed children;
- children with learning disabilities;
- children who are abused by their parents; and
- children in families in distress.

### **2.4.3. Nutrition**

Because television takes time away from play and exercise activities, children who watch a lot of television are less physically fit and more likely to eat high fat and high energy snack foods. Television viewing makes a substantial contribution to obesity because prime time commercials promote unhealthy dietary practices (Gunter & Gunter 2019) . The fat content of advertised products exceeds the current average Canadian diet and nutritional recommendations, and most food advertising is for high calorie foods such as fast foods, candy and presweetened cereals. Commercials for healthy food make up only 4% of the food advertisements shown during children’s viewing time. The number of hours of television viewing also corresponds with an increased relative risk of higher cholesterol levels in children. Television can also contribute to eating disorders in teenage girls, who may emulate the thin role models seen on television. Eating meals while watching television should be discouraged because it may lead to less meaningful communication and, arguably, poorer eating habits.

### **2.4.4. Sexuality**

Today, television has become a leading sex educator in different countries. Between 1976 and 1996, there has been a 270% increase in sexual interactions during the family hour of 2000 hours to 2100 hours. Television exposes children to adult sexual behaviors in ways that portray these actions as normal and risk-free, sending the message that because these behaviors are frequent, ‘everybody does it’. Sex between unmarried partners is shown 24 times more often than sex between spouses, while sexually transmitted infections and unwanted pregnancy are rarely mentioned (Gunter & McAleer 2007).

Teens rank the media as the leading source of information about sex, second only to school sex education programs. Numerous studies document adolescents' susceptibility to the media's influence on their sexual attitudes, values and beliefs.

#### **2.4.5. Alcohol and smoking**

Television is not the only way that children learn about tobacco and alcohol use; the concern is that the consequences of these behaviors are not accurately depicted on television. One-half of the G-rated animated feature films available on videocassette, as well as many music videos, show alcohol and tobacco use as normative behavior without conveying the long-term consequences of this use (Gunter & Gunter 2019).

### **2.5.Characteristics of effective Children educational Television Programs**

Literature clearly demonstrates that children can and do learn from educational television. Yet, that is not to say that all television programmes are equally effective or have an equally strong impact on their audience. What causes some educational programmes to be more powerful than others? Looking across research on a wide variety of educational television series, we can identify a number of features that have contributed to the effectiveness of existing series ñ and that producers can build into new productions to make them as educationally powerful as possible (Gunter & McAleer 2007).

#### **These features include:**

Engaging children via the use of appealing elements such as humour (with the caveat that children find different kinds of humour funny at different ages), mysteries, and games, among others (Gunter & Gunter 2019).

#### **A. Choosing age-appropriate topics**

Choosing age-appropriate topics for both stories and educational content) that are inherently interesting to children and relevant to their lives.

### **B. Presenting content via age-appropriate language and at levels of difficulty**

Presenting content via age-appropriate language and at levels of difficulty. This are tailored to children's knowledge and developmental level (Gunter & Gunter 2019).

### **C. Keeping the educational content on the plotline**

That is, making the educational content central rather than tangential, to the narrative plotline (e. g., using a scientific principle to uncover the crucial clue that solves a mystery).

### **D. Using engaging or action-filled visuals rather than static visuals or talking heads.**

Using engaging or action-filled visuals rather than static visuals or talking heads is essential in many aspects. This includes characters whom viewers see as competent and intelligent, and with whom they can identify (Gunter & Gunter 2019).

### **E. Encouraging children to actively engage**

Encouraging children to actively engage in the educational content themselves through viewer participation (e. g., during a game show) or by attempting to solve a problem before the on-screen characters solve it) (Gunter & Gunter 2019).

Motivating children to carry their learning forward via activities that extend the experience after viewing (e. g., by trying out hands-on experiments or activities they have seen on-screen, or through online games or resources that provide further opportunities for learning). Naturally, this list is by no means exhaustive. It illustrates just a few of the many ways in which research has contributed to both researchers and producers understanding of what works in creating educational television programmes (Gunter & McAleer 2007).

## **2.6.Family Communication Patterns**

Family communication patterns also are part of the stage on which the media experiences take place. Two dimensions of family communication patterns are socio-orientation and concept orientation:

- **Socio-orientation** refers to family attitudes and norms toward social behavior and the extent to which parents encourage deference, social harmony, and pleasant relationships within the family. Socio-oriented homes may foster conformity and encourage children to give in on arguments rather than offending others or hurting their feelings.
- **Concept orientation**, on the other hand, is an information-focused communication norm related to attitudes toward objects and ideas. Before making judgments, concept-oriented parents emphasize the need of considering and debating all sides of an issue. (Thompson et al., 1993, pp. 250–251)

## **2.7. Parental Guidance Models**

The three types of Parental Guidance Models are Hetero-control, Self-control and control.

### **Hetero control**

In Hetero-control intervention model, control strategies are limited to the formation of norms about the practice and consumption of television by children. This restraining television interaction model is the most common model. In the majority of cases the norms are enforced when parents detect a misuse of television, mainly the watching of sexual or violent scenes and excessive watching. There are few cases in which the conduct rules are consistent and stable. The rules only limit the viewing times or prohibit the viewing of certain programs that are considered inadequate, mainly celebrity/gossip and reality TV shows (Teresa, 2013).

### **Self-control**

Self-control style of intervention entails in not intervening in the relation that children form with television based on the idea that children are adequately cultured and skilled to make a liable use of this medium and thus should not be directly predisposed by contents that might be considered harmful to their development.

This mediation style is adopted in households where the implementation of ICTs is very high and television is just another technological device. These households have one or two TV sets, one in the living room and another in the kitchen or the secondary room. They do not have TV in the bedroom with the exception of screens exclusively intended for video-game consoles (Teresa, 2013).

### **Control**

The control intervention model comprises a relative supervision of children's TV consumption, the absence of explicit rules and the use of total or partial prohibitions when parents detect an inappropriate use of television. This type of mediation occurs in homes which have a limited variety of technological equipment but a protagonist presence of television, according to the number and location of television sets at home (Teresa, 2013).

### **Co-viewing**

We can think of communication as a much more complicated process with a number of factors that operate as filters between the sender and the recipient. Since, children consume television material in a family setting; understanding the relationships that arise between television and children necessitates considering aspects of Co-viewing with the three parental guidance approaches. Co-viewing occurs when parents watch television with their children. Co-viewing involves endorsing or condemning portrayals on TV programs, providing children with explanation on contents of TV programs and additional information while watching TV together. Although parents may discuss the television content with their children while viewing with them, it is important to note that Co-viewing occurs regardless of the guidance approach used by parents. As a result, Co-viewing describes a much more passive form of behavior in which the parent simply watches television with the child. (Teresa, 2013)

Co-viewing occurs more frequently among parents who like and approve of television. It indicates that parents are more likely to co-view television programs with their children, if parents believe that Co-viewing will help prevent negative effects from occurring. On the other hand, Co-viewing occurs for the reason of the similarities in the viewing preferences of the parents and the viewing preferences of the children that emerge as children mature. Hence, Co-viewing that occurs between parents and children may reflect shared interests rather than conscious attempts at mediation. (Carl, 1982)

## **2.8.Children's TV Programming**

Sharon (1999) states that the substance of information and material disseminated by the media needs to be compatible with the following objectives:

- To the best extent possible, the child's personality, talents, and mental and physical abilities are developed;
- Development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
- Development of respect for the child's parents, the child's cultural identity, language and values;
- Development of respect for the national values of the country in which the child is living and the country from which he or she may originate; and
- Development of respect for civilizations different from his or her own.

(Sharon, 1999:287)

## **2.9. Empirical Literature**

More very young children are viewing television now than in the past, and they pay close attention to TV shows and films created specifically for them. When comparing learning from videos to learning from identical live presentations, videos frequently provide significantly less learning. While one study found beneficial links between language learning and exposure to some children's television programs, other research found negative correlations between viewing and linguistic, cognitive, and intentional development. Background television can also be a source of distraction. (Anderson and Pempek, 2005)

It is stated that “the majority of the parents were moderately concerned about inappropriate television content (50%) followed by highly concerned parents (33%). The findings also indicated that parents (54%) mediated their children’s television viewing and the rest (46%) did not employ any monitoring technique at all. From the mediation strategies, covieing was found to be the most prevalent among 80% of the parents” (Tigisit, 2014:4)

“Mediation strategies differ from acknowledged media usage conceptions in that parents play a more active role than previously assumed. Restrictive mediation comprises rules and restrictions, but also parents’ educative explanations that media do not reflect reality.

Patronizing mediation includes shared media consumption, but also parents commenting on media contents” (Schaan and Melze, 2014:28).

“The most predominant mediation style in households is hetero-control, characterized by a high degree of intervention in the relations children establish with television, exercised with partial rules that arise from control and co-viewing moments and revolve around consumption times, contents deemed inappropriate due to their inclusion of sexual or violent scenes, and formats such as reality or celebrity/gossip shows. It can be affirmed that, in general terms, mediation is reduced to the existence, or lack thereof, of control measures (hence the name given to each style of mediation), which in the majority of cases are improvised when parents realize that their children are viewing something deemed inappropriate. Stable and consistent norms that leave a mark on the behavior of children towards television are scarce. Mediation is characterized by low parental participation in children's television reception but mediation cannot be reduced to its normative dimension” (Teresa, 2013:28).

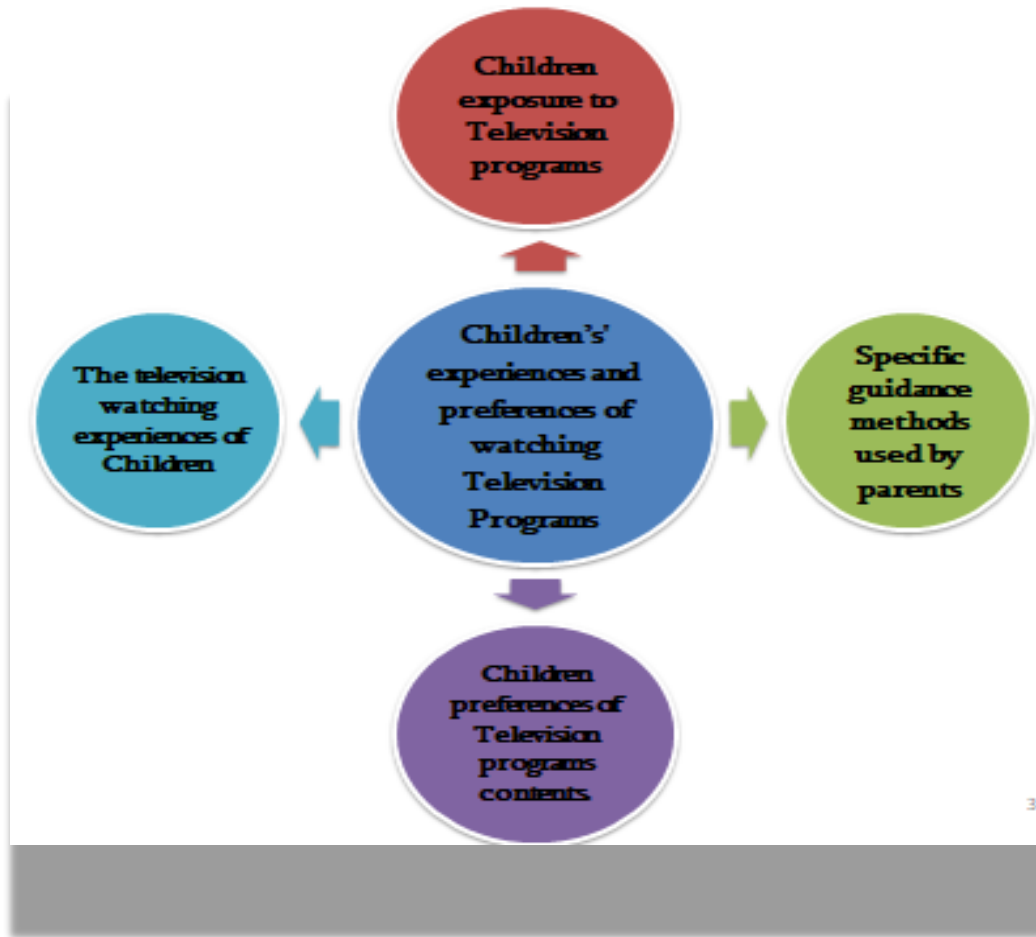
Hetero-control is the most common parental guidance method in households, characterized by a high level of intervention in children's television relationships, exercised through partial rules arising from control and co-viewing moments and revolving around consumption times, contents deemed inappropriate due to the inclusion of sexual or violent scenes, and formats.

In general terms, parental guidance is abridged to the existence, or lack thereof, of control mechanisms, which are most often improvised when parents notice their children watching anything judged unsuitable.

As it is evident from the empirical literature review, only few studies are conducted on parental guidance in Ethiopia. Furthermore, the majority of research focus on identifying the most prevalent types of guidance methods used by parents, rather than clearly demonstrating the difference between what the field experts recommend and what most parents do.

## **2.10. Conceptual Framework**

Based on the objective of the study and the literatures reviewed, the following conceptual framework is designed for the current study:



**Figure 2: Conceptual Framework of the Study**

Based on the research questions of the current study which aimed to investigate children exposure to television programs, identify the television watching experiences of Children in Addis Ababa, assess children preferences of television programs contents, describe the specific guidance methods used by parents to guide their children television watching practices the above depicted conceptual framework has been designed. The framework, as a result is designed in such a way that helps to comprehensively address questions.

## **CHAPTER THREE**

### **3. RESEARCH DESIGN AND METHODOLOGY**

#### **3.0. Introduction**

This chapter comprehensively discusses the research design and the methodology used to investigate the phenomenon under study, i.e. children TV watching experiences and exposure. The sections critically discussed and presented research method and its corresponding design, and method of data collection, types of data, sample frame, sampling method, sampling size and data analysis procedure. Furthermore, the issues of validity and reliability are the focuses of this chapter. Accordingly, the discussion begins with description of research setting followed research approach and design.

#### **3.1. Description of the Study Area**

Addis Ababa, the capital city of Ethiopia and the diplomatic center of Africa, embodies a 130 years of development history that contributes to its current socio-spatial features. Its status as a primate city located at the heart of the nation has made Addis Ababa a melting pot of people with diverse background and geographic origins. The current study is conducted in Addis Ababa, which is the capital city of Ethiopia. Lideta Sub-city is the particular setting where the study is conducted. The sub-city is selected due to its representativeness of its data to the Addis Ababa City in terms of the demographic composition, average level of population density and level of urbanization. Another reason for the study area to be selected is the fact that there are numerous households with TV sets.

#### **3.2. Research Approach**

Research approaches are plans and the procedures for research that span the steps from broad assumptions to detailed methods of data collection, analysis, and interpretation. This plan involves several decisions, and they need not be taken in the order in which they make sense to me and the order of their presentation here. The overall decision involves which approach should be used to study a topic (Creswell 2014). In the current study, quantitative research approach is applied to investigate the experience of children television viewing. The reason for the selection of this particular approach is that the nature of variables investigated were best addressed by and subjected

to testing theories deductively, building in protections against bias, controlling for alternative explanations,

This approach is applied in testing objective theories by examining the relationship among variables. These variables, in turn, were measured, typically on instruments, so that numbered data were analysed using statistical procedures. The final written report has a set structure consisting of introduction, literature and theory, methods, results, and discussion. Testing theories deductively, building in protections against bias, controlling for alternative explanations, and being able to generalize and replicate the findings are the assumptions applied in the current study (Kothari 2008).

### **3.3. Research Design**

Under the umbrella of quantitative approach, the current study subscribed to survey research design. Survey research provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population. It includes cross-sectional and longitudinal studies using questionnaires or structured interviews for data collection with the intent of generalizing from a sample to a population (Fowler, 2008).

Subscribed to survey research designs in quantitative research, the researcher administer a survey to a sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population. In this procedure, the researcher collected quantitative, numbered data using questionnaires and statistically analyzed the data to describe trends about responses to questions and to test the four research questions formulated in the first chapter of this research report.

### **3.4. Population and Sample Size of the Study**

#### **3.4.1. Population**

A population is the entire group that you want to draw conclusions about. A sample is the specific group that you will collect data from. The size of the sample is always less than the total size of the population (Creswell and Poth 2018). Accordingly, the targets Population of the study include Parents (living in Lideta Sub-city) and local Media Experts. Children are indirectly targeted (parents are to be interviewed on behalf of their children) as a research population.

### 3.4.2. Sample Size

The samples of the study are chosen to represent the relevant attributes of the whole population. Woreda 01 and 05 are purposely selected considering the homogeneity nature of population in Lideta sub city and due to the nature of the representativeness of their data. In addition, the woredas are selected because of the presence and balanced distribution of socio-demographic status of population in Lideta Sub-City. The following are sampling criteria for Parents included in the current study: Parents with children and living in Lideta Sub-City and parents on households with TV sets in Lideta Sub-City.

**Table1: Sample Size of the Study**

Woredas	Number of Households	Number of Households with TV sets and Children	Sample Size
01	3,682	2,467	32
05	4,342	2,909	36
Total	8,024	5,376	68

$$\text{Sample size} = \frac{\frac{z^2 \times p(1-p)}{e^2}}{1 + \left( \frac{z^2 \times p(1-p)}{e^2 N} \right)}$$

Where:  $N$  = population size •  $e$  = Margin of error (percentage in decimal form) •  $z$  = z-score

Population Size = 5,367

Confidence Level (%) = 90 % (industry standard)

Margin of Error (%) = 10%

Sample size = 68

The sample size of 68 is selected out of 5,376 households with Confidence Level 90% and Margin of Error 10%. In addition, convenience sampling is used to select the final respondent which gives equal opportunity of selection for the final respondents explored in the study.

### **3.5.Data Collection Tool**

Following the quantitative research approach and survey design employed in the current study, questionnaire was used as a data collection tool to collect data important to answer research questions. The questionnaire is the main instrument for collecting data in survey research (Creswell 2014). Furthermore the use of questionnaires allowed a collection of both subjective and objective data in a large sample of the study population in order to obtain results that are statistically significant.

Basically, it is a set of questions were prepared, often called *items*, which follow a fixed scheme in order to collect individual data about children exposure to television programs. In fact, the questionnaire involved a particular kind open ended items—a formal contact, in which the question is governed by the wording and order of questions in the instrument. The questionnaire as administered in a standardized fashion, that is, in the same way to all the respondents of the survey. The questionnaire is annexed to this research report for further reference.

### **3.6. Data Collection Procedures**

The necessary data for the research is gathered by questionnaire. The questionnaire is developed to the study has pass through pilot-testing. The researcher has sought permission letter from the University before finding respondents to gather data.

**Table 2: Response Rate of the Survey Questionnaire**

<b>Respondents</b>	<b>Instruments Sent Out</b>	<b>Instruments Received</b>	<b>Response Rate</b>
<b>Parents</b>	68	67	98.5

Response rates of this study shows that the number of usable responses returned by the total number eligible in the sample chosen is 68 which denotes 98.5% of questionnaires distributed.

**3.7. Reliability and validity of the study**

For a questionnaire to be regarded as acceptable, it must possess two very important qualities which are reliability and validity. The former measures the consistency of the questionnaire while the latter measures the degree to which the results from the questionnaire agrees with the real world (Creswell 2014). Validity is the amount of systematic or built-in error in questionnaire. Validity of a questionnaire can be established using a panel of experts which explore theoretical construct. The face validity of questionnaire was checked by experts in the area and appeared valid.

Reliability is concerned with the question of whether or not a result is stable (Bryman and Bell, 2007). The idea of reliability is important for measuring and in order to improve the reliability of questionnaires, Cronbach’ alpha were tested the reliability. It is commonly used measure of internal consistency reliability.

“The Cronbach’s Alpha provides a coefficient of inter-item correlations that is the correlation of each item with the sum of all the other items.” (Cohen, 1998, p.106). Cronbach’s Alpha quantified this reliability by proposing a coefficient which theoretically ranges from 0 to 1. If alpha ( $\alpha$ ) is

near 0 then the quantified answers are no reliable, and if alpha ( $\alpha$ ) is close to 1 the answers are very reliable. Hence, the reliability of the instruments used to collect primary data on parental guidance methods were determined as indicated in table below:

**Table 2: Response Rate of the Survey Questionnaire**

Variables	Cronbach's Alpha	No. of Items
<b>Self-Control</b>	0.9421	3
<b>Hetro-Control</b>	0.9324	3
<b>Control</b>	0.9221	3
<b>Co-viewing</b>	0.9243	4

### **3.8. Data Analysis and Interpretation**

The interpretation of data is made by using frequency, percentage and mean with the help of SPSS (Version, 20). The guidance methods reported as most common in the population will be ranked by their means. Comparison of mean values is made for parental guidance methods practiced by parents and suggested by media experts, using spearman’s rank correlation analysis. The responses of open-ended questions is organized, compiled and substantiated together with related closed-ended items.

### **3.9. Ethical Consideration**

It is vital to consider ethical questions before, during and after the research process. Awareness of ethical concerns is helpful to avoid and prevent conflict with respondents. Ethical problems may affect the legal and moral standing of the study (Flick 2018). Accordingly, Ethical problems are addressed by adherence to ethical policy and informed consent.

According to Ritchie et al (2013), informed consent fulfils basic human rights principles and protects both the researcher and the study participants. Each participant in questionnaire was provided with an informed consent before participating in the research. Also, information on the nature of the study and potential risks were clarified. Participation in this study was voluntary.

Participants could choose to take part in this study and had the option to withdraw from the study at any stage. This is known as autonomy (Beauchamp & Childress 2001). The participants were guaranteed anonymity. Also, the researcher took the necessary precautions to protect both individual and organizational information. The true identities of the selected participants are known to the researcher, but these details are not transcribed.

## **CHAPTER FOUR**

### **4. RESULTS AND DISCUSSION**

#### **4.0. Introduction**

As stated in the previous chapter, the main objective general objective of the study is to assess children's' experiences and preferences of watching Television Programs in Addis Ababa. To

achieve this objective and collect the data needed for this study a survey questionnaire was employed. As a result, 68 questionnaires were delivered to children parents, of which 67 of them returned with fully completed and substantial responses. The returned questionnaires had a response rate of 98.5 percent, and it is hoped that the returned questionnaires is enough to analyze the data. The information gathered from the questionnaire's closed-ended questions was then entered into SPSS (Version 23) and analyzed using descriptive statistics such as frequency and percentage. Besides, the data collected via open-ended questions of the questionnaire and Interview were described and discussed descriptively. Finally, the qualitative and quantitative data were integrated together during analysis in the way they can support, triangulate and substantiate each other. Hence, this chapter deals with presentations, discussions and interpretations of the data. Hence, in this chapter the research questions are addressed in four main sections as follows:

#### 4.1. The General Information of Parent Respondents

The background information of study participants is presented and described as follows:

**Table 4: General Information of the sampled Parent Respondents**

No	Characteristics	Options	Responses	
			f	%
		<b>A. Below 10<sup>th</sup> Grade</b>		22.4 %

<b>1</b>	<b>Educational Level of Respondents</b>	<b>B. Diploma</b>	31.3%
		<b>C. Degree</b>	35.8%
		<b>D. MA/MSc and Above</b>	10.5 %
		<b>Total</b>	<b>100</b>
<b>2</b>	<b>Relationship with Children</b>	A. Mother	61.2%
		B. Father	25.4%
		C. Care Taker	13.4%
		<b>Total</b>	
<b>3</b>	<b>Number of Children</b>	A. 1	38.8%
		B. 2	56.7%
		C. 3	4.5%
		D. 4 and above	-
		<b>Total</b>	<b>100</b>
<b>4</b>	<b>Age of Children</b>	A. 2-6 years old	31.3%
		B. 7-12 years old	40.3%
		C. 13-18 years old	28.4%
		<b>Total</b>	
<b>5</b>	<b>Gender of Children</b>	A. Male	47.8%
		B. Female	52.2%
		<b>Total</b>	
<b>6</b>	<b>Number of TV Sets in the Household</b>	A. 1	97%
		B. 2	3%
		C. 2 and Above	
		<b>Total</b>	

**Source: Results of Survey Questionnaire May, 2021**

Table 4 shows parent respondents' general information, including educational attainment, relationship with Children gender, and age. As shown in Table 4 (see item 1), 10.5% are MA holders, 35.8% percent of the samples have a bachelor's degree, while 31% have a diploma. However, 3.3 percent of the sample respondents are certificate or level 1 educational level. As a result, the data shows that the majority of the sample respondents (76.4%) have a diploma degree or higher. This implies that the respondents can effectively discharge their duties and responsibilities of the parenting and guiding their children.

As to the relationship of the respondents with Children, 61.2% are mothers, 25.4% are fathers and 13.4% are care taker. This data divulges that the majority of the respondents (61.2%) are mother to the children. One of the most meaningful roles that a mother plays is the role of nurturer. What

matters most is that a mother adores her children. The responsibility of a mother is to love her children unconditionally. Besides, every mother's responsibility is also to comprehend her children. When a youngster senses this, he or she learns to have more faith in the parent(s). The close bond between child and mother could help the selected sample mothers to provide pertinent data for this study.

Table 4 item 3 (No. of children) that 38.8% of the parents in the sample had at least one child, and 56.7 percent of the respondents have two children. However, 4.5 percent of them said they have three children, and none of them said they have four or more. According to the research, 56 percent of them have two children, implying that they have expertise directing and parenting youngsters who watch television. As a result of their background, they may be able to give the data required for the current study.

As depicted in item 4 (age of children), 31.3 % of the children parented by the sample parents are between the ages of 2 and 6, whereas 40.3 % are between the ages of 7 and 12. Besides, 28.4 % of the population is aged 13 to 18 years old. This means that the vast majority of the respondents (71.6%) are parenting children whose ages are between of 2 and 12 years. This indicates that the vast majority of the children parented by sample respondents are children, and the information gathered for this study is believed to be accurate.

Furthermore, Item 5 of table shows that the gender composition of the children being parented by the respondents. Accordingly, it is reported that males account for 47.8% of the population, while females account for 52.2 percent. Based on the information, we can infer that the majority of sample children are female. Finally, except two respondents, all of them have one TV set in their households. Generally, the overall the result composition of respondents' characteristics and general information indicates that the study was able to collect relevant data that led to a proper conclusion.

#### **4.2. The Exposure of Children to Television programs**

According to Rodman (2006), television is the primary source of news and information. It is the world's most powerful sales tool, as well as the medium through which politics is conducted and

humanity's principal form of entertainment. However, the impact of television viewing on child development has elicited a wide range of responses from scholars, parents, and politicians, igniting a debate. Some scholars believe that youngsters who spend more time watching television will engage in less physical exercise as adults. Inhibiting children's social development by reducing the amount of conversations between them and their family members is one example of such detrimental impacts.

However, other experts believe that television might have a positive impact on teenagers. Teachers may employ educational movies or snippets captured from network broadcasts to highlight their lessons and create learning avenues for youngsters with diverse learning styles, for example. Furthermore, television has exposed individuals to a larger range of cultures and communities, as well as increased young people's awareness of political and social issues, potentially increasing their impact on their own country's government.

Thus, the implications for children of the content of and duration of their exposure to television (TV) programs are a hotly debated topic in child development and psychology. With this regard, the main objective of the present study is to identify the type of TV programs that children are exposed to. To achieve this objective data was collected from the sample parents of target children. The summary of data is presented in the next table,

#### **4.2.1. TV Programs children usually watch**

**Table 5: The TV Programs that Children usually Watch**

The Types of TV Programs children usually watch
---

<b>TV Programs</b>	<b>Local</b>	<b>Foreign</b>	<b>Both</b>
<b>Kids/Children's</b>	8	11	19
<b>Cartoon</b>	6	31	37
<b>Gameshow</b>	21	8	29
<b>Talk-Show</b>	39	20	59
<b>Talent Show</b>	21	8	29
<b>Sitcom</b>	24	11	35
<b>Soap Opera/Drama</b>	38	20	58
<b>Movies</b>	28	25	53
<b>Documentary</b>	4	1	5
<b>News</b>	11	3	12
<b>Travel</b>	2	2	4
<b>Sports</b>	12	21	33

**Source: Results of Survey Questionnaire May 2021**

The above data revealed that out of the TV genres, Soap Opera/Drama TV programs are indicated 58 times (38 local and 20 foreign) by the respondents as TV Programs their children usually watch. Movies are indicated 53 times (28 local and 25 foreign) and Talk shows are indicated 59 times (51 local and 8 foreign) by the respondents as TV Programs their children usually watch. Besides, kids'/children TV programs were reported 19 times(8 local and 11 foreign 11), cartoon 39times (6 local and 31 foreign), Sitcom TV programs 35 was reported 35 times(24 local and 11 foreign and sports 33 times (12 local and 21 Foreign). However, News is indicated 12 times, documentary 5 times and travel four times. Hence, it can be inferred that Talk show(59 times), Soap Opera/Drama TV programs (58 times) are the two most viewed TV programs by the children followed by cartoon(39 times) and Sitcom TV programs (35 times). However, it was found out that Kids'/children TV programs (19 times 8 local and 11 foreign 11) is among the least TV programs watched by the target kids.

This finding is supported by the previous empirical studies. For example, In terms of the most popular television programs among students, studies discovered that news is the most popular, followed by comedy and drama. For instance, according to a study by Sharew (2014), the most often watched television programs are news, drama, and sports. In Ethiopian context, Ambachew Tarekegn and Sofiya Endris(2019) noted that the television program with the highest frequency of being watched is news (27%) followed by comedy and drama which comprise 23.9 and 22.9 % respectively. The television programs with the least frequency of being watch is documentary and horror film each comprise 1%.

Moreover, it has been indicated on the literatures that children’s exposure to age appropriate quality programming fosters aspects of cognitive development, including positive attitudes and imaginative play. According to Fahmi's (2007) study, children's TV shows are the most popular in terms of viewing, however Al-(2006) Shdaifat's study found that the cartoon programs broadcast by Jordan's first channel contain a high percentage of educational purposes. In Tidhar's (1996) study the positive function of television in developing preschool children's skills was highlighted,

**4.2.2. The Main Purpose of Watching TV For Children**

Television has many advantages for children: it allows young people to share cultural experiences with others because of its potential to establish powerful touchstones... Children can learn vital morals and life lessons through television. Young children's socializing and learning skills can be improved through educational programming. With this regard, the sample parents were asked to indicate the main purpose of watching TV for their children.

**Table 6: The Main Purpose of Watching TV for Children**

<b>Purposes</b>	<b>The main purpose of watching TV for children</b>	
	<b>Number of Responses</b>	<b>Percentage</b>

Entertainment	18	26.8%
Education	16	23.9%
Both/Edutainment	33	49.3%

**Source: Results of Survey Questionnaire May 2021**

As can be seen, in the above figure, 49.3% of the respondents stated that their children watch TV for edutainment purpose and 26.8% of the respondents replied for entertainment. But 23.9% of the samples reported that their child watch TV educational purpose. Thus, it can be concluded that almost half of the respondents (49.3%) indicated that the main purpose of watching TV for children is both education and entertainment. The reported TV watching purposes of the target students is supported by the previous studies. As it is stated on the literature review, quality TV well-designed, age-appropriate programs with specific educational goals can provide an additional route to early language and literacy for children. According to research, children's exposure to age-appropriate, high-quality programming promotes cognitive development, such as positive attitudes and imaginative play. Specifically, the research finding conducted by Tidhar (1996) revealed the positive role of television in improving the preschool children's skills; in addition to emphasizing the teacher's role in using the educational television. The results of the Al – Omari study (1996) revealed that children's TV programs had a moderate effect on their conduct. Such positive purposes should be encouraged by the family of the children.

#### **4.3. The Time Duration That the Children Spend In Watching the Television Programs**

Television viewing is becoming a more common part of a child's everyday routine (Williams et al, 2009). Not only is children's television viewing habits increasing, but so is the age at which they begin watching. The increased popularity of television and other forms of media among children has sparked a surge in research on how television affects various elements of a child's life (Egan & Murray, 2014; Quail et al., 2013). Different studies revealed that watching television has been

associated with effects on physical, cognitive and socio-emotional development (Williams et al, 2009). For example, early television viewing from the ages of one to three years old has been shown to have a negative impact on children's attention at the age of seven, according to studies (Christakis et al. 2004).

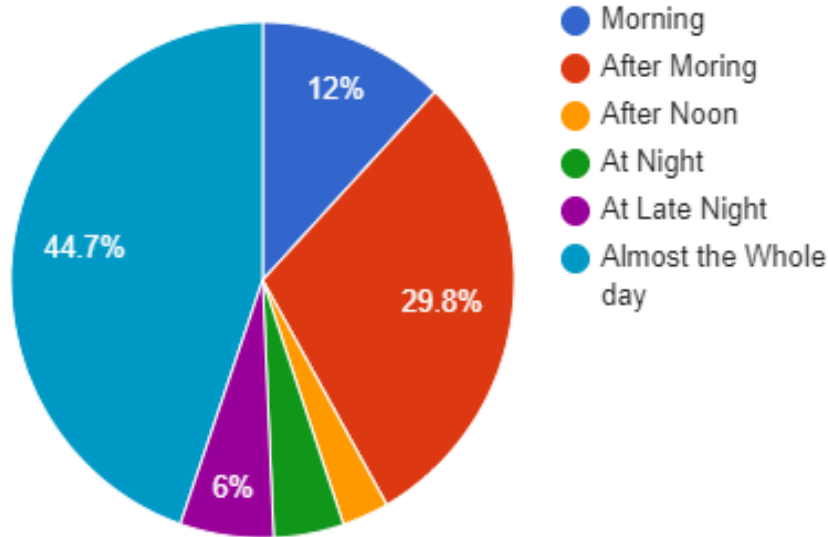
However, the amount and content of what is being watched is important (Egan & Murray, 2014). With this regard, studies that indicate a negative correlation between school accomplishment and television viewing, i.e., heavy TV watchers have lower achievement than light viewers (Quail et al., 2013). Thus, it is argued that the impact of TV on children determined by the time spent with television. The more television that is watched the greater the negative effects. That is, the children spending long time with television are most affected by the TV than those who spent less time in TV watching (Egan & Murray, 2014).

To identify the impact of TV on children, it is necessary to clearly examine the time spent with TV. In this regard, a description of children's television viewing must, at the most basic level, provide an accurate accounting of how much time is actually spent with television. This idea is thoroughly investigated in this study. One of the specific objectives of this study is to analyze the time duration children spend watching the television programs.

Two major issues were focused in this study: When do the children watch and the amount of time they spent in TV watching. First the sampled parents of the children were asked ‘‘When do your children usually watch TV during Week Days?’’ In response, they forwarded different answers. The figure presents the summary of respondents’ answers.

### 4.3.1. Children TV Watching Time during Weekdays and Weekends

TV Watching Time During Weekends



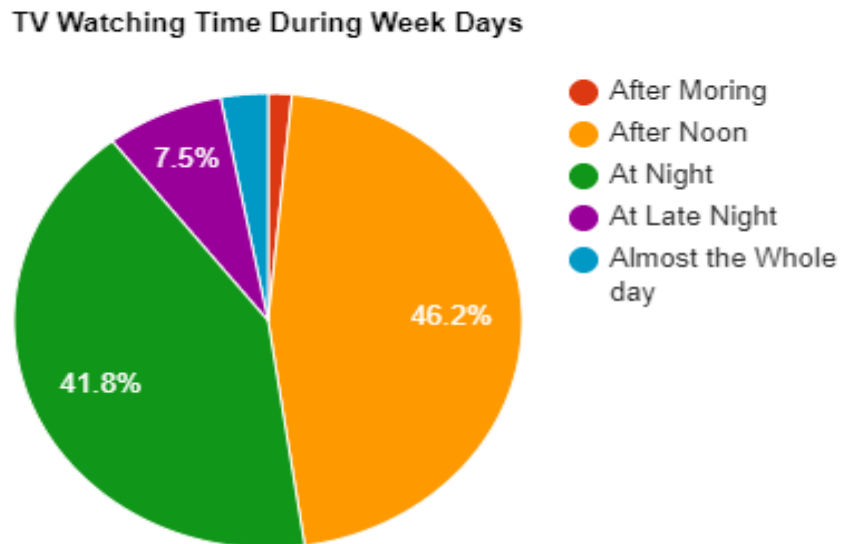
**Figure 3: Children TV Watching Time during the weekend**

**Source: Results of Results of Survey Questionnaire May 2021**

Figure 3 above present the summary of sampled parents' responses on their children TV watching during the weekend. Accordingly 47.7% of the respondents reported that their child watch TV during week almost the whole day. Besides, 29.8% responded after morning and 12 % replied in the morning. However, 6% of the sample respondents stated at late night. From these responses we can deduce that significant number, 44.7% of the respondents admitted that their children usually watch TV almost the whole day during the weekend and 29.8% of the responses indicated children usually watch TV at the afternoon during the weekdays.

The finding is supported by the previous findings. For example, Manayeh Gurmecha (2018) found out that Women and children, in particular, were found to be excessive viewers prime time Kana TV dramas. Besides, it was reported that two thirds of Irish 9 year olds spent 1-3 hours per weekday

during term time (Williams et al, 2009). This time may increase at weekends (Quail et al., 2013). The current study also confirmed that there is a high level of TV consumption by children. However, it was indicated that the children spending long time with television are most affected by the TV than those who spent less time in TV watching (Egan & Murray, 2014). With this regard, studies that indicate a negative correlation between school accomplishment and television viewing, i.e., heavy TV watchers have lower achievement than light viewers (Quail et al., 2013). Besides, according to the literatures reviewed, for children and parents off-screen time is critical for developing essential life skills such as self-regulation, creativity and learning through physical and imaginative play. Hence, children television watching requires appropriate and immediate family guidance. With this regard, it is important that parents set rules about the amount and content of television viewing. Next children TV watching time during weekends



**Figure 4: Children TV Watching Time during Weekends**

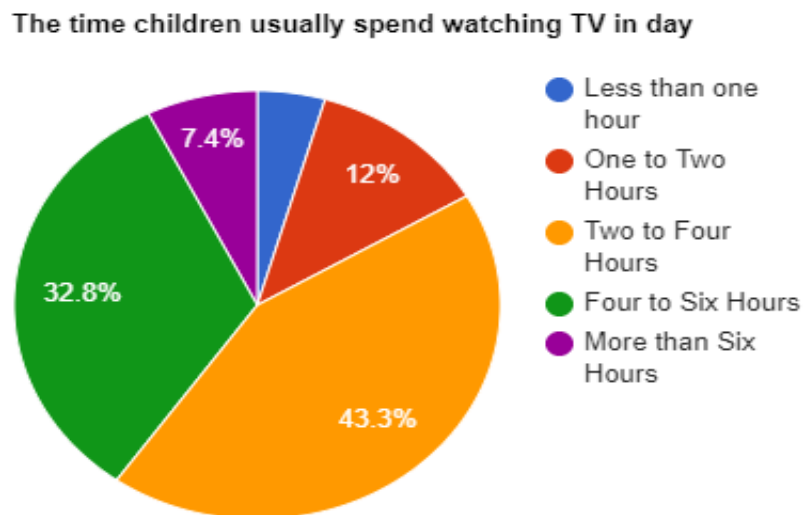
*Source: Results of Results of Survey Questionnaire May 2021*

Fig 4 shows that 41.8% of the sample family of the children reported that their children watch TV at night and 46.2% stated in the afternoon. However, 7.5% of the samples stated at the late night. This data reveals that significant number of sampled family reported that their children watch TV

in the night. Thus, it can be said that even though night TV programs do not primary target children as their audience, the collected data shows that 41.8%% of the children usually watch TV at late night throughout the week. However, such watching time can contributes to problems with sleep and attention.

For instance, studies found out that, when compared to children who exclusively watch TV during the day, children who watch TV after 7 p.m. show more bedtime resistance, anxiety about sleep, shorter sleep length, and longer sleep onset (Cain & Gradisar, 2010; Calamaro et al., 2011). Sleep problems have been seen in youngsters who watched TV alone, at bedtime, or when watching adult programming (Paavonen, et,al, 2006). TV viewing in children has been associated to lower sleep duration, sleep terrors, nightmares, and daily exhaustion, according to parents (Brockmann et al., 2016). Since research revealed that light-emitting devices had a negative impact on melatonin generation and, as a result, sleep, doctors and sleep specialists have advised families to turn off screens one hour before bedtime. Accordingly, the parents are advised to closely guide their children in TV watching and close it before night.

#### 4.3.2. The time children usually spend watching TV in day



**Figure 5: The time children usually spend watching TV in day**

**Source: Results of Results of Survey Questionnaire May, 2021**

As depicted in the figure above, 43.3% of the respondents admitted that their children usually spend two to four hours in a day and 32.8% of the respondents admitted that their children usually spend four to six hours in a day watching TV. However, 12% of the respondents stated that their children watch TV one two hours. This data revealed that majority of the respondents (76.7%) confirmed that their children watch TV for 2-6 hours daily. However, the American Academy of Pediatrics (AAP) discourages television viewing in the first two years of life and advises a daily limit of 1 to 2 hours of good TV Programs for older children. Despite these suggestions, the study's target children watch more television than is suggested.

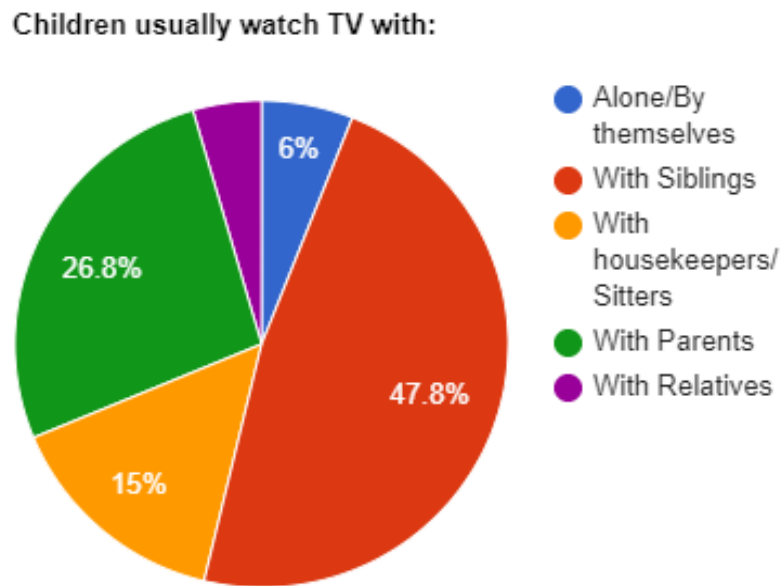
However, according to pertinent reviewed evidences, excessive TV viewing (more than 2 hours/day) has been clearly associated with early childhood self-regulation difficulties, self-reported victimization, social isolation, proactive aggression and anti-social behaviors in childhood.

As a result, it is argued that the impact of television on children is dictated by the amount of time spent watching it. The more television is viewed, the worse the consequences become. That is, children who spend more time watching television are more affected by it than children who spend less time watching television (Egan & Murray, 2014). . Specifically, the study by Perdan,S et al(2017) found out that Children who watch TV >4 hours/day have four times higher risk of developing language delay. In addition, those who watch TV programs in both Indonesian and English, also have a 14.7 higher risk of delayed language development

In general, it can be said that, too much screen time can be harmful: children who watch TV for more than 4 hours per day are more likely to be overweight. Children who watch violent behaviors on television are more prone to act aggressively and think that the world is dangerous and that something awful will happen to them. Kids who watch too much TV are at the risk of developing lazy eye syndrome. The youngster has blurry or decreased vision that cannot be corrected with glasses or lenses in this situation.

### 4.3. Children's TV Watching Companion

It can be understood from the literatures that parents can positively influence children's social adaptive skills, by being involved in providing children with additional information, explanation on contents of TV programs, endorse or condemn of portrayals on TV programs while watching together.



**Figure 6: Children's TV Watching Companion**

**Source: Results of Survey Questionnaire May 2021**

The above figure revealed, 47.8% of the respondents indicated their children usually watch TV with their siblings 26.8% stated that their children watch TV with their parents and 15% of them stated that their child watch TV with house keepers and sitters and 6% by themselves. Thus, it can be said that almost majority of sampled family (47.8%) reported that their children watch TV programs with their siblings. This could bring peer pressure and influence in their TV watching experiences.

Peer influence occurs when you choose to do something you wouldn't normally do in order to feel liked and respected by your peers. It's not always or even mostly about doing something against your will. Influence and peer pressure can be beneficial. Your youngster may be persuaded to become more assertive, explore new activities, or get more active in school, for example. However, it can also be detrimental. Some kids may choose to attempt things they would not ordinarily try, such as smoking.

Peer pressure, which can be both good and bad, affects most people at one time or another and has a variety of either positive or negative effects. One form of peer pressure is negative peer pressure which is usually when someone tries to get another person to do

Peer pressure has a variety of causes and effects. Peer pressure is when a person's peers exert pressure or influence on them. Peers are persons who are in the same age or social group as you. Peers who feel the need to be in charge will frequently surround themselves with weak-minded or low-esteem others to perform their bidding. Peer pressure stems from a need to fit in, a lack of self-esteem, a fear of rejection, and, most importantly, a desire to feel safe and secure among peers. Peer pressure has the potential to be harmful and have disastrous consequences. Peer pressure is most prevalent between the ages of 12 and 19. To avoid the impact of peer pressure, parents should reduce

#### **4.4. Parental Guidance Method Used by Parents**

This section presents the Parental Guidance Methods Used by Parents based on results of survey questionnaire results.

**Table 7: Parental Guidance Methods Used by the Sample Parents**

No.		Statements	SD	D	N	A	SA	Mean
	Self-Control	I encourage my child/children to watch TV	24	39	21	9	7.5	3.1
		My intervention, in the relation that my child/children form with television, is unnecessary	21	52	7.5	12	7.5	2.68
		My child/children are adequately skilled to make a liable use of television	10.5	33	44.5	12	0	3.65
	Hetro-Control	I usually regulate my children's TV watching routine	4.5	10.5	4.5	59	16.5	3.91
		I usually control the type of TV programs my children watch	6	7.5	15	51.5	16.5	3.89
		I usually restrict the time my children spend watching TV	4.5	39	21	28.5	6	3.73
Control	I intervene in my children's TV watching practices only at times I think the use of the medium is inappropriate	21	18	10.5	39	12	3.83	
	I usually prohibit my children from watching inadequate TV programs	18	36	16.5	28.5	3	3.68	
	I prohibit my children from watching TV programs only at times I detect inappropriate contents	21	22.5	21	31.5	4.5	3.70	
Co-Viewing	I watch TV with my children	18	21	9	36	12	3.79	
	I usually endorse or condemn of portrayals on TV programs while watching together	7	15	9	54	15	3.86	
	I usually provide my children with explanation on contents of TV programs while watching together	21	18	10.5	39	9	3.76	
	I usually provide my children with additional information while watching TV together	3	4.5	6	64.5	21	3.98	

**Source: Results of Survey Questionnaire May, 2021**

## **Self-Control**

According to the data gathered, the majority of respondents said they encourage their children to watch television.

The majority of them also thought that parental involvement in their children's television viewing habits were needless.

The majority of respondents are undecided about their children's ability to use television responsibly.

## **Hetro-Control**

75.5% of the respondents indicated they usually control their children's television viewing habits.

51.5% of respondents agreed, and 16.5% strongly agreed, that they normally have influence over what kind of TV shows their children watch.

34.5% of respondents limit the amount of time their children spend watching television.

## **Control**

51% of respondents agreed that they only intervene in their children's TV watching habits when they believe the medium is being used inappropriately.

31.5% of respondents indicated that they normally prevent their children from watching poor television shows.

36% of respondents agreed that they only prevent their children from watching television shows when they identify unsuitable content.

## **Co-Viewing**

48% of respondents watch television with their children.

While viewing TV shows together, % of the respondents usually praises or condemns depictions on TV shows.

48.1 % of respondents usually explain the substance of the programs to their children when watching TV together.

While watching TV with their children, 85.5% of respondents usually provide them with supplementary information.

## **Parental Guidance Gaps in Children Television Watching Practices**

This section demonstrates the Parental Guidance Gaps in Children Television Watching Practices.

### **Spearman Rank Correlation / Spearman's Rho**

According to (Glen, 2006), reporting a Spearman's correlation coefficient depends on whether or not the statistical significance of the coefficient is determined. If the Spearman correlation is simply run without any statistical significance tests, the value of the coefficient is simply stated.

### **P= Coefficient**

General Rule of Thumb

Spearman's returns a value from -1 to 1, where:

+1 = a perfect positive correlation between ranks

-1 = a perfect negative correlation between ranks

0 = no correlation between ranks.

## Rankings of Parental Guidance Methods

In the Spearman correlation analysis, rank is defined as the average position in the ascending order of values. A rank correlation is any of several statistics that measure association—the relationship between rankings of different ordinal variables or different rankings of the same variable, where a "ranking" is the assignment of the ordering labels "first", "second", "third", etc. to different observations of a particular variable. A rank correlation coefficient measures the degree of similarity between two rankings, and can be used to assess the significance of the relation so as to understand the gaps and harmony between them. Ranked list of mean values are presented on the table below:

**Table 10: Ranked List of Mean Values**

#	Parental Guidance Methods	Statements	Rankings	
			Media Experts	Parents
1	Self Control	Item 1	9	12
2		Item 2	10	13
3		Item 3	11	11
4	Hetro-Control	Item 4	1	2
5		Item 5	2	3
6		Item 6	4	8
7	Control	Item 7	8	5
8		Item 8	13	10
9		Item 9	12	9
10	Co-viewing	Item 10	5	6
11		Item 11	7	4
12		Item 12	3	7
13		Item 13	6	1

Source: Computed based on results of Survey Questionnaire May, 2021A **rank correlation coefficient** measures the degree of similarity between two rankings

.00-.19: very weak.

.60-79: strong

.20-.39: weak.

.80-1.0: very strong

.40-.59: moderate

## CHAPTER FIVE

### 5. CONCLUSION AND RECOMMENDATION

#### 5.0. Introduction

The general objective of the study is to assess children's experiences and preferences of watching Television Programs in Addis Ababa. To achieve this general objectives, the following research questions were formulated:

- 1. What is the television watching experiences and exposure of Children in Addis Ababa?*
- 2. What is the time duration that the children spend in watching the television programs?*
- 3. What are the specific guidance methods used by parents to guide their children TV watching practices?*

To answer these research questions the main data for this study was gathered by a survey questionnaire and analyzed using percentages and frequencies. Specifically, the study used descriptive analysis to analyze data obtained from 67 children parent respondents in Addis Ababa Lideta Subcity, with a 92.9 percent response rate. From the results of data analysis, different findings were obtained.

#### 5.1. Conclusions

Based on the findings of the study the following conclusions are made. The conclusions are presented in line with the objectives of the study.

The study shows that the majority of the sample respondents (76.4 percent) have a diploma or above, according to the survey. This indicates that the responders are capable of properly carrying out their parental and guiding obligations. In terms of the respondents' relationships with their children, an examination of relevant data revealed that the majority of the respondents (61.2 percent) are mothers. The position of nurturer is one of the most important tasks a mother may do.

As a result, the intimate link between mother and child may aid the selected sample mothers in providing relevant data for this study.

According to the findings of this survey, 56% of them had two children, meaning that the sampled parent respondents have experience directing and parenting children who watch television. Besides, the significant majority of the sample parents (71.6%) had children between the ages of 2 and 12. This suggests that the vast majority of the children raised by sample respondents are indeed children, and the data acquired for this study is deemed to be accurate. Furthermore, we may deduce that the majority of the children in the sample are female. Finally, with the exception of two respondents, all of them have a single television set in their homes. In summary, the overall result composition of respondents' characteristics and general information suggests that the study was successful in gathering useful data that led to a reasonable conclusion.

The effects of children's exposure to television (TV) programming on their development and psychology are a hotly discussed topic in child development and psychology. In this sense, the primary goal of this research is to determine the types of television shows that youngsters are exposed to. According to the research, the two most popular TV programs among children are talk shows (59 times) and soap opera/drama TV programs (58 times), followed by cartoons (39 times) and sitcom TV programs (38 times) (35 times). However, it was discovered that children's/TV children's programs (19 times 8 local and 11 foreign 11) are among the least watched by the target youngsters.

Previous empirical studies have backed up this conclusion. For example, research has found that news is the most popular television program among students, followed by comedy and drama. News, drama, and sports, for example, are the most popular television programs, according to Sharew (2014). In Ethiopia, Ambachew Tarekegn and Sofiya Endris(2019) found that news (27%) is the most often watched television show, followed by comedy (23.9%) and drama (22.9%). Documentary and horror films are the two television programs with the lowest viewing frequency, each accounting for 1%.

From the analysis data it was concluded that almost half of the respondents (49.3%) indicated that the major aim of viewing TV for children is both education and entertainment. Previous research

backs up the target pupils' cited reasons for viewing TV. As noted in the research review, quality television programs that are well-designed, age-appropriate, and have specific educational goals can give children with an extra route to early language and literacy. The family of the youngsters should encourage such excellent goals.

Regarding the second research question, it was can deduced that significant number, 44.7% of the respondents admitted that their children usually watch TV almost the whole day during the weekend and 29.8% of the responses indicated children usually watch TV at the afternoon during the weekdays. This data reveals that significant number of sampled family (41.8%%) reported that their children watch TV in the night. Thus, it can be said that even though night TV programs do not primary target children as their audience, the collected data shows that 41.8%% of the children usually watch TV at late night throughout the week. However, such watching time can contributes to problems with sleep and attention.

The study revealed that a substantial amount from these responses: 44.7 percent of respondents revealed that their children normally watch TV virtually the entire day on weekends, while 29.8 percent of responses stated that children frequently watch TV in the afternoon on weekdays. This data demonstrates that a large percentage of the sampled families (41.8%) claim that their children watch TV at night. As a result, despite the fact that night television programs do not primarily target children as their audience; the collected data shows that 41.8 percent of children watch TV late at night during the week. However, excessive watching time might lead to sleep and focus issues.

According to the research, the majority of respondents (76.7%) acknowledged that their children watch TV for 2-6 hours every day. The American Academy of Pediatrics (AAP) recommends a daily limit of 1 to 2 hours of good TV programming for older children in the first two years of life and discourages television consumption in the first two years of life. Despite these claims, the study's target youngsters watch significantly more television than is predicted.

This high level of TV consumption by children, combined with the fact that the type of TV programs they watch without parental guidance, indicates that there is a high probability for the children to be exposed to inappropriate contents. According to reviewed evidences, excessive TV

viewing has been clearly associated with early childhood self-regulation difficulties, self-reported victimization, social isolation, proactive aggression and anti-social behaviors in childhood. Children and parents off-screen time is too low, that the children would not be able to develop essential life skills such as self-regulation, creativity and learning through physical and imaginative play.

Furthermore, the study found out that almost majority of sampled family (47.8%) reported that their children watch TV programs with their siblings. This could bring peer pressure and influence in their TV watching experiences. For this reason, the parents should increase the time they watch with their kids and decrease the time they watch with their siblings.

Based on the collected and analyzed data, it can be concluded that Hetero-Control method is the most common parental guidance method used by parents. The data also shows parents used co-viewing to some in combination with hetero-control guidance technique. It can also be concluded that control method is the third frequently used mode of guidance and Self-control method is reported as a guidance method which is rarely used by parents.

## **5.2 Recommendation**

Based on the above conclusion, the study has provided the following recommendations:

- Talk shows (59 times) and soap opera/drama TV programs (58 times) are the two most popular TV programs among youngsters, according to the study. However, it was observed that children's/TV children's shows are among the least watched by the target youngsters (19 times). Thus, the family should reduce the frequency of children Talk shows and soap opera/drama TV programs. Besides, they should increase the frequency of children watching children's/TV children's shows.
- The study discovered that almost half of the families polled (47.8%) said their children watch TV shows with their siblings. This may result in peer pressure and influence in their TV viewing habits. As a result, parents should spend more time watching with their children and less time watching with their siblings.

- According to the findings, 41.8 percent of children watch TV late at night during the week. However, night TV viewing in children has been linked to shorter sleep duration, sleep terrors, nightmares, and daily weariness. As a result, doctors and sleep professionals have recommended that families switch off screens one hour before bedtime. Hence, parents should strictly supervise their children's television viewing and turn it off before bedtime.
- The majority of respondents (76.7 percent) admitted that their children watch TV for 2-6 hours every day, according to the study's findings. This is in contrast to the American Academy of Pediatrics (AAP), which suggests a daily limit of 1 to 2 hours of appropriate TV programming for older children in their first two years of life and discourages television watching during this time. Despite these assertions, the study's target children watch far more television than is expected. However, given the high level of TV viewing by youngsters, there is a great likelihood that they will be exposed to improper information. As a result, parents should limit their child's screen usage.
- Parents should maintain track of their children's television viewing time. Excessive TV viewing by children without parental supervision exposes them to unsuitable content, which can lead to issues such childhood self-regulation issues, self-reported victimization, social isolation, proactive aggression, and anti-social behaviors.
- Parents should make sure their children get enough time away from the television. Children and parents may gain crucial life skills like self-control, creativity, and learning by spending time away from the screen.
- There are fewer possibilities for children based on the TV genres they typically watch. As a result, television stations should reconsider their programming policies in order to provide more shows that cater to the requirements of youngsters.
- The type of viewership and the quantity of time spent in front of the screen are the most important determinants of cognitive, behavioral, and physical outcomes in children. As a result, the general public should be aware of the importance of parental supervision in preventing television-related disorders.

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Appendix I

## **QUESTIONNAIRE**

### **Parental Guidance in Children's Television Watching Practice in Addis Ababa, especially in Lideta Sub City**

Dear respondent,

This study is being conducted by a student of Addis Ababa University for the partial fulfillment of MBA degree in Journalism and Communication. The research focuses on the Parental Guidance in Children's Television Watching Practice in Addis Ababa, especially in Lideta Sub City. The main objective of this research is to study issues related to Parental Guidance in Children's Television Watching Practice in Addis Ababa, especially in Lideta Sub City. This questionnaire is to be filled by parents. You are selected for the reason of your profile matching the respondent selection criteria. You are needed to fill this questionnaire without disclosing your identity. Your participation in this study is strictly confidential. Your honesty in responding the right answers is vital for the research outcome to be reliable. We would like to thank and appreciate for your kindly cooperation.

General guideline;

Mark for those questions that you think right.

State your answers in short for open-ended question.

Section 1: General Information

Age of Respondent

Age of Respondent	Less Than 20	20-35	35-50	Above 50

Gender of Respondent	Male	Female

Educational Level of Respondent

Educational Level of Respondent	Below 10 <sup>th</sup> Grade	Diploma	Degree	MA/MSc and Above

Relationship with Children

Relationship with Children	Mother	Father	Care Taker	

Number of Children

Number of Children	1	2	3	4 and Above

Age of Children

Age of Children	2-6 years old	7-12 years old	13-18 years old
Number of Children			

Gender of Children

Gender of Children	Male	Female

Number of TV Sets in the Household

Number of TV Sets in the Household	1	2	2 and Above

Section 2: Viewership

When do your children usually watch TV during Week Days?

In the Morning

After Moring

After Noon

At the Evening

At Late Night

Almost the Whole day

Note: One or more answers can be provided

When do your children usually watch TV during the Weekend?

In the Morning

After Moring

After Noon

At the Evening

At Late Night

Almost the Whole day

Note: One or more answers can be provided

How much time do your children usually spend watching TV in day?

Less than one hour

One to Two Hours

Two to Four Hours

Four to Six Hours

More than Six Hours

What kind of TV Programs do your children usually watch?

TV Programs	Local	Foreign	Both
Kids/Children's			
Cartoon			
Game-Show			
Talk-Show			
Talent Show			
Sitcom			
Soap Opera/Drama			
Movies			

Documentary			
News			
Travel			
Sports			

Note: One or more answers can be provided

What is the main purpose of watching TV for your children?

Entertainment

Education

Both/Edutainment

With whom do your children usually watch TV?

Alone/By themselves

With Siblings

With housekeepers/Sitter s

With Parents

With Relatives

Note: One or more answers can be provided

### Section 3: Parental Guidance

Guideline- SD-Strongly Disagree, Disagree, N-neutral, A-Agree and SA-Strongly Agree

No	Statements	SD	D	N	A	SA
1	I encourage my child/children to watch TV					
2	My intervention, in the relation that my child/children form with television, is unnecessary					
3	My child/children are adequately skilled to make a liable use of television					
4	I usually regulate my children's TV watching routine					
5	I usually control the type of TV programs my children watch					
6	I usually restrict the time my children spend watching TV					
7	I intervene in my children's TV watching practices only at times I think the use of the medium is inappropriate					
8	I usually prohibit my children from watching inadequate TV programs					

9	I prohibit my children from watching TV programs only at times I detect inappropriate contents					
10	I watch TV with my children					
11	I usually endorse or condemn of portrayals on TV programs while watching together					
12	I usually provide my children with explanation on contents of TV programs while watching together					
13	I usually provide my children with additional information while watching TV together					

## Appendix II

### QUESTIONNAIRE

Parental Guidance in Children's Television Watching Practice in Addis Ababa, especially in Lideta Sub City

Dear respondent,

This study is being conducted by a student of Addis Ababa University for the partial fulfillment of MBA degree in Journalism and Communication. The research focuses on the Parental Guidance in Children's Television Watching Practice in Addis Ababa, especially in Lideta Sub City. The main objective of this research is to study issues related to Parental Guidance in Children's Television Watching Practice in Addis Ababa, especially in Lideta Sub City. This questionnaire is to be filled by Media Experts and Administrative bodies of television stations. You are selected for the reason of your profile matching the respondent selection criteria. You are needed to fill this questionnaire without disclosing your identity. Your participation in this study is strictly confidential. Your honesty in responding the right answers is vital for the research outcome to be reliable. We would like to thank and appreciate for your kindly cooperation.

General guideline;

Mark for those questions that you think right.

State your answers in short for open-ended question.

#### Section 1: General Information

Age of Respondent

Age of Respondent	Less Than 25	26-35	36-50	Above 50

Gender of Respondent

Gender of Respondent	Male	Female

Educational Level of Respondent

Educational Level of Respondent	Diploma	Degree	MA/MSc and Above

Years of Job Experience

Years of Job	1-5	6-10	11-15	Above 15

Section Two: Parental Guidance

#		Statements	SD	D	N	A	SA
1	Self Control	Children Should be encouraged to watch TV					
2		Parents should not intervene in the relation that their children form with television					
3		Children are adequately cultured and skilled to make a liable use of Television					
4	Hetro-Control	Parents should usually regulate their children's TV watching routine					
5		Parents should usually control the type of TV programs their children watch					
6		Parents should usually restrict the time their children spend watching TV					
7	Control	Parents should intervene in their children's TV watching TV watching practices only at times they think the use of the medium is inappropriate					
8		Parents should prohibit their children from watching TV only at times they think the available programs are inadequate for them					
9		Parents should prohibit their children from watching TV programs only at times they detect inappropriate contents					
10	Co-viewing	Parents should watch TV with their children					
11		Parents should endorse or condemn portrayals on TV programs while watching TV together					
12		Parents should provide their children with explanation on contents of TV programs while watching together					
13		Parents should provide their children with additional information while watching TV together					

Thanks for your Cooperation!