



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
CENTER FOR EARLY CHILDHOOD CARE AND EDUCATION

THE RELATIONSHIP BETWEEN VIOLENT TELEVISION PROGRAM CONTENT
VIEWING AND CHILDREN'S AGGRESSIVE BEHAVIOR IN PRE-SCHOOL
CHILDREN in BOLE SUB CITY, ADDIS ABABA.

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The relationship between violent television program content viewing and children's aggressive
behavior in pre-school students: in Bole sub city, Addis Ababa

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Abstract

The purpose of this research was to investigate the relationship between violent television program content and children's aggressive behavior in selected pre-school students in Bole sub city, Addis Ababa. Participants were selected using simple random sampling methods. Data were collected from sample respondents using a 5 point likert-type scale questionnaire. The study used descriptive research design. The result of the study showed that children spent watching violent content television programs (accounting for 51.1%, spend a duration of 6 to 9 hours viewing television programs) and it had relationship with their aggressive behavior. All violent television program contents have high and positive significant correlation with the children's aggressive behavior. There was also a significant gender differences in aggressive behavior of pre-school children boys are more aggressive as compare to girls (mean score of 4.30 with a standard deviation of 1.159). Based on the finding, it's recommended that, parents should monitor which TV shows their children watch and not readily allow their children to watch violent TV or video show. Furthermore, to bridge the gap the concerned bodies especially teachers and other school management bodies are responsible and in charge of children at school to shape and give direction on how to be gentle and prudent enough for their futurity.

Key words: Aggressive behavior, television program, violent contents

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

The various forms of electronic media that were invented so far are exceptionally effective in terms of interfacing the world and giving individual exposure to things happening across the world. Without media and the most recent information technologies, the globalization we talk of would be impracticable (Carlsson, 2006). For instance, mass media to an extent can energize children and young people to be productive, creative and cooperative. Mass media can moreover offer assistance to cultivate vocabulary improvement in children and teenagers (Taylor, 2006).

Since its first introduction in 1939 television has become the number one past time for children and teens. According to a Nielsen (1998), in homes with teenagers under 18, the average viewing time is 55 hours weekly or about 7 4/5 hours a day. This is actually more than the time they spend in school. By graduation from high school, a student will have spent only about 11,000 hours in school, but between 15,000 and 20,000 hours watching television (Minow and LaMay, 1996).

In recent years, Ethiopia has witnessed a significant increase in children's exposure to media. Prior to the establishment of the first commercial television station in 2008 (Dodolla, 2013; Tegegn, 2019), the country had only one state-owned television station since the inaugural broadcast from Addis Ababa during an Organization of African Unity summit in 1963 (Abate, 2007; Assefa, 2005). Media policy was liberalized in 2007 (Federal Negarit Gazeta, 2007), leading to an exponential growth in the number of television channels. Presently, there are over 34 television broadcasters in the country, including nine government-owned stations and over 27 commercial stations, providing viewers with access to both local and international channels.

Television, as one form of media, plays a conspicuous role in children's life. In most homes, television is considered as a necessarily part of the family activity that continues to require most of the young people's free time (Vittrup, 2009). Television presents diverse models of behavior

and children react on them in an unexpected way. It can be an effective impact in creating value systems and forming behavior. In some cases the message passed on through this medium is nice, some of the time destructive; sometimes they remain without consequence cited in Krumina, 2012).

Responsible utilize of media can offer us assistance to obtain knowledge and skills as well as offer constant entertainment. In any case, powerful utilization can be inconvenient in many viewpoints particularly for children whose abilities of properly understanding and interpreting media content as well as restricting its utilize is not yet completely tuned. In other words, the conviction that children are more touchy and helpless as well as less basic than grown-ups as a result of their small involvement and ineffectively created outlines of reference to direct their judgment ought to be provoking (Carlsson, 2006).

The exposure of both negative and positive effects to television is drawn in the content of programming and the time spent watching television (St. Peters, Fitch, Huston, Wriqn and Eakins, 1991). By the time children graduate from high school, they have spent more time viewing television than any other activity with the exception of sleep (Christo, 1988).

In longitudinal study that's been done in 1972, the US Surgeon General issued a special report on the public health effects of media violence that was based on a growing and nearly unanimous body of evidence. Ten years later, the National Institute of Mental Health issued a comprehensive review of the research on media violence and its effects, which outlined concerns about children's psychological health (Pearl D, Bouthilet L, Lazar J. 1982).

At a Congressional public health summit in July 2000, the American Academy of Pediatrics (AAP) was joined by the American Medical Association, the American Academy of Child and Adolescent Psychiatry, and the American Psychological Association in issuing an unprecedented joint statement on the impact of entertainment violence on children. Also in 2000, the Federal Bureau of Investigation released a report on shootings in schools that stated that media violence is a risk factor (O'Toole ME, 2000).

In 2003, a panel of media-violence experts convened by the National Institute of Mental Health, at the request of the US Surgeon General, published its comprehensive report on the effects of media violence on youth, which revealed media violence to be a significant causal factor in aggression and violence (Anderson CA, et al. 2003). Most recently, in 2007, the Federal Communications Commission (FCC) released its report on violent television programming and its effects on children and agreed with the Surgeon General that there is “strong evidence” that exposure to media violence can increase aggressive behavior in children. The weight of scientific evidence has been convincing to pediatricians, with more than 98% of pediatricians in 1 study expressing the personal belief that media violence affects children's aggression (Gentile DA, et, al. 2004).

By providing these theoretical and practical justifications, this study seeks to investigate the relationship between viewing violent television programming and children's aggressive behavior, aiming to contribute to a better understanding of the potential impact of television on children's development.

2.2 Statement of the problem

According to the survey conducted by Electoral Reform International Service (ERIS) in Ethiopia (2011), 87.9% of the residents in Addis Ababa have access to television. Among these, 71.3% watch television on a daily basis. Based on this figure, we can deduct the extent of the coverage in the city. Also According to the 2016 Ethiopian Demographic and Health Survey report (Central Statistical Agency (CSA), E., & ICF, 2016), over 60% of Ethiopian urban households own a television. According to the report, 81% of residents in Addis Abeba, Ethiopia's largest city, watch television on a regular basis. Thus it is only reasonable to assume that many children in Addis Ababa are exposed to a wide variety of television contents. Supporting this assumption, Gebremariam, et al. (2013) concluded that children’s television exposure is highly determined by access to television. Aggressive behaviors that can be manifested on children are due to violent television program contents.

Television can “show things happening, it can introduce viewers to interesting peoples of all kinds, it can be a window to the world, it can give a sense of reality etc.” (Bluem & Manvell, cited in Harper-Gilmore, 1994, p. 12). Media exposure has also been associated with “aggressive behavior, poor moral reasoning, desensitization, the conception of the world as a mean and scary place, and decreased attention span” (Barkin et al, 2006:395).

According to the six conspicuous medical groups (American Academy of Pediatrics; American Academy of Child & Adolescent Psychiatry, American Psychological Association, American Medical Association, American Foundation of Family Physicians and the American Psychiatric Association) they caution that media viciousness causes: increase in anti-social and aggressive behavior; children to be less sensitive to viciousness and those who endure from it; make children see the world as violent and mean, getting to be more frightful of being a casualty of violence; make children desire to see more violence in entertainment and genuine life and empower children to see violence as an satisfactory way to settle clashes (UNICEF, 1998 as cited in American academy of pediatrics, 2000).

The presence of unsuitable contents on television plays a fueling role in increasing the negative effects of television in the lives of children. Among the distressing inappropriate contents mentioned in studies are violence, sexual content, inappropriate language, stereotypical and disrespectful depiction of young people, women and minorities are some of them (Vittrup, 2009; Carlsson, 2006).

Though, the benefits of the use of this media are indisputable, children’s unsupervised media consumption leads to outcomes that will affect not only them but also the community as a whole in the end. Accumulated evidence suggests that television affects the beliefs and the behavior of children and also their attitudes and information especially on topics where the environment does not provide first-hand experience or other sources of information (Dieterich & Ladevich, 1977).

The main reason for the study is that child development specialists have expressed concern over whether television violence, or media that depicts harmful intent expressed towards another person, poses a serious threat to the healthy development of children. Exposure to violent media by preschool-aged children especially has received little attention, although viewing habits in

this age group have increased dramatically over the past decade, raising concerns for parents, pediatricians and researchers (Common Sense Media & Rideout 2011; Sigman 2012).

Some research suggests that the effects of media violence on child well-being are negligible. For example, a meta-analytic review of 25 published studies found the effects of violent media on aggressive behavior to be modest at best (Ferguson & Kilburn 2009). However, this meta-analysis included studies on adults and children from several age groups. Some recent studies provide strong evidence that preschool-aged children who view violent television are more likely to behave aggressively (Christakis et al. 2013; Robertson, McAnally & Hancox 2013; Verlinden et al. 2012). Therefore, this study aimed at examining the relationship between violence television program content viewing and children's aggressive behavior in Addis Ababa in some selected preschools.

1.3 Research questions

This research tried to explore and answer the following questions,

1. What are the commonly viewed violent TV programs in Addis Ababa among children?
2. Is there a significant relationship between aggression of students and violent television program viewing?
3. Dose the time children spend watching violent television programs have relationship with their aggressive behavior?
4. Is there any significant gender difference in the aggressive behavior of children exposed to violent television programs?

1.4 Objective of the study

1.4.1 General Objective

The general objective of the study is to investigate the relationship between **violent television program content** and children's **aggressive behavior** in selected pre-school students.

1.4.2 Specific Objective

This study have the following specific objectives.

- ✓ To identify the violent TV programs contents in Addis Ababa children view frequently.
- ✓ To determine the significant relationship between aggression of students and violent television program viewing.
- ✓ To establish the duration children spend watching violent content Television programs and its relationship with their aggressive behavior.
- ✓ To explore the significant gender difference in aggressive behavior of children.

1.5 Significance of the Study

The finding from this study may ideally be utilized by parents, teachers', Ministry of education and government bodies to make changes and alteration and play their part in their respective responsibility with the aim of reducing the negative effects of media use by the children. The broadcasting corporation may also put place measures aimed at regulating the media industry so that it does not expose children to harmful information through television some violent programs may also be banned by the government and tougher rules put in place to guard against negative influence of mass media use.

- ✓ Moreover, the findings of this study can empower children to make informed choices regarding their media consumption, particularly in relation to topics such as relationships, reproductive health, drugs, and violence. By gaining a better understanding of the potential consequences of media exposure, children can make decisions that promote their own well-being and protect them from negative influences.
- ✓ Additionally, this study contributes to the existing body of knowledge and can serve as a valuable resource for future researchers, students, and academicians interested in exploring the relationship between violent television programming and children's behavior. The insights gained from this research can inform future studies and advancements in the field, leading to a more comprehensive understanding of the effects of media on child development and behavior.

Overall, this study holds both practical and academic significance, offering insights that can drive positive changes in media regulation, parental guidance, and educational interventions, ultimately benefiting children and society as a whole.

1.6 Delimitation of the Study

To ensure the quality and specificity of this study, and in consideration of time and resource constraints, the focus is narrowed to assess and examine the correlation between violent television program content and the aggressive behavior of preschool students. The investigation is specifically conducted among selected preschools in the Bole sub-city of Addis Ababa, acknowledging the need for specialization. It's important to note that this study does not extend its scope to address children's aggressive behavior beyond the specified geographic location of Bole sub-city in Addis Ababa, Ethiopia.

1.7 Operational definitions

Television violence: usually refers to all the violence appearing on TV screens. It includes material broadcast over the air, distributed by cable and satellite systems, and available on video cassettes and disks.

Aggressive behavior: refers to actions or conduct that aims to cause harm, intimidate, or assert dominance over others. It involves a deliberate act of aggression towards another person, whether physically, verbally, or emotionally. Aggressive behavior can manifest through acts such as physical violence, bullying, verbal insults, threatening gestures, or hostile actions. It can occur in various settings, including interpersonal relationships, social interactions, school environments, or within the family. Aggressive behavior often stems from frustration, anger, or a desire to establish control or power over others.

Television programs: Is something that people watch on television. Several different kinds are made: A series of fictional programs with the same title and characters (a television series). Each television series is made as a series of programs.

Program Content: means information or other material, in whole or in part, available through the Programs, speeches, discussions, comments, video lessons programs, and other images, text, layouts, arrangements, displays, illustrations, documents, materials, audio and video recordings and files.

1.8 Organization of the study

The research document contains five chapters. Chapter one presents background of the study, statement of the problem, research questions, and research objectives, significant of the study, scope of the research and organization of the proposal. Chapter two focus on literature review which discusses theories and empirical researches conducted by different authors related with the topic under the study. Chapter three presents the research methodology used for the study. It presents the research design, target population, sample size and sampling technique, instruments of data collection, source of data and data analysis methods, Chapter Four presentation of finding and discussion and chapter five contains Summary, conclusion and recommendation.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter mainly deals with a review of related literature on television and children. It is organized under the following key sections: type of programs children watch; time children spent Watching television; influence of TV programs on children's behavior; empirical studies;

2.1 Television violence and Preschool-aged children

Prior research on the effect of media violence on aggressive outcomes has mostly focused on school-aged children and adolescents. Exposure to media violence has been shown in studies and meta-analyses to increase aggressive and violent behavior in various populations (for a meta-analysis, see Anderson & Bushman 2001; for reviews, see Bushman & Huesmann 2006; Paik & Comstock 1994; Villani 2001). Furthermore, evidence reveals that teenagers who watch more violent content are more likely to experience dread, anxiety, and emotional discomfort (Villani 2001).

Child development specialists, in particular, recognize that the preschool years are critical for social, cognitive, and behavioral development. The study of brain development has demonstrated that throughout these formative years, children have heightened sensitivity to their surroundings and experiences. Development is enhanced under favorable circumstances when youngsters receive high-quality education and caring experience. However, this phase of enhanced sensitivity to stressful experiences and settings can also contribute to increased vulnerability. The effects of violent media exposure are likely to differ depending on a child's age and developmental stage. The scientific community agrees that early experiences frequently influence more than later experiences (Heckman 2006; Shonkoff & Phillips 2000).

There is compelling evidence that children older than two can learn from watching television. According to correlation studies, watching or favoring violent television shows has been linked to aggressive attitudes, values, and behaviors (Christakis, 2004). This finding held true for research done before television and when teachers' evaluations served as the primary indicator of a child's level of aggression. Even with more advanced measures of aggression, this is still true for more recent studies.

Research findings on the advantages of exposure to age-appropriate, high-quality educational media present producers of child-directed media with a significant chance to profit from the time those children are spending with these media (Christakis, 2004). Similarly, Hayne, Herbert, and Simcock (2003) contend that both media producers and parents can take action to enhance good media effects and reduce negative ones. The development of programs that promote learning and transfer should be guided by research. According to some data, parents can optimize the advantages of media by choosing instructive, age-appropriate programming and co-viewing it with their children (Becker, 2000).

When considered collectively, research shows that electronic media have a significant impact on modern children's lives. The power of media will probably continue to grow in the foreseeable future as a result of technological advancements like larger screens that offer high definition images, three dimensional surround sound, and more opportunities for interaction, according to Christakis (2004). There has been widespread worry among parents and other society actors that children's TV viewing may have a harmful, intentional or unintentional impact (Grossbart & Crosby 1984). In particular, watching TV may influence a youngster to choose material possessions over more socially conscious alternatives, may heighten parent-child conflict, and result in a more disappointed and dissatisfied child (Wright, Huston & Murphy, 2001).

There are some great TV series that benefit kids. In fact, children's television shows on channels like National Geographic or Discovery may improve a child's knowledge. In the highly competitive world of today, such information is crucial. Christakis (2004) contends that parents should encourage their children to watch these kinds of shows. Kids can learn about the importance of a healthy food, exercise, and lifestyle through a number of TV programs. Kids also learn a lot of information that will help them in school and in life. They can also watch quiz programs to increase their knowledge (Downes, Arthur & Beecher, 2001).

2.2 Time Spent Watching TV

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)

2.3 Positive or Negative Social Interaction among Preschoolers

Depending on their attention spans, information processing methods, level of mental effort, and personal life experiences, children of different ages watch and comprehend television in various ways (Josephson, 2005). To understand how television impacts them, it is necessary to look at each of these factors separately. Preschoolers can focus on a working television for a sizable amount of time, according to Keating (2004). Television programs may have a variety of effects on children's behavior at various ages, according to psychological study.

Preschoolers exhibit a significant propensity to concentrate on their environment's most prominent physical aspects. They also have very narrow attention spans, concentrating on just one part of their surroundings at once and frequently missing other details in a given situation (Heft & Swaminathan, 2002). By the start of preschool, children are able to use symbolic processes like thought and mental imagery, enabling them to start organizing their expectations about what things are like, what characteristics and occurrences frequently go together and belong to the same category, and what occurrences are most likely to occur in the sequence they do (Gentile, 2008).

2.3.1 Positive exposure to television program

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).

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).

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). Also 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).

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).

2.3.2 Negative exposure to television

Children learn naturally and effortlessly as they hear, see, and interact with the world around them (Weigel, James, & Gardner, 2009). Learning occurs either directly or accidentally from models in one's immediate environment, according to Bandura (2001), who made this insightful observation on non-intentional learning chances. However, thorough modeling in the symbolic

context of the mass media yields a wealth of knowledge about human values, ways of thinking, and behavioral patterns (Cooper, 2005 :pp. 270- 271). This suggests that TV programming for preschoolers may have an impact on their socialization or in other aspects.

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 20 unsupervised television viewing by school-aged children has a significant deleterious effect on academic performance, especially reading (Gunter & Gunter 2019).

As more young children are exposed to language shaped by digital media, this has an impact on how their neural circuitry develops in the areas of speaking, listening, reading, and writing (Small & Vorgan, 2008). While children in underdeveloped and least-developed countries may not be as engaged in digital media as their peers in wealthy countries, their options for digital learning are nevertheless rapidly expanding (United Nations, 2008).

With the right programming, television can be a great instrument for children's enjoyment and education (Mingat & Jaramillo, 2003). Studies have revealed that media in general, including television, can have a very harmful impact. According to some research, if exposure is unrestricted and unmonitored, it can reduce attention span, alter body image, and combine with other factors to worsen obesity, instill fear, and boost aggressive and antisocial behaviors.

Some studies also suggest that watching fast-paced programmes that contain high levels of violence can have negative consequences on child self-regulation (Friedrich & Huston-Stein 1973). For example, in one study, children were randomly assigned to view 1 h of either the *Mighty Morphin Power Rangers* or *Mister Rogers*. Children who viewed the *Power Rangers*, but not the control children, were more likely to show lower levels of concentration and sustained attention whilst completing a task immediately following the viewing (Geist & Gibson 2000).

In another study, the researchers examined child exposure to violent content in a sample of 1800 Canadian children at age 4. Children were followed up at the age of 8. After taking into account family background characteristics (e.g. income, presence of violence in the home and parental aggression) and child baseline aggression and behaviour problems, it was found that children who watched more violent content exhibited more aggressive behaviour and attention problems (Fitzpatrick *et al.* 2012).

Experimental evidence also suggests that violent media may be causally linked to poor attention. In one experiment, children were randomly assigned to watch either a fast-paced cartoon that contained lots of action and violence or an educational cartoon. Following a brief exposure of 9 min, children exposed to the fast-paced cartoon performed worse on a task measuring executive functions, which are skills that allow children to exercise control over thinking and attention (Lillard & Peterson 2011).

Lemish (2008:164), on the other hand, asserts that it is "obvious that the interplay of the child's individual traits with characteristics of the family, as well as the macro characteristics of society, are crucial in shaping and comprehending media-related experiences and results" (p. 164). Since cultural and linguistic norms in many developing and least developed countries differ noticeably from Western norms, it's likely that TV shows could have unanticipated effects on their social development.

2.4 Theoretical explanations

Social learning

According to social cognitive theories, observing acts of violence can influence the development of mental models, or scripts, regarding how to behave and what to expect from one's social context (Kirsh 2011; Krahé *et al.* 2011). The perpetration of violent crimes and the use of aggression as a strategy to solve problems are the central focus in many television programmes. As a result, exposure to violent television may lead children to develop perceptions of their world as overly unsafe and dangerous. If perceptions of the 'world as hostile' persist, children risk developing a 'mean world syndrome', which can then predispose them to reacting

aggressively towards ambiguous situations (Carnagey, Anderson & Bushman 2007; Huesmann 2007; Media Education Foundation 2010).

The process of observational learning, which occurs during exposure to violent media, is also likely to be amplified by two factors. Firstly, attractive or heroic protagonists generally commit acts of violence in the media. Secondly, high levels of physiological arousal and stress occur during exposure, which can amplify children's risk of paying attention to, encoding and eventually imitating behaviours modelled in the media (Bandura 1986; Christakis 2009).

Finally, children exposed to violent media may also become desensitised to its arousing effect. Over the long term, this can lead to decreased sensitivity for victims of aggression (Huesmann & Taylor 2006). As a result, overexposed children may be better able to plan and perform proactive acts of aggression whilst experiencing minimal levels of negative arousal.

Developmental perspectives are useful for explaining some of the discrepancies between experimental and longitudinal studies. More immediate increases in aggressive behaviour following the observation of media violence depend primarily on the priming of previously learned behavioural scripts (Anderson & Carnagey 2014). Nevertheless, the development of scripts and schemas requires repeated exposure over time. As such, children may not show immediate priming effects to violence until later childhood or adolescence by which point they are likely to have developed cognitions that support aggressive behaviour. A meta-analysis of children and adolescents supports the hypothesis that short-term effects of media violence on behaviour are more likely to be observed in older children and adults than in very young children (Bushman & Huesmann 2006).

Interestingly, very young children who show greater predispositions to aggressive behaviour do show a short-term increase in aggressive behaviour following exposure to violent television content. Much like children who view lots of media violence over childhood, highly aggressive preschoolers may have come to develop scripts and cognitions that are more favourable to reacting aggressively during interpersonal interactions. These children may, in turn, be more prone to priming effects during exposure to violent media.

Overstimulation or overtaxing of cognitive resources

The characteristics of violent television shows and movies include adrenaline-inducing action sequences, quick scene changes and captivating special effects (Christakis 2009).

Christakis (2009) has also found longitudinally that excessive exposure to fast-paced programming may lead children to eventually view real life as boring by comparison. In particular, this disposition may manifest itself in the classroom where children are often asked to persist on challenging tasks in the face of boredom or mental fatigue.

Exposure to scenes of violence which are overwhelming for young brains may also exercise their influence through an effect on executive functions. Executive functions are important not only for attention control but also for behavioural and emotional regulation and social reasoning. For example, children with poor executive function often have more difficulty inhibiting an impulsive aggressive reaction long enough to select a more reasonable non-aggressive course of action.

2.5 Empirical Studies on violent TV programming and aggressive behavior

There is compelling evidence that children older than two can learn from watching television. According to correlational studies, watching or favoring violent television shows has been linked to aggressive attitudes, values, and behaviors (Christakis, 2004). This finding held true for research done before television and when teachers' evaluations served as the primary indicator of a child's level of hostility. Even with more advanced measures of aggression, this is still true for more recent studies. Additionally, young children develop their verbal, cognitive, and motor skills through interactions with their peers. Children who acquire appropriate social skills frequently grow up with improved self-esteem and greater motivation to engage with their surroundings. Communication and language abilities play a big role in social interaction. Children that are typically developing pick up language through interaction with a setting rich in opportunities for social interaction (Shahrimin & Butterworth, 2002).

In California, USA, Paly and Perez (2008) assessed concurrent many variables that affect children's behavior while examining whether watching violent television is related to aggression in preschool children during spontaneous play. Seven preschools made up the target population, and a total of 70 kids 2 girls and 38 boys were included in the sample. Additionally, 26 parents and 30 teachers were questioned. The Early Childhood Environment Rating Scale-Revised (ECERS-R), which was used to assess the quality of each preschool classroom, the Temperament and Atypical Behavior Scale (TABS), regulation subtest score, a questionnaire for parents and teachers, and an observation guide were among the research tools used.

The t-test, linear regression, and chi square test statistics were used for data analysis. The findings revealed a connection between violent TV programming and aggressive conduct in preschoolers. The fact that aggression increased in relation to the child's gender was particularly noteworthy. In a different study, Friedrich and Stein (2007) looked into Pennsylvanian preschoolers' natural behavior and TV programming. For four weeks, 93 preschoolers watched three different types of TV shows every day. The shows included violent cartoons, pro-social shows, and neutral movies. The research tools employed were observational guides, and the changes that happened from the baseline period to the periods during and after exposure to the TV programs were used to measure the effects of the programs.

Descriptive and inferential statistics were used to analyze the data. According to the findings, kids who watched violent programming exhibited higher interpersonal aggression than children who watched neutral programs. Children whose aggressiveness levels were initially lower than the median showed no influence of television programming on their aggressive conduct. After exposure to the pro-social program for kids from low-income homes, there was an increase in pro-social interpersonal behavior.

Mbugua (2011) recently looked into how watching television affected the academic achievement of children who were between the ages of 8 and 9. Targeting students in standard 1-3 in 4 private and 10 public schools, the study had a descriptive design. Techniques for stratified and simple random sampling were employed. Data were gathered using an interview schedule and questionnaire.

The findings showed a strong correlation between watching TV and performance. The amount of TV time, the kinds of shows watched, and parental participation all had a significant impact on performance. The report advised parents to become more involved in keeping an eye on the TV shows their children watch and the amount of time they spend doing so. The report also recommended the media community to air the correct programming at the proper times. The present study goes further to analyze TV effects on children behavior, focusing on pre-school children. Mbugua's study supports this study's examination of TV and children.

In another longitudinal studies have provided more compelling evidence of an association between naturally occurring differences in exposure to television violence and the development of aggression. In one prospective study, Christakis and Zimmerman (2007) examined children exposed to violent media between the ages of 2 and 5 years. They found that exposed children were four times more likely to score in the top 15th percentile on an assessment of antisocial behaviour at age 8. These results remained significant after controlling for the potentially confounding effect of pre-existing child aggression, parental socio-demographic characteristics and overall screen time. Similarly, another longitudinal study conducted with French Canadian children from the province of Quebec found associations between exposure to violent television programmes and movies at the age of 4 and later teacher-rated antisocial behaviours at age 8 (Fitzpatrick, Barnett & Pagani 2012). These analyses also controlled for baseline child aggression, overall screen time and socio-economic factors.

Huesmann et al. (2003) assessed exposure to television violence at age 6. Children were followed up 15 years later. Remarkably, significant long-term associations were found between childhood exposure and later aggressive behaviour for both the men and women in this sample. That is, men and women who had been exposed to higher amounts of violent content during early childhood were more likely to have engaged in serious forms of aggression by adulthood. Furthermore, even though certain gender differences were observed in the pattern of results, high levels of exposure were associated with a higher than expected frequency of engaging in criminal behaviour, spousal abuse and dangerous driving for both men and women (Huesmann et al. 2003).

Finally, more recently, a longitudinal study of children in New Zealand found that children who watched more television between the ages of 5 and 15 were more likely to show antisocial behaviour, as measured by multiple indicators (Robertson et al. 2013). For example, although violent television was not assessed specifically, more exposure to television during childhood predicted criminal convictions, being diagnosed with antisocial personality disorder and having an aggressive personality. Results were similar across genders, and were not explained by children's pre-existing levels of aggression, socio-economic status, intelligence quotient or parenting characteristics.

Summary of Literature Review

The literature review had discussed the relation between television programming and children's aggressive behavior, time spend watching television and the presumed positive and negative effects. The literature review indicates strong evidence that a television programming has influence on children behavior. Research findings regarding the benefits associated with exposure to high quality, age-appropriate, educational media offer producers of child-directed media an important opportunity to take advantage on the time that children spend using these media (Christakis, 2004). In addition, studies on television programming and pre-school children are based largely on studies of in the developed nations. Literature on television programming and its effect on pre-school children in Bole sub city still remains as a researchable area. It is therefore essential to have an extensive research on television programming exposure in children and how it affects their behavior.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

Introduction

This chapter presents an overview of the research design, approaches and detail methodology that was utilized in the study. The sources and mechanisms of data collection and presentation, the target population, sampling methods, data presentation and analysis used to investigate the research problem are presented here after.

3.1 Research Design

Research design is the plan and structure of investigation so conceived as to obtain answers to research questions (Cooper & Schindler, 2014). Thus, co-relational research design employed to clearly describe violent television program content viewing and children's aggressive behavior in the study area. As a result the researcher believed that this design enabled to examine the relationship between on violent television program content viewing and children's aggressive behavior in selected pre-school students of Bole sub city.

3.2 Sampling Procedure

3.2.1. Target Population

A target population is the total number of respondents in the total environment of interest to the researcher Kothari (2004). Therefore, for this study the target population was preschool teachers, preschool children and parents selected preschools particularly students in 3 through 6 ages. Teachers considered as appropriate for this study because they spend a considerable time with the children at school. While parents influence their children's behavior at home and they are the custodian of TV programs children watch; thus, the relationship between violent television program content and children's aggressive behavior with respect to time spent and type of programs could be easily be ascertained. There are 12 public and 92 private schools in Bole, 2017 parents, 133 teachers and 2288 children, (Addis Ababa city administration education bureau, 2022).

Table 3.1 Target population and sample size

Item	Target population	Sample size
Children	2288	189
Parents	2017	167
Teacher	133	10
Total	4438	366

3.3 Sampling Techniques and Sample Size

Both probability and non-probability sampling techniques were utilized to collect primary data from respondents.

3.3.1 Sampling of Schools

For this study the researcher utilized Stratified random sampling to ensure both public and private schools are included in the study. Accordingly, the schools are divided into public and private prior to randomly selecting schools from each stratum there are 12 public and 92 private schools in Bole sub city. The names of schools in each stratum was written on small pieces of paper, folded and mixed and two public schools and eight schools were picked from private schools. Therefore, the study was carried out in 10 schools.

3.3.2 Sampling of Children and Parents

For the purpose of this study, the researcher utilized stratified random sampling to select an equal number of 9 male and 9 female participants from each of the 10 sample schools. This approach was chosen to ensure representation from both genders in the study population.

Using the class registers, the researcher selected a total of 18 children from each school, with equal representation of males and females. Additionally, as the focus of the study was on children, their parents were automatically included as participants. Therefore, a total of 189 children and their respective parents were included in the study.

The decision to include an equal number of male and female participants from each school was based on the aim to examine potential gender differences in relation to violent television program viewing and aggressive behavior among children. This approach allows for a balanced representation of both genders, enabling a more comprehensive analysis of the research objective.

In summary, stratified random sampling was employed to select an equal number of male and female participants from each of the 10 sample schools in order to examine the relationship between violent television program content and children's aggressive behavior. This sampling method allows for a balanced representation of genders and provides a sufficient sample size for the study.

3.3.3 Sampling of teachers

The sampling technique employed in this study was purposive sampling. The use of this technique allowed the researcher to select cases that possess the necessary information relevant to the study's objectives (Mugenda & Mugenda, 2003). Justification for employing purposive sampling lies in the researchers' intention to gather in-depth insights from teachers who have direct experience and knowledge related to the research topic.

In order to achieve this, a total of 10 schools were selected as the sample for this study. Each selected school was represented by one teacher, resulting in a sample size of 10 teachers. The decision to include one teacher from each school was made purposefully to capture a diverse range of perspectives and experiences, as well as to ensure representation from different educational settings.

In summary, purposive sampling was employed to select 10 teachers from different schools, with the aim of capturing a range of perspectives and experiences. The use of this technique allows the researcher to focus on teachers who possess the required knowledge and insights relevant to the study's objectives. The inclusion of demographic data pertaining to the sample of teachers would add value to the study by providing a clearer understanding of the teachers' characteristics and their representations within the sample.

3.3.4 Sample Size

According to Manion (2001) the quality of any research is influenced by the appropriateness of methodology, instrumentation and suitability of the sampling strategy adopted. Stratified random sampling and purposive random sampling utilized to select the sample size. The pre selection of schools done by using Probability Sampling techniques.

If the total populations are equal to or less than 200 the researcher will use census sampling whereas for populations above 200 to get sample size the researcher will used standard formula (Glenn D. Israel (1992)). However, since the total target population of the study is more than 200 using standardized formula of sampling are mandatory.

Therefore, representative sample from these target populations have been calculated based on a standard formula provided by Yamane (1967).

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

Where, n= is the sample size, N= is the population size, 1= probability of event occur, e= is the level of precision 5 % (0.05) with 95% confidence level.

$$n = \frac{4,438}{1 + 4,438 (0.05)^2} \approx 366$$

Then calculate proportion of students from each group the researcher will uses the proportional sampling formula stated below, derived from C. R. Kothari (2004).

Proportion of students from group

	$n = \frac{\text{Sample size}}{\text{Population}} \times \text{Pop. Stratum}$
Sample size of Children=	$n = \frac{366}{4438} \times 2288 = 189$
Sample size of Parents =	$n = \frac{366}{4438} \times 2017 = 167$
Sample size of Teacher=	$n = \frac{366}{4438} \times 133 = 10$

$$\text{Total sample size} = 189 + 167 + 10 = 366$$

3.4 Research Instruments

Research instruments are tools that enable the researcher to collect necessary information (Mugenda & Mugenda (1999). The following research instruments were developed and utilized in this study: Questionnaires for parents; observation guides for children and interview guides for teachers.

3.4.1 Questionnaire

The questionnaire used in this study was a self-developed questionnaire created by the researcher. This choice was made to ensure that the instrument aligned specifically with the research objectives and captured the necessary information related to the relationship between viewing violent television programs content and children's aggressive behavior.

The questionnaire was designed to collect data from a large number of participants and measured various aspects such as past behavior, attitudes, and respondent characteristics. To gather responses from parents, a combination of closed-ended and open-ended questions was used.

The questionnaire for parents consisted of four sections. Section one requested demographic information from participants. Section two included questions about the types of television programs that children watch. Section three focused on gathering information about the amount of time children spend watching TV. Lastly, section four contained questions pertaining to the impact of television viewing.

The questionnaire was originally prepared in English to facilitate administration and understanding among participants. However, if necessary, the questionnaire was translated into the Amharic language. This translation was conducted to overcome any potential language barriers and ensure that respondents had a clear comprehension of the questions in their mother tongue.

Overall, the self-developed questionnaire allowed the researcher to capture relevant data related to the research objectives. The inclusion of multiple sections and a combination of question types ensured a comprehensive exploration of the research topic.

3.4.2 Teachers Interview

Interview is a process of communication or interaction in which the subject or interviewee gives the needed information variably in face to-face situation. It permits to greater depth of response to get information concerning feelings, attitudes or emotions of respondents. Thus, semi-structured interview conducted with key informant teachers and preschool children and parents to strengthen the data gathered through questionnaire. Interview questions were prepared English and translated in to the Amharic to avoid language barrier.

3.4.3 Observation

The researcher used observation guides to collect information from the pre-school children's behavior focusing on: aggressive, empathy or caring for others etc to achieve this goal the researcher took time prior to the actual study at each school to get to know the children's behavior. Observation was made to acquire information regarding children interaction in and out of class activity.

3.4.4 Pilot Testing

Cooper and Schindler (2013) indicate that a pilot test is conducted to detect weakness in design and instrumentation and to provide proxy data for selection of a probability sample. Pilot testing provides an opportunity to detect and remedy a wide range of potential problems with an instrument. It also helps to ensures whether the right data were collected and the data collection methods work well so as to test the reliability and validity of the questionnaire.

Baker (1990), found that 10-20 percent of a sample size of actual study is reasonable number of participants to consider enrolling in a pilot test. Based on this, the researcher first conducted a pilot test in one of the private organization in Addis Ketema sub city on March 2023 by taking 20 percent of sample respondents from the total 366 sample unites i.e. 73 respondents who are not included in sample unit of the actual study. Thus, the Cronbach's alpha test was used and found to be 0.902 for the pilot test which is higher than 0.7, thus the construct has been believed to have adequate reliability.

3.5 Data Analysis

Kothari and Gang (2014) argue that data collection has to be processed, analyzed and presented in accordance with the outlines laid down for the purpose at the time of developing the research

plan. Data analysis involves the transformation of data into meaningful information for decision making. It involves editing, error correction, rectification of omission and finally putting together or consolidating information gathered and enters into the SPSS 26 computer program. Data were analyzed using descriptive statistics such as mean, mode, frequency tables and percentage to clearly show and compare the collected data from respondents.

3.5.1 Qualitative Data Analysis method

Qualitative data collected from respondents via open ended questions and interview were analyzed, organized and summarized.

3.6 Ethical consideration

To make the research process professional and ethical, the researchers clearly inform the participants about the purpose of the study. According to scholars, Dawson, (2005) “how ethical issues can affect the study population and how ethical problems can be overcome should be thoroughly examined at the problem formulating stage.” To this end, the researchers communicate all the concerned bodies to get permission before administering the questions. After consents were obtained from the concerned bodies by informing that the data collected from them will not be passed to a third party and will be used only for the sake of the study to be conducted to investigate the relationship between violent television program content and children’s aggressive behavior in selected pre-school students: Bole sub city, Addis Ababa could make them to be confidential. Then, the investigator will have assured that participants were involved in the study based on their consent and their privacy will be protected regarding their responses. In addition, the researcher will not personalize any of the response of the respondents during data presentation, analysis and interpretation. Furthermore, all the materials used for this research are duly acknowledged.

CHAPTER FOUR

PRESENTATION OF FINDINGS AND A DISCUSSION

4. Introduction

This chapter presents the findings, interpretations and discussions in line with the objectives of the study. The main purpose of the study was to investigate relationship between violent television program content viewing and children's aggressive behavior in selected pre-school students: Bole sub city, Addis Ababa. Both quantitative and qualitative data analysis techniques were used for this study. The analyzed data were presented using frequency tables, bar-graphs and pie-charts. Qualitative data were organized into relevant themes, presented using texts and discussed as per the objective of the studies. The study was specifically meant to meet the following objectives:

- ✓ To examine the violent TV programs and children view these programs.
- ✓ To determine the significant relationship between aggression of students and violent television program viewing.
- ✓ To establish the duration children spend watching violent content
- ✓ To explore the significant gender difference in aggressive behavior of children.

4.1 Demographic Information

In this section, we will present the general information of the respondents based on the response rate. The demographic characteristics of the participants, including gender, income, occupation, level of education, and professional qualifications for teachers, as well as the demographic data of parents in terms of gender, age, level of education, income, and occupation, were analyzed and will be clearly presented. We will focus on the major demographic characteristics and avoid analyzing every single entry. The results will be presented in the following sub-sections.

4.1.1 Response Rate

Establishing the response rate is crucial in determining the number of respondents who participated in the study compared to the sample size. Table 4.1 provides the results of the response rate.

Table 4.1: Response Rate

Item	Sample size	Respondents	Percentage
Parent	167	145	86.8 %
Children	189	153	80.9 %
Teachers	10	10	100 %
Total	366	308	89.2%

As shown in Table 4.1, all 10 questionnaires administered to teachers were returned, resulting in a response rate of 100%. Furthermore, out of a total of 167 parents, 145 participated in the study, and out of 189 children, 153 were involved, resulting in response rates of 86.8% and 80.9% respectively. These response rates are considered excellent in providing valid data for making conclusions and recommendations based on the objectives of the study. This is supported by Mugenda and Mugenda (2009), who argue that a response rate of 70% and above is considered good.

4.1.2 Information about teachers

Teachers were asked to indicate their gender and their education background. This data is presented in table 4.2

No			Respondents	
			Frequency	Percentage
1.	Sex	Male	0	0%
		Female	10	100%
		Total	10	100%
2.	Education level	Diploma	2	20%
		Degree	6	60%
		Masters	2	20%
		Total	10	100%

Table 4.2 indicates that the respondents were female teachers for the reason that most teacher in

pre-school are females.

In this section, the researcher aimed to determine the level of training among teachers in the selected pre-schools in Bole Sub City, Addis Ababa. This information is essential as it directly impacts the teachers' proficiency and skills in facilitating learning for children with aggressive behaviors in the selected pre-schools. Teachers were asked to indicate their professional qualifications in Early Childhood Education, and the data were analyzed using percentages. The results are presented in Figure 4.1 which shows the highest level of education achieved by the teachers.

The data presented in Figure 4.1 reveals that slightly more than half (60%) of the teachers possess a first-degree qualification. Additionally, 20% of the teachers hold a second-degree qualification, while the remaining 20% have a diploma. None of the teachers surveyed had a PhD degree. These findings indicate that the majority of the respondents possess the required qualifications to teach at the preschool level and are therefore capable of effectively addressing the needs of students with aggressive behaviors.

This finding aligns with Jacob (2007), who established a positive relationship between full certification of teachers and student achievement at all levels of education. Furthermore, research conducted by Myers and Bagree (2011) affirms that professional teachers in early childhood education possess the ability to adapt lessons and activities to cater to the diverse needs of learners in the classroom. These teachers demonstrate the capacity to identify learners' specific learning needs, address wider issues impacting their participation and achievement, and develop innovative strategies to facilitate learning. They also utilize appropriate resources and seek assistance from colleagues or other professionals when faced with challenges related to the management of aggressive behavior disorders.

The educational background and professional qualifications of teachers play a crucial role in ensuring the successful implementation of strategies aimed at addressing aggressive behavior in preschool settings. By possessing the necessary qualifications and skills, teachers are better equipped to create an inclusive and supportive learning environment for all students.

Overall, the findings regarding the teacher's professional qualifications and educational

background reinforce the importance of ensuring that teachers in early childhood education possess the necessary qualifications and expertise to effectively address the needs of students with aggressive behaviors.

4.1.3 Distribution of Preschool children

Continuing from the previous section on teacher's professional qualification and educational background, this section focuses on the distribution of preschool learners by their age and class level and duration of the time. The parents of the children provided the necessary information through questionnaires, which allowed for the collection of data on both age and class level.

Table 4.3 presents the parents' responses regarding the age distribution of their children across different class levels.

Table 4.3: Parents' Response on Children's Age across the Class level

No		Respondents		
		Frequency	Percentage (%)	
1.	Age Category	3years	12	(7.8%)
		4years	25	(16.3%)
		5years	51	(33.3%)
		6 years and above	65	(42.5%)
		Total	153	100 %
2.	Level of class			13.1%
		BC	20	
		N1	54	35.3 %
		N2	79	51.6 %
	Total	153	100 %	
3.	Duration/hour	1-3 hours	22	12.6%
		3 - 6 hours	21	12.1 %
		6 – 9 hours	89	51.1%
		9 – 12 hours	21	12.1 %
		Total	153	100%

KEY: BC=Baby Class; N1=Nursery one; N2=Nursery 2

Upon investigating the age distributions of the children in pre-primary schools, it was found that participants were spread across all age categories. However, the largest population belonged to the age category of six years.

As shown in Table 4.2, it is evident that regardless of age, the highest number of children were in Nursery 2, while the Baby Class had the least number of children. This suggests that the transition rate between class levels is relatively low.

Additionally, the table presents the children's responses regarding their viewing habits of television programs.

It is worth noting that children are spending a significant amount of their precious time watching television programs. The majority of participants, accounting for 51.1%, spend a duration of 6 to 9 hours viewing television programs. This prolonged exposure to television content may potentially contribute to the development of aggressive behavior over time.

By analyzing the information on the distribution of preschool learners by age, class level, and television viewing habits, we gain valuable insights into the characteristics and potential influences on the children's behavior. Understanding these factors can aid in the development of strategies and interventions to address aggressive behavior effectively.

In conclusion, the analysis indicates that there is a diverse age range among preschool learners, with a higher concentration of children being in the age bracket of six years and above. Nursery 2 has the largest number of children compared to the other class levels, while Baby Class has the least. Additionally, a significant portion of the children spend a substantial amount of time watching television programs, which may impact their behavior negatively.

4.1.4 Demographic Profile of Parents

Continuing from the previous sections on the distribution of preschool learners by age and teacher's professional qualification, this section focuses on establishing the demographic characteristics of parents. The researcher presumed that the acquisition of aggressive behaviors among children is also influenced by the home environment. Therefore, it is essential to understand the demographic profile of parents. The parents were asked to provide demographic information, including gender, age, level of education, occupation, and income, through the use of questionnaires. The findings are presented in Table 4.4.

Table4.4: Distribution of Parents' by Gender, Age, Level of Education and Occupation and income

Variables		Frequency(N=145)	Percentage
Gender	Male	86	59.3 %
	Female	58	40.0 %
Age	20 – 30	17	11.7 %
	31 – 40	77	53.1 %
	41 – 50	36	24.8 %
	>51	15	10.3 %
Level of education	Cannot read and write	13	9.0 %
	Primary level education	38	26.2 %
	Secondary level education	63	43.4 %
	Certificate	13	9.0 %
	Diploma	9	6.2 %
	Degree	5	3.4 %
	Masters	4	2.8 %
	Doctorate degree (Ph.D)	0	0%
Occupation	House wife/husband	28	19.3 %
	Employed	13	9.0 %
	Unemployed	8	5.5 %
	Retired	45	31.0 %
	Merchant	51	35.2 %
Income	No source of income	8	5.5 %
	500 – 2500	5	3.4 %
	2501 – 5000	21	14.5 %
	5001 – 10000	61	42.1 %
	Over 10001	50	34.5 %

The data presented in Table 4.4 indicates that the majority of parents/guardians who participated in the study were male, accounting for 59.3% of the sample. Moreover, a significant portion of parents/guardians were engaged in merchant occupations, representing 35.2%. Nearly half of the parents/guardians (43.4%) had completed secondary level education.

Overall, the demographic profile of parents shows variation in terms of gender, age, level of education, occupation, and income. The relationships between these demographic characteristics and the television habits and aggressive behavior of children will be explored further in subsequent sections of the thesis.

4.2 Forms of Aggressive Behaviors Displayed by Preschool Children

Continuing from the previous sections on the demographic profile of parents, this section focuses on the forms of aggressive behaviors displayed by preschool children in Bole, Addis Ababa. The first objective of the study was to identify and understand these forms of aggressive behaviors. Preschool teachers were asked to indicate the degree of certain aggressive behaviors displayed by the children in their classes. The frequency and extent of these behaviors were measured using a scale: Very Often (behavior seen on a daily basis), Sometimes (behavior seen at least once a week), and Never (behavior not displayed at any time). The responses from the teachers are presented in Table 4.5

Table 4.5: Forms and Extent of Aggression as Reported by Preschool Teachers

Behaviors exhibited	Very often		Sometimes		Never	
	Freq	%	Freq	%	Freq	%
1. Kicking others	7	70.0	2	20.0	1	10
2. Excluding others in play	6	60.0	3	30.0	1	10
3. Threatening others	5	50.0	3	30.0	2	20.0
4. Name calling/labeling	8	80.0	2	20.0	10	100.0
5. Bullying	5	50.0	4	40.0	1	10.0
5. Anger	8	80.0	2	20.0	0	0
7. Lying, gossiping, and spreading rumors about peers	7	70.0	2	20.0	1	10.0
8. Teasing, bullying, or excluding peers	4	40.0	5	50.0	1	10.0
9. Threatening to harm others or themselves	7	70.0	2	20.0	1	10.0

Based on the results presented in Table 4.5, multiple aggressive behaviors were observed among preschool children. The most common aggressive behaviors, reported by the teachers to occur very often, were name calling/labeling (80.0%), kicking others (70.0%), lying, gossiping, and spreading rumors about peers, as well as threatening to harm others or themselves (both with a frequency of 70.0%). It is evident that most of the aggressive behaviors exhibited by preschool children were physical in nature.

To further explore the relationship between aggressive behaviors and the home environment, parents were also asked to report the aggressive behaviors they observed in their children at home. The data collected from the parents were analyzed using frequency and percentages, and the results are presented in Table 4.6.

Table 4.6: Forms and Extent of Aggression as Reported by Parents

Behaviors exhibited	Very often		Sometimes		Never	
	Freq	%	Freq	%	Freq	%
1. Kicking others	99	68.3	25	17.2	21	14.5
2. Excluding others in play	92	63.4	21	14.5	32	22.1
3. Threatening others	106	73.1	25	17.2	14	9.7
4. Name calling/labeling	113	77.9	13	9.0	19	13.1
5. Bullying	98	67.6	18	12.4	29	20.0
6. Anger	105	72.4	27	18.6	13	9.0
7. Lying, gossiping, and spreading rumors about peers	111	76.6	17	11.7	17	11.7
8. Teasing, bullying, or excluding peers	110	75.9	12	8.3	23	15.9
9. Threatening to harm others or themselves	110	75.9	16	11.0	19	13.1

As observed from the statistical results in Table 4.6, the most common form of aggressive behavior reported by parents was name calling/labeling, with 113 (77.9%) parents indicating that it occurred very often. Additionally, more than half of the parents reported that lying, gossiping, and spreading rumors about peers (76.6%), teasing, bullying, or excluding peers (75.9%), and threatening to harm others or themselves (75.9%) were also commonly observed aggressive behaviors in their children. These findings suggest that there may be a correlation between viewing violent television content and the display of aggressive behaviors in preschool children.

Furthermore, the researcher conducted observations of commonly displayed behavioral problems in the studied preschools using a checklist. The behavior of a total of 153 children was observed, and the exhibited behaviors were recorded and analyzed using frequencies and percentages. The results are summarized in Table 4.7.

Table 4.7: Common Behavioral Problems Noted Using an Observation Checklist

Behaviors	Frequency	Percentage
1.Fighting	43	28.10
2.Stealing	48	31.42
3.Disruptive/hyperactive	45	29.22
4.Attentionseeking	43	28.13
5.Cheating/lying	63	41.3
6.Destructive	72	47.2
7.Truant	37	24.02
8.Threatening	73	47.12
9.Pinchingothers	47	30.7
10. Gossiping	84	54.44
11. Biting	29	18.95
12.Excludingpeersfromgame	74	48.36

The results presented in Table 4.7 indicate that a considerable number of behavioral problems exist in preschools in Bole sub city, Addis Ababa. Out of the twelve behaviors listed, behaviors such as gossiping, excluding peers from games, and threatening were strongly associated with aggression. These findings suggest that the majority of aggressive behaviors among preschool children are physical in nature. This observation aligns with the findings of McEvoy et al. (2003), who reported that non-physical forms of aggression are primarily related to exclusion from play, while physical aggressions consist of behaviors such as hitting, kicking, and pushing. Shaffer (2002) further supports these categorizations by stating that behavioral disorders related to aggression can be divided into verbal and physical aggression. Verbal aggression includes acts such as using insulting language, displaying anger, threatening, swearing, and sarcasm, all of which aim to cause emotional or psychological pain. On the other hand, physical aggression is directed at causing bodily harm and includes bullying, destruction, vandalism, and fighting.

These findings are in agreement with those of Sajeda (2012), who identified grabbing objects, biting, kicking others, answering back to adults, and using offensive language as common signs of aggressive behavior in preschools. In a similar study, Lusweti (2016) found that students

engaged in aggressive behaviors such as spreading rumors, telling lies, making threats, gossiping, using insults, subjecting others to social isolation, and engaging in humiliation.

The findings from Table 4.7 highlight the importance of addressing and managing aggressive behaviors in preschools. It is crucial for educators, parents, and professionals to develop proactive strategies and interventions to promote positive social interactions, conflict resolution, and emotional regulation. By fostering a nurturing and supportive environment, the risk of aggressive behaviors can be mitigated, allowing children to thrive emotionally and academically.

In conclusion, preschools in Bole sub city, Addis Ababa, face various behavioral challenges, with aggression being one of the notable issues. These challenges call for the implementation of effective intervention programs that address both physical and non-physical aggression, promoting a safe and inclusive environment where children can develop positive social skills and behaviors.

4.3. The relationship between violent television content and children's aggressive behavior

The objective of this study was to investigate the relationship between aggression in children and their exposure to violent television programs among preschool children in Bole sub city, Addis Ababa. The data collected from the sample respondents was analyzed using SPSS V.26, and descriptive statistics such as mean and standard deviation were calculated. The mean scores were categorized based on a likert scale, with values ranging from 1 to 5 (1-2.4 = low, 2.5-3.4 = medium, 3.5-5.0 = high) (Oxford & Burry stock, 1995). The mean scores of each item were compared to the expected mean of 3.00, with a mean score of 3.00 considered as medium. The statements were rated using a 5-item Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The mean and standard deviation were used to summarize the findings, as presented in Table 4.8.

Table4.8: Summary of Mean and Standard Deviation of relationship between violent television content and children's aggressive behavior as Reported by Teachers

Statement	N	Mean	Std Deviation
1. Televised violent television contents make children violent.	10	3.70	1.059
2. Unrestricted international broadcasts are easily accessible channels which can cause children aggressive.	10	3.60	.843
3. If there were no more violent media then violent crimes would probably decrease.	10	3.80	1.032
4. Parents should screen media for violence before showing it to their children	10	3.90	.737
5. Children have frequently been aggressive after watching violent television programs	10	3.90	1.286
6. Young children's exposure to bad language in television programs may lead them to be hostile.	10	4.00	1.058
7. Viewing violent media makes people more violent.	10	4.70	1.333
8. Parents should monitor and limit viewings of television programs.	10	3.80	.483
9. Spending much time watching violent television program may bring bad behavior and attitude up on children.	10	4.20	1.229
10. Boys are much more aggressive than girls after viewing frequently violent television programs.	10	4.30	1.159
Overall mean		3.99	

The descriptive statistics in Table 4.8 indicate that the highest mean score ($M=3.70$, $SD=1.059$) was observed for the statement "Televised violent television contents make children violent." Similarly, the second-highest mean score ($M=3.60$, $SD=.843$) was recorded for the statement "Unrestricted international broadcasts are easily accessible channels which can cause children to be aggressive." The third item, "If there were no more violent media, then violent crimes would probably decrease," had a mean score of 3.80 with a standard deviation of 1.032. The fourth item, "Parents should screen media for violence before showing it to their children," had a mean score of 3.90 with a standard deviation of .737. The fifth item, "Children have frequently been aggressive after watching violent television programs," had a mean score of 3.90 with a standard deviation of 1.286. The sixth item, "Young children's exposure to bad language in television programs may lead them to be hostile," had the highest mean score ($M=4.00$, $SD=1.058$). The seventh item, "Viewing violent media makes people more violent," had the highest mean score ($M=4.70$, $SD=1.333$). The eighth item, "Parents should monitor and limit viewings of television programs," had a mean score of 3.80 with a standard deviation of .483. The ninth item, "Spending much time watching violent television programs may lead to bad behavior and attitude in children," had a mean score of 4.20 with a standard deviation of 1.229. Lastly, the tenth item, "Boys are much more aggressive than girls after frequently viewing violent television programs," had a mean score of 4.30 with a standard deviation of 1.159.

These findings suggest a significant relationship between children's aggression and their exposure to violent television programs. The high scores of aggression among preschool children could lead to truancy and poor academic performance. This finding is consistent with previous research by Hudley (2013), who found that childhood aggression has negative developmental consequences, including poor school adjustment and attendance. Similarly, Njuguna (2012) reported that aggressive behaviors in children can disrupt their school adaptation, leading to absenteeism and school dropouts.

The results of this study also revealed that in-service training on managing aggressive behaviors among children in preschools was not prioritized by many teachers. However, according to Prisloo (2005), teachers need training to develop the skills necessary to assess and manage disruptive behavior. This training will provide them with effective strategies to reduce disruptive behavior in the classroom, increasing their confidence in discipline techniques and positively influencing their students.

Table 4.9: Summary of Mean and Standard Deviation of relationship between violent television content and children's aggressive behavior as Reported by parents

Statement	N	Mean	Std Deviation
1. Televised violent television contents make children violent.	145	3.64	.901
2. Unrestricted international broadcasts are easily accessible channels which can cause children aggressive.	145	3.75	.801
3. If there were no more violent media then violent crimes would probably decrease.	145	3.66	.957
4. Parents should screen media for violence before showing it to their children	145	3.92	.746
5. Children have frequently been aggressive after watching violent television programs	145	4.26	1.027
6. Young children's exposure to bad language in television programs may lead them to be hostile.	145	4.29	1.100
7. Viewing violent media makes people more violent.	145	4.44	.676
8. Parents should monitor and limit viewings of television programs.	145	3.82	1.120
9. Spending much time watching violent television program may bring bad behavior and attitude upon children.	145	4.30	.945
10. Boys are much more aggressive than girls after viewing frequently violent television programs.	145	4.60	1.159
Overall mean		4.068	

The descriptive statistics in Table 4.9 show the mean scores for each statement reported by parents. The highest mean score ($M=3.64$, $SD=.901$) was found for the statement "Televised violent television contents make children violent." Similarly, the second-highest mean score ($M=3.75$, $SD=.801$) was recorded for the statement "Unrestricted international broadcasts are easily accessible channels which can cause children to be aggressive." The third item, "If there were no more violent media, then violent crimes would probably decrease," had a mean score of 3.66 with a standard deviation of .957. The fourth item, "Parents should screen media for violence before showing it to their children," had a mean score of 3.92 with a standard deviation of .746. The fifth item, "Children have frequently been aggressive after watching violent television programs," had the highest mean score ($M=4.26$, $SD=1.027$). The sixth item, "Young children's exposure to bad language in television programs may lead them to be hostile," also had a high mean score ($M=4.29$, $SD=1.100$). The seventh item, "Viewing violent media makes people more violent," had the highest mean score ($M=4.44$, $SD=.676$). The eighth item, "Parents should monitor and limit viewings of television programs," had a mean score of 3.82 with a standard deviation of 1.120. The ninth item, "Spending much time watching violent television programs may lead to bad behavior and attitude in children," had a mean score of 4.30 with a standard deviation of .945. Lastly, the tenth item, "Boys are much more aggressive than girls after frequently viewing violent television programs," had the highest mean score ($M=4.60$, $SD=1.159$).

These results suggest a significant correlation between children's aggression and their exposure to violent television programs, as reported by parents. This finding aligns with the previous findings from teachers' reports and emphasizes the importance of addressing aggressive behaviors in children and monitoring their television viewing habits.

In conclusion, this study provides evidence of the relationship between exposure to violent television content and children's aggressive behavior in preschool children. The findings highlight the need for interventions such as in-service training for teachers and parental monitoring of television programs to mitigate the negative effects of violent media on children's behavior.

4.4 Discussion

In relation to the above findings, McEvoy and Welker (2012) also revealed that highly aggressive children are perceived as less academically successful, more behaviorally disruptive, and less motivated in class. Additionally, according to Lopez et al. (2006), children with aggressive behaviors demonstrate academic difficulties during their early years of learning.

Furthermore, a comprehensive review commissioned by the National Institute of Mental Health in 1982 found that television violence has a significant impact on social behavior, supporting the earlier Surgeon General's report. The National Association for the Education of Young Children (NAEYC) reported a significant increase in air time for war cartoons and violent acts in children's programs in subsequent years (NAEYC, 1990; Crump, Charla A., 1995).

Moreover, a separate study by Bengü Türkolu et al. (2018) revealed that preschool instructors classified aggressive behavior as "damaging friends," "behavior disorder," "damaging items," and "self-harming." The majority of instructors regarded aggressive conduct as an act of causing harm, including behaviors such as "beating, pushing, tearing, and self-scratching." Some preschool teachers even considered it a behavior problem requiring therapy or expert assistance.

Additionally, Smith (1993) found that by the time kids graduate from elementary school, they will have witnessed a significant number of homicides and violent crimes. This aligns with the consensus among experts that there is excessive violence in the media.

A study by Asghari et al. (2017) indicated that while there was no significant difference in violence, neglect, or childish behavior among different groups of children who watched television for varying durations, there was a substantial difference in loneliness and anxiety. On the other hand, the National Television Violence Study (NTVS), which gained notoriety, showed that television violence is frequently presented in charismatic and exciting ways. It also revealed that extremely risky scenes concerning violence were shown to children under the age of seven on specific programs and channels meant for this age group. Additionally, there is a lack of anti-violence programs (Moussapoor, 2008).

The study's findings provide valuable insights into the relationship between exposure to violent television content and aggressive behavior in preschool children. Both teachers and parents

reported a significant link between exposure to violent media and aggressive behavior. The high mean scores for various statements in this regard further support the idea that violent media can influence children's behavior, leading to aggression.

These results have significant implications for parents, educators, and politicians. They underscore the importance of parents actively monitoring and restricting their children's exposure to violent television programming. Furthermore, educators and schools should provide tools and assistance to address and manage aggressive behaviors in preschool children, as these behaviors can have a detrimental impact on academic progress and attendance..

CHAPTER FIVE: SUMMERY CONCLUSION AND RECOMMENDATION

Introduction

This chapter gives a summary of findings of the study, conclusions and the recommendations towards improving learning among children with aggressive behaviors based on the findings. The main purpose of the study was to investigate the relationship between violent television program content viewing and children's aggressive behavior of preschool students in Bole sub city, Addis Ababa. The findings were summarized based on the objectives of the study.

5.1 Summary of Findings

The first objective of the study was to determine the significant relationship between aggression of students and violent television program viewing displayed by preschool children in Bole sub city, Addis Ababa. The statistical result revealed that "Viewing violent media makes people more violent", "children's exposure to bad language in television programs may lead them to be hostile" resulted with high score spending much time watching violent television program may bring bad behavior and attitude up on children. The study established that the aggressive behaviors observed in preschool children were mostly physical including excluding others from games, gossiping, destructiveness; bullying and kicking others noted in children included threatening others, and labeling, cheating,.

The two objective of the study sought to examine the violent TV programs and children's view of these programs in Bole sub city preschools. It was found that high scores of aggressive behavior worsened because of watching, Tragedy, Horror and Action movies with frequency and percentage of (Freq. = 104 and % = 68.0), (Freq. = 13 and % = 8.5) and (Freq. = 11 and % = 7.2) respectively the level of participation in classroom, class attendance and accomplishment of assignments, performance and reading skills among children. Findings also revealed that high scores of aggression among pre-school children could lead to truancy and consequently poor performance in class.

The third objective of the study sought to establish the duration children spend watching violent content. Findings indicated that now a day's children spend their spare time by staring at the television programs the time duration 1 -3 hour/day found high frequency and mean score (Freq = 22 and % = 12.6), 3 -6 hour/day found high frequency and mean score (Freq = 21 and % = 12.1), 6 -9 hour/day found high frequency and mean score (Freq = 89 and % = 51.1) and 9 -12 hour/day found high frequency and mean score (Freq = 21 and % = 12.1) which indicates that children are highly attracted by television contents.

The fourth objective of the study sought to explore the significant gender difference in aggressive behavior of pre-school children in Bole sub city, Addis Ababa. The statistical result from teachers revealed that Boys are much more aggressive than girls after viewing frequently violent television programs with (M = 4.60 and Std. deviation = 1.159) mean score and standard deviation respectively and the media were the major factors leading to aggressive behavior among children in preschools. Findings from parents also indicated that boys exhibited aggressive behaviors than girls with (M = 4.60 and Std. deviation = 1.159) mean score and standard deviation respectively

5.2 Conclusion

As of the major findings of the research, the following conclusions were discussed hereunder:

The majority preschool children in Bole sub city Addis Ababa manifested aggressive behaviors physically in forms of destructiveness, bullying fighting, and kicking others. On the other hand, non-physical or verbal aggressive behaviors were also observed though not common in schools.

The study concludes violent television program distinguished by conflicts and rudeness and tragedy are the main determinants of aggressiveness among children in preschools. Teachers are not well prepared to handle these children aggressive children. A handful teachers have received training on children with aggressive behaviors. Moreover, the pedagogy training for preschool teachers is not comprehensive enough to meet the needs of aggressive children. In line with this, these teachers do not receive enough assistance from the community. This makes their work more difficult.

5.3 Recommendation of the study

The researcher suggests that exposure to violent media during the preschool years poses a reliable but small long-term risk for engaging in aggressive behaviour in later childhood and adulthood. There is also some concern that exposure to media violence may contribute to self-regulation and attention problems. So teachers, policy makers, and parents are important gatekeepers of children's access to media and how to interpret them even if it differs in economic states and family lifestyle .

But to reduce aggression and improve child health within our communities, it remains important for parents to be sensitized about the potential harmful effects of media violence on their children. Upon viewing disturbing scenes, parents can help minimize the negative effects on their children by discussing the violence. Parents can play an important role in controlling children's access to violent programmes and teachers modifying their behavior with others.

5.3.1 Recommendations for parents

Findings of the study revealed that the main causes of aggressive behavior in children are environment of violent Horror, tragedy and alcohol abusing videos through the media these are among the other factors. Therefore,parents should monitor which TV shows their children watch and not readily allow their children to watch violent TV or video shows and they should be guided to realize the importance of being close to the children and they should be also ready to accept they have aggressive children and agree to look for solutions.

Parents should get involved fully in the children's schooling process so as to guide them where necessary. They should be role models to their children, showing them how go about things and situations as well as motivating them to continue with school and always attend school.

Mainly parents should make thoughtful media choices and co-view them with children. Co-viewing should include discussing the inappropriateness of the violent solutions offered in the specific television show, movie, or video game and helping the child to generate nonviolent alternatives.

5.3.2 Recommendations for teachers

As the result shown that, teachers were limited to developing comprehensible and easy rules and regulation in the classroom, involving school administration and colleagues in aggressive cases and isolating aggressive children as strategies for managing aggressive behaviors among children. Head teachers are therefore encouraged to establish workshops which would make available quality training to teachers based on the effective move toward of handling aggressive behaviors among children at pre-schools.

Even if there is no recognized organization by the relevant authorities, teachers could take an initiative of organizing for training either at an intra-school or interschool level. Teachers should go for further training on how to handle kids with aggressive behaviors. This will help them know how to identify and handle such children. They will not be in a state of confusion when encountering such children. This can be done through attending seminars, workshops and conferences that discuss about children with aggressive behaviors.

Finally, the concerned bodies especially parents, teachers and other school management bodies are responsible and in charge of your students to shape and give direction on how to be prudent enough for their futurity.

Other recommendation

Limit screen time not only television but also including, videos, computer and video games to 1 to 2 hours per day, avoiding violent video games (defined as games that include intentional harm to other game characters, including cartoonish or unrealistic violence as well as realistic or gory violence). Counseling about limiting screen time has been shown to be effective in office settings. For example, just a minute or two of office counseling about media violence and guns could lead to less violence exposure for more than 800 000 children per year. Parents also need to be reminded that they are important role models in terms of their own media use. (Barkin, S., et al, 2006).

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APPENDIX I

በአዲስ አበባ ዩኒቨርሲቲ ድህረ ምረቃ ትቤት

የስነ ትምህርትና ባህሪ ጥናት ኮሌጅ

የቅድመ ሕጻናት እንክብካቤ እና ትምህርት ክፍል

ክፍል 1: የወላጆች መጠይቅ.

የሚከተሉት ጥያቄዎች የእርስዎ አቋም እና ሌሎች የግል መረጃዎች ናቸው። እባክዎን መልሱን በባዶ በታዎች በመሙላት ወይም ይህን ምልክት (✓) በሰጥኖቹ ውስጥ ያስቀምጡ።

1. ጾታ: U. ወንድ [] A. ሴት []

2. የወላጆች ዕድሜ:

 U. ከ 26 ዓመት በታች [] A. 26-35 ዓመት []

 ሐ. 36-45 ዓመት [] መ. 46-55 ዓመት [] ሠ. ከ 55 ዓመት በላይ []

3. የትምህርት ደረጃ:

 U. ማንበብና መጻፍ የማይችል [] A. የመጀመሪያ ደረጃ ትምህርት []

 ሐ. የሁለተኛ ደረጃ ትምህርት [] መ. የምስክር ወረቀት []

 ሠ. ዲፕሎማ [] ረ. ዲግሪ [] ሰ. ሁለተኛ ዲግሪ [] ሸ. የዶክተሬት ዲግሪ (ፐሎችዲ) []

4. ሙያዎች ምንድን ነው?

 U. የቤት ሚስት/ባል [] A. ሥራ አጥ []

 ሐ. ጡረታ የወጣ/ች [] መ. ሌላ (እባክዎ ይግለጹ)

5. ወርሃዊ ገቢ?

 U. ምንም የገቢ ምንጭ የለም [] A. 500 - 2500 ብር [] ሲ. 2501 - 5000 ብር []

 መ. 5001 - 10000 ብር [] ሠ. ከ 10001 በላይ

ክፍል 2: ለወላጆች ቃለ መጠይቅ

የሚከተለው ቃለ መጠይቅ የልጆቻቸውን የቴሌቪዥን ፕሮግራሞችን በመመልከት ላይ ያለውን ባህሪ ለማወቅ ለወላጆች ይሰጣል። እባክዎን መልስዎን ባዶ በታዎች ላይ በመሙላት ወይም ይህን ምልክት (✓) በማድረግ ይስጡ።

1. ከልጅዎ ጋር ቴሌቪዥን ይመለከታሉ?

አዎ [] አይ []

2. የልጅዎ/የልጆችዎ ተወዳጅ የቲቪ ፕሮግራም/ዎች ምንድናቸው?

.....
....

3. የሚመለከቱትን ትመርጣለህ/ሽ? አዎ [] አይ [] አዎ ከሆነ እንዴት እና ምን ፕሮግራሞችን?

.....
.....

4. ዳደሮቻቸው ከእነሱ ጋር ለመጫወት ወደ ቤት ይመጣሉ?

አዎ [] አይ [] ስንት

ጊዜ?.....

5. የቴሌቪዥን ፕሮግራሞችን በሚመለከቱበት ጊዜ ልጆች የሚያሳልፉት ጊዜ (ሳምንታዊ ጊዜ/ሰዓታት)

1-2 [] 3-4 [] 5-6 []

6. በቴሌቪዥን ላይ እንደሚመለከቱት ገፀ ባህሪያት ይናገራሉ?

አዎ [] አይ []

7. ከዳደሮቻቸው ጋር በሚጫወቱበት ወቅት, ጉዳት ቢደርስ ምን ይሆናል?

.....

8. መጫወቻዎችን ይጋራሉ? አዎ [] አይ []

ክፍል 3: የልጆች ጤካኝ ባህሪያት

እባክዎን ይህን ምልክት (✓) አስፈላጊ ሆኖ ሲገኝ በክፍልዎ ውስጥ ያሉትን ልጆች የጥቃት ባህሪ ያመልክቱበት።

"ብዙ ጊዜ" ማለት በየቀኑ የሚያዩት ባህሪ ነው

"አንዳንድ ጊዜ" ማለት ቢያንስ በሳምንት አንድ ጊዜ ባህሪውን ያዩታል እና

"በጭራሽ" ማለት ባህሪው በማንኛውም ጊዜ አይታይም ማለት ነው

ዝርዝሮች	በጣም ብዙ ጊዜ	አንዳንድ	በጭራሽ
ሌሎችን መምታት			
በጨዋታው ውስጥ ሌሎችን አለማካተት			
ሌሎችን ማስፈራራት			
ስም መጥራት [ጥሩ ያልሆኑ ስሞችን መስጠት]			
ጉልበተኝነት			
ቁጣ			
መዋሽት፣ ማማት እና ስለ እኩዮች ወሬ ማሰራጨት።			
ማሸፍ፣ ማስፈራራት ወይም እኩዮችን አለማካተት			
ሌሎችን ወይም እራሳቸውን ለመጉዳት ማስፈራራት			

APPENDIX II

ክፍል 1: የህጻናት ባህሪያት።

የሚከተሉት ጥያቄዎች የእርስዎን የግል መረጃ የሚመለከቱ ናቸው። እባክዎን መልሱን በባዶ ቦታዎች በመሙላት ወይም ይህን (✓) ምልክት በሰጥኖቹ ውስጥ በማስቀመጥ ይመልሱ።

1. የትውልድ ቀን -----

2. የልጆች ጾታ

ወንድ

ሴት

ክፍል 2: ለህፃናት ቃለ መጠይቅ (ቃለ ምልልሱ በተመራማሪው ይካሄዳል)

የሚከተለው የቃለ መጠይቅ መርሃ ግብር ለቅድመ ትምህርት ቤት ልጆች የቴሌቪዥን ፕሮግራሞችን በመመልከት ላይ ያላቸውን ባህሪ ለማወቅ ይረዳል. የልጆች ምላሽ በተመራማሪው ይሞላል ወይም ይህን(✓) ምልክት ያደርጋል።

1. በቤትዎ ውስጥ ቴሌቪዥን አለ?

አዎ አይ

2. ቴሌቪዥን መቼ ነው የሚመለከቱት?

3. ምን ልዩ የቴሌቪዥን ፕሮግራሞችን ይመለከታሉ?

ሀ. -----

ለ -----

ሐ.-----

4. ከተመለከቷቸው የቴሌቪዥን ፕሮግራሞች ምን ተማራችሁ? -----

5. በቴሌቪዥን እንደምትመለከቷቸው ሰዎች ትናገራላችሁ? አዎ [] አይ [] አዎ ከሆነ፣ እንደማን?

6. ወላጆችህ/ሽ ቴሌቪዥን እየተመለከትክ/ሽ እንድትተኛ/ኚ ሲነግሩህ/ሽ ምን ታደርጋለህ/ሽ?

እምቢ [] ቸላ እላለሁ [] እናደዳለሁ [] እተኛለሁ []

ሌሎች

7. ጓደኞቻቸው ለመጫወት ሲመጡ, የእርስዎን መጫወቻዎች ይጋራሉ? አዎ [] አይ []

APPENDIX III

ክፍል 1: የመምህራን መጠይቅ።

የሚከተሉት ጥያቄዎች የእርስዎ አቋም እና ሌሎች የግል መረጃዎች ናቸው። እባክዎን መልሱን በባዶ ቦታዎች በመሙላት ወይም ይህን (✓) ምልክት በሰጥኖቹ ውስጥ በማስቀመጥ ይመልሱ።

1. ጾታ፡-

ወንድ

ሴት

2. ዕድሜ፡-

ከ26 ዓመት በታች 26-35 ዓመታት

36-45 ዓመት 46-55 ዓመት ከ 55 ዓመት በላይ

3. የትምህርት ደረጃ፡-

የምስክር ወረቀት ዲፕሎማ

ዲግሪ ማስተርስ የዶክትሬት ዲግሪ (ፒኤችዲ)

ክፍል 2፡ ለመምህራን የቀረበ ቃለ መጠይቅ

የሚከተለው የቃለ መጠይቅ መርሃ ግብር በተማሪዎቻቸው የቴሌቪዥን ፕሮግራሞችን በመመልከት ላይ ያለውን ባህሪ ለማወቅ ለአስተማሪዎች ይሰጣል። እባክዎን መልስዎን ባዶ ቦታዎች ላይ በመሙላት ወይም ይህን (✓) ምልክት በማድረግ ይስጡ።

1. ልጆች በቴሌቪዥን የሚመለከቱትን ቋንቋ ይጠቀማሉ?

አዎ [] አይ []

2. ልጆች ብቻቸውን ወይም በቡድን ይጨውታሉ?

ብቸኛ [] ቡድን []

3. ልጆች በጨዋታ ጊዜ ሌሎች ሲጎዱ ምን ምላሽ ይሰጣሉ?

ይስቁባቸዋል [] ማስመሰልን እንዲያቆሙ ይናገራሉ [] ሌሎችን ይረዳሉ []

ብቻቸውን መጨውት ይቀጥላሉ [] ለእስዎ ይነግራሉ []

4. የጨዋታ ቁሳቁሶች ልጆች ይጋራሉ?

አዎ [] አይ []

8. የጨዋታ ቁሳቁሶችን በቀላሉ የሚጋራው ማነው?

ወንዶች [] ሴት ልጆች []

ክፍል 3፡ የልጆች ጫካኝ ባህሪ በእኔ ክፍል

እባክዎን (✓) አስፈላጊ ሆኖ ሲገኝ በክፍልዎ ውስጥ ያሉትን ልጆች የጥቃት ባህሪ ያመልክቱ።

"ብዙ ጊዜ" ማለት በየቀኑ የሚያዩት ባህሪ ነው

"አንዳንድ ጊዜ" ማለት ቢያንስ በሳምንት አንድ ጊዜ ባህሪውን ያዩታል እና

"በጭራሽ" ማለት ባህሪው በማንኛውም ጊዜ አይታይም ማለት ነው

ምርጫዎች	በጣም ብዙ ጊዜ	አንዳንድ	በጭራሽ
ሌሎችን መምታት			
በጨዋታው ውስጥ ሌሎችን አለማካተት			
ሌሎችን ማስፈራራት			
ስም መጥራት [ጥሩ ያልሆኑ ስሞችን መስጠት]			
ጉልበተኝነት			
ቁጣ			
መዋሽት፣ ማማት እና ስለ እኩዮች ወሬ ማሰራጨት።			
ማሸፍ፣ ማስፈራራት ወይም እኩዮችን አለማካተት			
ሌሎችን ወይም እራሳቸውን ለመጉዳት ማስፈራራት			

APPENDIX IV : የወላጆች እና አስተማሪዎች መጠይቅ

ስሜትዎን ወይም ስለ ልጆችዎ/ተማሪዎችዎ ባህሪ ያለዎትን ግንዛቤ እንዲገመግሙ ለመርዳት ያለመ መግለጫዎች ስብስቦች ናቸው። የሚከተሉት ደረጃዎች ባሉበት መግለጫው ከሚጠቁመው ጋር ያለዎትን ስምምነት ደረጃ ለማሳየት ልጆችዎን/ተማሪዎችዎን ከእያንዳንዱ መግለጫ አንጻር እንዲመዘኑ ተጠይቀዋል።

	አይነቶች	ለምላሾች ("√"ምልክት ያድርጉ)				
		በጣም እስማማለሁ	እስማማለሁ	ገለልተኛ	አልስማማም	በጭራሽ አልስማማም
1	ዓመፅ ያለበትን የቲቪ ፕሮግራሞችን በተመለከተ					
1.1	በቴሌቪዥን የሚተላለፉ የአመጽ የቴሌቪዥን ይዘቶች ልጆችን ጠበኛ ያደርጋቸዋል።					
1.2	ያልተገደቡ ወይም በቀላሉ ሊደረስባቸው/ሊገኙ የሚችሉ አለምአቀፍ ስርጭቶች ቻናሎች ናቸው ልጆች ላይ ጠብን የሚያሳድሩት።					
1.3	ሁከት የተሞላበት ሚዲያ ክሌለ የአመጽ ወንጀሎች እየቀነሱ ይሄዱ ነበር።					
1.4	ወላጆች ለልጆቻቸው ከማሳየታቸው በፊት ይዘቱን መመርመር አለባቸው።					

2	በተማሪዎች የጥቃት ባህሪ እና በአመጽ የተሞላ የቴሌቪዥን ፕሮግራም እይታ መካከል ግንኙነት አለ?					
2.1	ልጆች ብዙ ጊዜ ኃይለኛ የቴሌቪዥን ፕሮግራሞችን ከተመለከቱ በኋላ ጠበኛ ነበሩ።					
2.2	ትንንሽ ልጆች በቴሌቪዥን ፕሮግራሞች ለመጥፎ ቋንቋ መጋለጣቸው ወደ ጠበኛነት ሊያመራቸው ይችላል።					
2.3	የአመጽ ሚዲያዎችን መመልከት ሰዎችን የበለጠ ጠበኛ ያደርጋል።					
3	ልጆች ዓመፀኛ የቴሌቪዥን ፕሮግራሞችን በመመልከት የሚያሳልፉትን ጊዜ በተመለከተ ከጥቃት ባህሪያቸው ጋር ግንኙነት አለው።					
3.1	ወላጆች የቴሌቪዥን ፕሮግራሞችን መከታተል እና እይታን መገደብ አለባቸው።					
3.2	ዓመፀኛ የቴሌቪዥን ፕሮግራሞችን በመመልከት ብዙ ጊዜ ማሳለፍ በልጆች ላይ መጥፎ ጠባይ እና አመለካከት ሊያመጣ ይችላል።					
4	በልጆች ጠበኛ ባህሪ ላይ ከፍተኛ የፆታ ልዩነት አለ?					
4.1	ወንዶች ልጆች ብዙ ጊዜ ሁከት የሚያስከትሉ የቴሌቪዥን ፕሮግራሞችን ከተመለከቱ በኋላ ከሴቶች የበለጠ ጠበኛ ናቸው።					

APPENDIX V: ለጥቃት ባህሪ የምልክታ ዝርዝር

ትምህርት ቤት.....

ሰዓት: ከ..... ከሰዓት እስከ ከሰዓት

ዝርዝር	በጣም ብዙ ጊዜ	አንዳንድ ጊዜ	በጭራሽ
1. መጣላት/መደባበብ			
2. መስረቅ			
3. የሚረብሽ / ሃይለኝነት			
4. ትኩረት መፈለግ			
5. ማጭበርበር/መዋሸት			
6. አጥፊ			
7. መጓተት			
8. ማስፈራራት			
9. ሌሎችን መቆንጠጥ			
10. ሐሜት			
11. መንከስ			
12. እኩዮችን ከጨዋታ ውጪ ማድረግ			

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIORAL STUDIES
CENTER FOR EARLY CHILDHOOD CARE AND EDUCATION
(English version of the questionnaire)

APPENDIX I

PART 1: DEMOGRAPHIC CHARACTERISTICS OF BOTH PARENTS AND TEACHERS.

The following questions concern your position and other personal information. Please give your response by filling your answer in the blank spaces or putting a thick mark (√) in the boxes.

1. Gender:

Male []

Female []

2. Age of parents:

Below 26 years [] 26-35 years []

36-45 years [] 46-55 years [] above 55 years []

Level of education:

Certificate [] Diploma []

Degree [] Masters [] Doctorate degree (Ph. D.) []

PART 1: DEMOGRAPHIC CHARACTERISTICS OF CHILDREN.

The following questions concern your personal information. Please give your response by filling your answer in the blank spaces or putting a thick mark (√) in the boxes.

- 1. Ages of children -----
- 2. Gender of children
Male []
Female []

PART 2: INTERVIEW SCHEDULE FOR CHILDREN'S

The following interview schedule will be administered to preschool children to find out their behavior on viewing television programming. Please give your response by filling your answer in the blank spaces or putting a thick mark (√).

Is there a television set in your house?

- Yes [] No []

- 2. When do you watch television?
 - 3. What specific TV programs do you watch?
a.-----
b.-----
c.-----
e.-----
 - 4. What do you learn from the TV programs you have watched?
-

5. Do you talk like any of the people you watch on television?

Yes [] No [] If yes, who?-----

6. When your parents tell you to go to sleep while you are still watching television, what do you do?

Refuse [] Ignore them [] Angry [] Go to sleep [] Others.....

7. When your friends come to play, do you share your toys?

Yes [] No []

APPENDIX II

PART 1: INTERVIEW SCHEDULE FOR PARENTS

The following interview schedule will be administered to parents to find out their children behavior on viewing television programming. Please give your response by filling your answer in the blank spaces or putting a thick mark (√).

Do you watch television with your child?

Yes [] No []

What are the favorite TV program/s of your child/children?

Do you sense what they watch?

Yes [] No [] if yes how?.....

Which programmes do they like watching?

Do their friends come home to play with them?

Yes [] No [] How often?.....

Time Spent by Children While Watching TV Programs (Weekly Time spent on watching TV
(hours)

1 – 2 [] 3 – 4 [] 5 – 6 []

Do they speak like the characters on television?

Yes [] No []

7. During play with friends, what happens in case of injury?

8. Are toys shared? Yes [] No []

PART 2: CHILDREN'S AGGRESSIVE BEHAVIORS

Please indicate the degree of aggressive behavior of the children in your class by ticking (✓) where appropriate.

“*Very often*” means it’s a behavior you see on a daily basis

“*Sometimes*” means you see the behavior at least once a week and

“*Never*” means that the behavior is not displayed at any time

Items	Very Often	Sometimes	Never
Kicking others			
Excluding others in play			
Threatening others			
Name calling			
Bullying			
Anger			
lying, gossiping, and spreading rumors about peers			
Teasing, bullying, or excluding peers			
Threatening to harm others or themselves			

APPENDIX III

PART 1: INTERVIEW SCHEDULE FOR TEACHERS

The following interview schedule will be administered to teachers to find out their students behavior on viewing television programming. Please give your response by filling your answer in the blank spaces or putting a thick mark (√).

Do they use the language they observe on television?

Yes [] No []

Do children play alone or in a group?

Alone [] Group []

How do children react when others get hurt during play?

Laugh at them [] Tell them to stop pretending [] Help others []

Continue playing alone [] Tell you []

Are play materials shared by children?

Yes [] No []

8. Who shares play material with ease?

Boys [] Girls []

PART 2: CHILDREN’S AGGRESSIVE BEHAVIOR IN MY CLASS

Please indicate the degree of aggressive behavior of the children in your class by ticking (√) where appropriate.

“*Very often*” means it’s a behavior you see on a daily basis

“*Sometimes*” means you see the behavior at least once a week and

“*Never*” means that the behavior is not displayed at any time

Items	Very Often	Sometimes	Never
Kicking others			
Excluding others in play			
Threatening others			
Name calling			
Bullying			
Anger			
lying, gossiping, and spreading rumors about peers			
Teasing, bullying, or excluding peers			
Threatening to harm others or themselves			

APPENDIX III: QUESTIONER FOR BOTH PARENTS AND TEACHERS

The sets of statements aimed at helping you assess your feelings or perceptions of the behavior of your children/students. You are requested to rating yourself against each statement to indicate your level of agreement with what the statement is suggesting, where the following ratings are:

	Items	Responses(put a“√”mark)				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Concerning violent TV programs in Addis Ababa? Do children view these programs?					
1.1	There are violent content television programs like horror carton movies televised for children.					
1.2	Unrestricted international broadcasts are easily accessible channels which can cause children aggressive.					
2	Is their significant relationship between aggression of students and violent television program viewing?					
2.1	Children have frequently been aggressive after watching violent television programs					
2.2	Young children’s exposure to bad language in television programs may lead them to be hostile.					
2.3	To what extent do you agree that violent television programs may make children aggressive.					
3	Regarding the times children spend watching violent television programs has relationship with their aggressive behavior					

3.1	Parents should monitor and limit viewings of television programs.					
3.2	Spending much time watching violent television program may bring bad behavior and attitude up on children.					
4	As regards, the existence of significant gender difference in the aggressive behavior of children?					
4.1	Boys are much more aggressive than girls after viewing frequently violent television programs.					

APPENDIX IV: OBSERVATION CHECKLIST FOR AGGRESSIVE BEHAVIOUR

School..... **Date**.....

Time: From.....pm to.....pm

Item	Very Often	Sometimes	Never
1. Fighting			
2. Stealing			
3. Disruptive/hyperactive			
4. Attention seeking			
5. Cheating/lying			
6. Destructive			
7. Truant			
8. Threatening			
9. Pinching others			
10. Gossiping			
11. Biting			
12. Excluding peers from game			