



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

**AUDIENCE SATISFACTION WITH ETHIOPIA TELEVISION ADOLESCENTS'  
PROGRAM: THE CASE OF LATE ADOLESCENTS AT SECONDARY SCHOOLS IN  
ADDIS ABABA**

**BY  
FEREHIWOT GIZACHEW**

**A Thesis Presented to the School of Journalism and Communication in Partial Fulfillment  
of the Requirements for the Degree of Master of Arts in Journalism and Communication**

**ADDIS ABABA UNIVERSITY  
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This is to certify that the thesis prepared by Ferehiwot Gizachew, entitled "Audience Satisfaction with Ethiopian Television Adolescents' Program: In the Case of Late Adolescents at Secondary Schools in Addis Ababa " and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Journalism and Communication complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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## **Abstract**

*Ages 12 to 18 by nature is a transition period between childhood to adulthood. At this transition period late adolescents (age 15 to 18) share many things including media preference with early adolescents and adults. Most of the times media preference and satisfaction of this age group is studied in accompany with other ages. As a matter of fact the study has to be made separately for they have their own media preference and extent of satisfaction. This is the main gap which this paper tried to fill. The focus of this thesis is to study the extent of satisfaction and/or dissatisfaction with ETV adolescents' programs of late adolescents. The study tried to find out, the reasons why late adolescents watch the programs and what the factors affecting late adolescents' satisfaction are. Moreover, the study attempted to examine the level of adolescents' satisfaction with ETV adolescents' programs using the Use and Gratification Theory as a theoretical framework. The study used mixed method and therefore employed both qualitative and quantitative approaches. While Questionnaire used to obtain quantitative data from students, in-depth interview was used to get qualitative data from students. For the data collection, students who watch ETV adolescent program were purposively selected from two secondary schools (St.Raguel and "Hedase" Lideta). The actual questionnaires were distributed to 144 students and the study employed a descriptive research design. The data were then analyzed using basic statistics such as frequency distribution and percentages. An individual semi-structured interview was also made with twelve participants. Thematic interpretation is used for analysis of in-depth interview. The findings of the data showed that ETV adolescents' program audiences watch the program for different reasons; many of the respondents do not watch it as a habit. They watch the programs for reasons such as entertainment, educational purpose, social integrity and personal identity. Therefore, the overall results of this study showed that audience satisfaction with the program was good.*

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## **Acronyms and Abbreviations**

EBC-Ethiopia Broadcast Corporation

ETV-Ethiopia Television

TV-Television

ERRS- Education Reform and Social sciences

UGT – Use and Gratification Theory

UNESCO - United Nations Education, Science and Culture Organization

WHO – World Health Organization

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## **Chapter One: Introduction**

### **1.1 Background**

Media is the most powerful communication tool in the lives of people in general and children in particular. (Victoria J. Rideout, 2010). Children born grow and develop in the multimedia world from early childhood to puberty (Gordon L.Berry, 1993). So as Matyias ( 2015) explained that it is difficult to imagine the world without such global media as TV or the internet that most grown-ups use every day. Likewise, children use media every day, both at home and at school.

Daniel et al., (2017) mentioned that the media have both positive and negative effects on children's cognitive, social, and behavioral development according to their use. When their cognitive and social development changes, their media preference also changes. Among the traditional media, television is paramount. Even if television has negative and positive impacts on children's lives according to their usage, it is one and most influential medium for all people especially for children recent time (Gordon L.Berry, 1993; Mcaleer, 1990).

The main purpose of Television is to inform, educate and entertain its audience (UNESCO, 1999; Gordon L.Berry, 1993). The Audience also seeks information for various purposes, especially, for comfort, empowerment, learning, and knowledge to act (Davood Mehrabi, 2009).

Though it depends on the satisfaction of an individual's need and expectation, audience satisfaction has a great impact on programs that are broadcast through television (Bogale S. -W., 2014). Mulugeta (2009 ) also cited Jacobs's (1995) and (Assael.H., 1998), who described that satisfaction can be achieved when program or service performance is greater than expectations. On the contrary, when expectation exceeds performance, dissatisfaction overtakes. This tells us that media should know what the audience wants and work on enhancing service performance and increase audience satisfaction.

The audience uses media for different purposes to satisfy their communication needs. This theory was introduced in 1970. It is called Uses and Gratification (UGT) Theory which asked what

people do with the media rather than what the media do to the people (Elihu, 1974). They may use the media for education, information and entertainment.

As Ejsmont and B. Kosmalka (2008) explained the factors that the way media content is perceived depends on the age of the receiver, their level of understanding information, and memorizing, emotional reactions. The Reasons for watching TV are different, depending on the age of viewers as well.

Plotrowiski (2017) described that, as children grow and develop their response to a certain media or media content changes sometimes even radically. Cognitive development and social-emotional development are among the best predictors of these changing media preferences in childhood. And while individual differences play a role in explaining the specific types of media that young children enjoy or dislike, the development provides a useful starting point for assessing the types of media content that are likely to be “moderately discrepant,” and thus appealing, for children of different ages.

Mc.Aleer (1990) mentioned that Children do not simply sit passively and watch the images displayed before them on the screen, absorbing anything that is presented without question or interpretation. Instead, they often actively select what to watch to satisfy particular needs or moods, and they place their own meanings on programming and advertising contents.

Children are classified as young children (under 5 years), school children (5-11 years), early adolescents (12-14 years), and older (late teens) (15-18 years) based on psychological outcomes (such as mental health, cognitive functioning, and academic achievement) ( Tossia, 2020 ).

On the other hand, the age categorizations vary in different countries. Plotrowiski (2017) mentioned that as anyone who has ever worked with or spent time with young and older children knows that infants and young toddlers (up to 2 years old), toddlers and old children (5 to 7 years old), early adolescents (8 to 12 years old) and late adolescent (13 to 17 years old) differ considerably in their media preferences. But as Jat (2010) mentioned, most of the times, children are being treated as homogeneous groups rather than as individuals and the use of ‘teenagers’,

‘adolescents’ or ‘youths’ to denote problems even if they are different with their age, cognitive, social emotional and behavior.

Children's television program is nearly as old as television itself. The BBC's Children's Hour, broadcast in the UK in 1946, is generally credited with being the first TV program specifically for children.

Children TV program has its own purpose to establish as UNESCO /1999/ explained that Children should have programs of high quality which are made specifically for them, and which do not exploit them. These programs, in addition to entertaining, should allow children to develop physically, mentally and socially to their fullest potential.

As to our country’s context, Ethiopian television is the first and oldest audiovisual media. It was established in 1964 with Emperor Haile Selassie I. It was different programs that are focuses on informing, educating and entertaining its audience. One of the prominent programs from long list is children’s program (Brhanue, 1997).

Some structural changes have occurred within the long journey of ETV. Among them one is the station’s change to a corporation which is called Ethiopian Broadcast Corporation (EBC) proclamation number 858/2006 is mentioned. It organized Radio Ethiopia which was launched in 1931 together with Ethiopian television by designing and implementing their editorial policy again. Editorial Policy of Ethiopian Broadcast Corporation (2008) clearly describes that EBC respects constitutional and Ethiopian Broadcast Authority’s special decree stipulated rights to protect the physical, emotional and human dignities of those below 18 years of age and the youth. In addition to this, EBC prepares programs specially designed for these age groups. The suitability of contents of the programs is determined concerning the level of comprehension and psychology of children.. These programs are also disseminated during hours suitable for the audience.

At the present time manager of kids and children department mentioned on an interview, she had in May, 2013 that the children’s and youth (adolescent) programs transmitted every Saturday and Sunday mornings from 3:00 to 4:00 am and 2:30 to 4:00 am respectively.

Even if EBC produces programs for all children (from age 4 to 18), late adolescents (15 to 18 year-olds) may not be satisfied with them for two reasons. The first one is the format document; the reform document of EBC mentioned that it needs research on this age category (Kids and Children Program reform (2010)). The second one is that they are on the transitional period from childhood to adulthood. As Plotrowski (2017) discussed late adolescents' media preferences are in between. They share some media preference behavior with early adolescents and some with adults. They need to know so many things about the world in general and their lives in particular.

The researcher tries to explore audience satisfaction with Ethiopian television adolescents' program in the case of late adolescents in Addis Ababa.

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

The main purpose of the study was to determine whether late adolescents (children of 15 - 18 years of age) were satisfied in Ethiopian television adolescents' programs or not. The issue is very serious right now. This is because these teens are in the transition period, and their issues, including media satisfaction, are covered by their younger teens or adults. This is evident from previous studies of audience satisfaction. Therefore, in this study, we will look at four of the most interesting aspects of audience satisfaction researches.

Among these studies, Adamu's (2005) Audience Satisfaction with Ethiopian Television Evening Amharic program (which is quantitative research) is one. The conclusion of the study was Audience Satisfaction with Ethiopian Television Evening Amharic Programs is low and the programs do not meet the needs of viewers.

Haji (2008) also conducted an exploratory study on audience satisfaction with TV program in the case of Ethiopian TV Afan Oromo section. He used mixed research method to collect data from the selected samples of three towns: Addis Ababa, Ambo and Adama. The conclusion of the research, audiences are neither in a very satisfied nor in very dissatisfied positions. They stood neutral.

Mulugeta (2009) studied audience satisfaction with Ethiopian TV Amharic children's program in the case of children in Addis Ababa. He made a qualitative research using in depth interview and focus group discussions to collect data from the selected samples. The result of the research shows that Ethiopian television Amharic children's program is not in the position to gratify its viewers.

Mengiste (2017) also made an assessment of audience satisfactions with Addis TV in the case of youth's program. He used mixed research method which included questionnaire and semi-structured interview techniques. The overall results of this study show that audience satisfaction of the program was very poor.

Considering all these ideas as a baseline, this study focuses on assessing audience satisfaction with Ethiopian TV adolescents' program in the case of late adolescents. The researcher chose to study about late adolescents' satisfaction with the ETV adolescents' programs for two reasons. The first one is that late adolescents have been underrepresented in much of the researches made in related areas. As shown in all the researches mentioned above, late adolescents are partially or wholly part of the studies. Late adolescents are included among those who are 15 - 24 years old in Adamu's (2005) study; 14 - 24 year-olds in Mengistie's (2019) study; 16 - 30 year olds in the Badiso's (2019) study, and aged 9-15 are also included in Mulugeta's study. But they need to search for their own. So this research paper serves as a show case of the satisfaction with ETV youth programs of late adolescents (15 - 18 year-olds) who are not well represented in most of the researches.

Second, no one has done any kind of research on late adolescents' satisfaction with adolescents' programs clearly. Even if Mulugeta (2009) was studied a little near, he focused mostly on early adolescents (ages 10 to 14), primary and junior high school students. The rest of the researchers mentioned above conducted their researches on different issues.

### **1.3. Objective of the Study**

#### **1.3.1. General objective**

The general objective of the study is to explore audience satisfaction or dissatisfaction with ETV adolescents' program in the case of Late Adolescents.

#### **1.3.2. Specific objectives**

- To explore late adolescents' reasons of watching ETV adolescents' programs.
- To discuss the factors that influence late adolescent's satisfaction with ETV adolescents' programs.
- To determine the level of late adolescent's satisfaction with ETV adolescents' programs.

### **1.4. Research questions**

- ❖ Why do late adolescents watch ETV adolescents' programs?
- ❖ What are the factors affecting (influencing) late adolescents' satisfaction with ETV adolescents programs?
- ❖ What is the satisfaction level of late adolescents with ETV adolescents' programs?

### **1.5. Scope of the study**

In this study, the researcher focuses on audience satisfaction with Ethiopian television adolescents' program. The populations are adolescents between 15 and 18 years old .The samples are collected using purposive sampling from two selected secondary schools and two sub cities in Addis Ababa. The study does not include children below age 15 and above age

18. The study focuses only students who watch Ethiopia television adolescents' programs. And also the methodological scope of the research is mixed (qualitative and quantitative). And the technique (instrument) is questionnaire for secondary school students and in-depth individual interview for selected students from those schools.

### **1.6. Significance of the Study**

Audience research is equally important as media research. Both researches on media and audiences benefit individuals and organizations. This research is valuable for media in general and communication scholars in particular, for young researchers, journalists and media owners. It implicates how they study audience satisfaction by sorting out one from the same age group like children. That the data provided here may help to offer a reliable foundation for policy makers trying to craft national media policies particularly on late adolescents. In addition, it can help parents trying to understand their children's media preferences, when they reached late adolescent period. It also allows audience watch moderate media content according to their age.

This research will primarily be useful for ETV program producers. It will show them how to design their programs for late adolescent age group audiences. Based on the results of this research the producers may revisit their programs and focus on those programs that have got higher audience satisfaction.

### **1.7. Limitation of the Study**

There are three limitations faced in doing this research. The first one is that the subjective nature of satisfaction may influence over all outcome of the study. The second one is shortage of relevant materials related to the theme (late adolescent satisfaction) in Ethiopian context. It may have impact on the study to some extent. So the researcher uses most materials from foreign researches and psychology books. The third one is very serious limitation for the research. It was difficult to select students who watch ETV adolescents' programs from do not watch. So the researcher prepared pre – survey questionnaires with a piece of paper (it attaches on the appendices) to sort them. The questions which put on pre – survey questionnaires were asked their name, sex, age, whether they watch the program or not and which program they watch

most. The piece of paper distributed to fill for all students who learned in grade 9<sup>th</sup> to 11<sup>th</sup> of the selected two secondary schools. As a result it has selected 144 students.

### **1.8. Thesis organization**

This study encompasses five chapters. The first chapter which introduces the study incorporates background, statement of the problem, objectives of the study, research questions, and significance of the study, limitation of the study and scope of the study. The second chapter talks about conceptual, empirical and theoretical literature analysis. Chapter three deals with research methodologies that are applied to conduct the study. Area of the study, data collection and analysis, and sampling techniques are all discussed in this chapter. The fourth chapter of the study, which contains the core object of the research, discusses the analysis and presentation of the study result. The last chapter is about the summary, conclusion and recommendation of the study based on the analysis of the research. References and appendices are presented following the last chapter.

## Chapter Two: Review of Related Literature

### 2.1. Adolescent development: - the concept in general

Adolescence is the time when a person transits from childhood to adulthood. It involves significant physical and psychological changes in a young person's life (Brittanny Allen, 2019).

As R.Adams (2005) cited Muuss (1990) stated that the first use of the term adolescence appeared in the 15th century. The term was a derivative of the Latin word *Adolescere* which means to grow up or grow into maturity. However, more than 1,500 years before this first explicit use of the term, both Plato and Aristotle proposed sequential demarcations of the life span. Aristotle, in particular, proposed stages of life that are not too dissimilar from sequences and might be included in contemporary models of youth development.

Adolescent development has a long past, but only a short story. In the early 1900s, Sigmund Freud presented the first psychiatric perspective on the study of adolescence. Aside from that, Stanley Hall, the first notable American scholar to popularize the study of adolescence (R.Adams, 2005)

As R.Adams, (2005) also mentioned, the study of adolescent development is a unique and substantial topic within developmental science; one that plays a crucial role in informing, and being informed by, other areas of emphasis, thanks to strong collaborations among scholars with different scientific specialties.

The names, origins, and destinations of adolescents vary from country to country. Scholars also have found it hard to agree upon a precise term for adolescence. Some have called it the teenage years, others the second decade of life, and in North America, it is referred to as either adolescence or youth and emerging adulthood. In Ethiopia, Levine (1965, p. 96), who studied the Amhara tribal culture, points out the definition and the name of adolescent...*there are Amharic words that signify "young person," there is no word in Amharic that specifically denotes a transitional stage between childhood and adulthood.*

On the contrary, Muzyne (2001) calls Adolescents "Aflenoche" in Amharic. It means not being completely young. He also discussed that adolescence is a new phase of life in which children undergo physical, behavioral, social, and mental changes and move on to the next responsible adulthood. It is a time of transition for many adolescents to prepare for life on their own, to learn to make informed decisions about important issues in life, and to use their potential to grow themselves and their environment.

To come to age category, the term adolescence, which is roughly similar to the word teens in many nations, refers to the period between the ages 12 to 20 (Matyas, 2015). Richard M. Lerner (2004) also discussed that scientists generally divide the span of adolescence into early (ages 11–14), middle (ages 15–18) and late (ages 18–21) periods. World Health Organization (WHO) also defines the age group of 10-19.

In addition to this, Tossia (2020) mentioned that based on psychological outcomes (including mental health, cognitive, functioning and academic achievement), adolescents are classified into early adolescents (12-14 years) and older or late adolescents (15 to 18). Brittany Allen (2019) divided adolescence into three stages. These are Early Adolescence (Ages 10 to 13), Middle Adolescence (Ages 14 to 17) and Late Adolescence (18-21... and beyond!).

The era following puberty is known as late adolescence (ages sixteen to nineteen). Physical changes persist, but they are less visible, and their impact on self-concept and self-esteem is less pronounced than in early adolescence. While early and late adolescence tastes are similar in many aspects, they differ in several key points (Plotrowiski, 2017).

Tossia (2020) called the age group 15-18 years as late adolescence whereas Richard M. Lerner (2004) called it middle adolescence. So this researcher preferred to use Tossia (2020) labeling which is late adolescent throughout this research.

To come to their characteristics, as M. Lerner (2008) cited other scholars, adolescence has long been considered as a period of tension between two developmental goals. These are: first, expanding links beyond the family and conforming to cultural norms. At the same time, they are attaining individual competence and autonomy from the influence of others. (e.g., Collins, 2003;

Furman, Brown, & Feiring, 1999). Yet researches of autonomy and identity continue to outnumber studies of close relationships.

As mentioned above, adolescence in one part of the world is significantly different from adolescence in another. However, there are several facts concerning adolescents that are universally accepted.

*Adolescence to be a stage of life that begins sometime around the onset of puberty and ends sometime when the individual obtains adult rights, responsibilities, and recognition by family, law, society, and such (Richard M.Lerner ,2004:1).*

Generally, various international studies have shown that adolescents make up the majority of the population. According to Nicola Jones ( 2019) Ethiopia has one of the youngest populations in the world, with over half of its citizens under 20 years of age.

### **2.1.1. Children and Adolescent**

The cognitive and social development of children and adolescents are the most significant distinctions between them. For example, Richard M.Lerner, (2004) mentioned, children's cognitive development differs from that of adolescents'.

*Adolescent thinking is on a higher level than that of children. Children are only able to think logically about the concrete, the here and now. Adolescents move beyond these limits and can think in terms of what might be true, rather than just what they see is true. They are able to deal with abstractions, test hypotheses and see infinite possibilities. Yet adolescents still often display egocentric behaviors and attitudes (Richard M.Lerner, 2004, 523-52).*

Adolescents, in comparison to youngsters, must learn how to build social emotions, regulate powerful and vacillating emotions, be aware of their own emotions without being overwhelmed by them, comprehend the effects of emotions for others, and manage emotional arousal reactivity (R.Adams, 2005:1).

The legal regulation identifies adolescence as a distinct developmental period and makes a distinction between adolescents and children (and adults). Policymakers distinguish between the stages of childhood and adulthood, as Richard M.Lerner,(2004) quoted Scott (2000) below.

*Generally, policy makers ignore this transitional developmental stage, classifying adolescents legally either as children or as adults, depending on the issue at hand. Lawmakers have quite a clear image of childhood; a legal regulation is based on this image (Scott, 2000). Richard M.Lerner, 2004:523-524).*

Adolescents are treated as if they are indistinguishable from young children in legal discourse, and they are subjected to paternalistic rules based on notions of dependency, immaturity, and incompetence (Elizabeth and Jennifer, 2006).

In addition to this, it is nice to talk about the relationship between childhood and adulthood. Although the law sets different age limitations depending on the sphere of interest, the legal age of majority, which is now 18 years old, is the presumptive boundary between childhood and adulthood.

*The simple binary classification of legal childhood and adulthood in fact is more complex than it seems because the boundary between childhood and adulthood varies depending on the policy purpose. For example, for most purposes, children become legal adults on their 18th birthday, which is the modern “age of majority.” However, 20- year-old college students are legally prohibited from drinking alcohol, while youths in elementary school can be subjected to the adult justice system when they are charged with crimes. Thus, although legal regulation offers a clear account of the attributes of children, their legal status is complicated by the shifting boundary between childhood and adulthood (Richard M.Lerner, 2004:523-524).*

## 2.2. Adolescents and media

Nowadays, the media has become an inseparable aspect of our lives. It's impossible to imagine a world without media like television or the internet, which most of us use every day. The same is true for children. The majority of them utilize media daily, both at home and at school (Matyjas, 2015).

The era between childhood and adulthood, known as adolescence, is marked by dramatic changes in the human body and brain. These changes have a significant impact on adolescent behavior and media consumption (Plotrowiski, 2017).

But adolescents and media were not the main concern for scholars till some years ago. Plotrowiski (2017) discussed how the subject of adolescents and media comes to the front.

*In the last few years, the subject of youth and media has branched out more than ever. Although most empirical research in the 1990s was done among preschoolers and children, the rise of new media has brought two additional age groups into the picture: toddlers, as a result of baby media, and teenagers, as a result of social media. (Plotrowiski, 2017:6-7/*

Richard M.Lerner (2004) also studied on media and adolescents focusing on youth aged 10 to 20 years old, concerning television, music, movies, publications, and new digital communication technologies. Adolescent researchers, on the other hand, have paid little attention to the media.

Plotrowiski (2017) said that the use of media and the amount of time spent with it increases from children to teens from time to time.

*In the 1990s, children and teens spent, on average, four hours a day with media; these estimates have now skyrocketed to an average of six (for children) and nine hours a day (for teens). As a matter of fact, today's children and teens spend more time with media than they do at school. And indeed, some of us are less concerned about what youth are*

*learning in school than about what they are picking up from their many hours with all those screens (Plotrowiski, 2017:1).*

On the contrary, Richard M.Lerner (2004) also cited Comstock and his colleagues' (1978) research and mentioned that the overall media budget decreased from early adolescent to late adolescent which is the focal point of this research.

*Comstock and his colleagues (Comstock, Chaffee, Katzman, McCombs, & Roberts, 1978) noted a similar curvilinear pattern for television exposure in the late 1970s that persists today; viewing peaks around 3.5 hours daily among 11- to 14-year-olds and then declines to less than 2.5 hours among 15- to 18- year-olds. (Richard M.Lerner, 2004:326)*

As Aler (1990) also mentioned, with increased age, viewing of programs made especially for children drops significantly, while viewing of general programming, particularly of feature films and light entertainment, increases substantially.

Late adolescents, media preferences are in a transitional state. While they still share many of their preferences with early adolescents, they also share many of their preferences with young adults.

*Late adolescents have some of the same preferences as early adolescents, such as a liking for fast-paced entertainment programs, but in other respects, they begin to look much more like young adults. Their sense of autonomy and self-control increases considerably, and their media preferences are more mature. (Plotrowiski, 2017:95)*

As youth grow through adolescence, television viewing drops, music listening and computer use increase, and media tends to transfer to teenagers' bedrooms, according to Richard M.Lerner, (2004). He also cited different scholars, and showed that another sign of increased adolescent independence from family and the relevance of bots is that young people are increasingly exposed to media while alone, with friends, or with siblings. (Christenson & Roberts, 1998; Harris, 1998; Kubey & Csikszentmihalyi, 1990; Larson, 1995; Sang, Schmitz, & Tasche, 1992).

According to W. Andrew and Laurence (2016), adolescent media consumption differs from that of adults. Young people differ not only from adults in how they perceive and understand media, but they might also differ from one another. Plotrowiski (2017) also observed that, while media stories about adolescent media use often portray teens as a homogeneous group, the truth is that adolescence is a time of significant developmental changes. After all, a thirteen-year-old and an eighteen-year-old are vastly different.

For individuals interested in fostering the healthy development of children and adolescents, such as parents, physicians, lawmakers, children's advocates, educators, and public health groups, a general understanding of the impact of media in young people's lives is crucial (Victoria J. Rideout, 210). And media professionals also have a great responsibility to develop appropriate programs for young people with binary characteristics.

### **2.3. Television programming in Ethiopia**

The establishment of television in Ethiopia was a long journey. Starting from the time Ethiopians first learned the concept of "television" in an exhibition in 1948 E.C, there were attempts to establish commercial TV through telecommunication. As Brhanue (1997) stated, on this journey, six unsuccessful efforts were made to push forward the establishment of television in Ethiopia.

The seventh and successful request for opening television in Ethiopia was made by Phillips Ethiopia and Thomson television. Emperor Haile Selassie announced the establishment on October 23, 1957, E.C. The aim of establishing the station was to inform, educate and entertain the audience. At that time the working languages of the station were only Amharic and English. The TV station has daily transmissions for forty minutes (Corporation, Fifty years of Ethiopian Broadcast corporation 1957 to 2007 magazine ( 2008)).

Ethiopian television is one of the prominent world television media, transmitting both local and foreign programs. A Comparison of local and foreign programs in 1957(1964) shows that 20 percent of the programs were local and 80 percent of them were foreign. But in 1993 (after 36 years), 80 percent of the TV programs were local and 20 percent of them were foreign programs. Or Vice verse (Brhanue, 1997).

ETV has spent several decades under different structural organizations. Among these structural organizations, the establishment of ETV and Radio Ethiopia as one institution by proclamation number 114/87 was one of them. Some years later, the Ethiopian broadcasting corporation (EBC) was founded by proclamation number 858/2006. The foundation of EBC helped to revise its editorial policy which was implemented starting from July 10, 2006. It served three mediums under EBC: television, radio and online.

To come to this study, it focuses on children's TV programs in general and adolescent programs in particular after the reform was put into operation in 2010 E.C.

### **2.3.1. The brief history of Children's TV programming in Ethiopia.**

ETV does not have record of exactly when children's programs were started to be presented on air. But some evidences try to show when children's programs were first transmitted on air. Among these a magazine entitled Ethiopian Broadcast Corporation from 1957 to 2007 quotes Brhanue (1997) that eighty percent of the air time on Ethiopian Television was covered by foreign films while news, question and answer, variety show discussion, health, children's programs, and soccer were among the pioneering programs.

The children's TV program also went through a different organizational structure like other ETV programs. But in this study, the researcher's focus is on the years that the new reform entered into operation. The new format reform was displayed on March 20, 2010, E.C. As one of the executive members of the corporation, said, at this time, ETV was organized in three channels. These are:-ETV News, ETV Entertainment and ETV Language channels. The ETV children's program is part of the entertainment channels. It was established as a department for the first time. It contained 14 employees, including one department head, two senior producers, and 11 reporters.

One of the senior producers of the department said, the department was organized with two age groups. The first one is called the Kids Group, whose ages range from 5 to 12. The second one is called children (adolescents) group whose ages are 13 to 18. Both group programs are different according to the age, psychology, and social status of the children.

This research paper focuses on the senior producer called Children, as well as the 2008 editorial policy of EBC called youth. However, in this study, they are called adolescents from beginning to end.

### **2.3.1.1. ETV adolescent programs**

The aim of the ETV adolescent program is to make the programs interesting and engaging. In addition, it aimed at paying more attention to the moral intellectual and professional development programs that enable them to become competent citizens of their country (Corporation, Kids and Children Program reform, 2010).

In 2010, the Ethiopian Television's Children's Production Unit reform manual said that there were not enough programs for 15 to 18 year-olds. .

*In our country's constitution, young ones up to the age of 18 are children. But in the media, children up to the age of 14 are usually referred to as children. As a result, 15- to 18-year-olds are not featured in the media. Therefore, arrangements should be made for ETV's inclusion of children under the age of fourteen or over 18 years of age (Corporation, Kids and Children Program reform, 2010:12).*

The head of the Children's department reinforces this idea. *“Adolescents at this age are not covered by either children's or youth's programs. They are usually skipped. For example, when we come to our department, when we met these teenagers at work, we say, "He's big, or she's big, and we don't do the job with them. Or ignore them"*

The researcher is also an employee in the department (insider researcher) and is responsible for the day-to-day work as the department head said. According to the researcher's observation, there are times when programs with these teenagers are out of format and are not allowed to be broadcast, just because they look big. This is because the responsible person in the department and producers do not take the nature of rapid physical development of adolescents into account.

In addition, the mental and psychological development of adolescents is not designed in this

way. As a result, the senior producer of the kids' group said the departments must do what they need to, not what they want to. The main problem, he said, is lack of producers who know the development of adolescent and a psychologist in the department to assess and guide which program is best for them.

According to the department's reform manual (2010), ETV's adolescent programs are prepared for adolescents aged 13 to 18. It is transmitted for one hour and 45 seconds every Sunday morning and rebroadcast at 05:30 to 06:30 PM on Tuesday, Wednesday and Thursday. It has six programs on it. These are:- "**Lejenate**" -it is a giant program. It has four programs in it. It is transmitted for 30 minutes every Sunday. These are:-

- "**Sheresher**" – The event will showcase the natural and man-made tourist attractions of Ethiopia as well as higher education institutions, offices, factories, and cultures, clothing's, and food of different ethnic groups etc. It creates an opportunity for them to visit. With the program, the adolescents will be able to visit various attractions and potential destinations and share their lessons learned during the visit. It is transmitted every week for twelve minutes.
- "**Heleme**"- It is a platform for professionals in various fields in our country to describe the efforts they made to achieve their childhood dreams in appropriate words. It also helps adolescents understand that hard work is needed to be successful as the guest and how to achieve their dreams. It is transmitted every two weeks for twelve minutes.
- "**Engeda**" – This event provides a platform for adolescents to develop a culture of self-expression, and to be encouraged by their work to share their good experiences with others. Therefore, children between the ages 9 and 15 who are able to express themselves well, who are exceptionally gifted and who are doing well in school will be selected as guests of the program. It transmits every two weeks for twelve minutes.
- "**Temsalet**" – focuses on foreign kids and adolescents who have creative work which is translated from the internet. It is transmitted every week for six minutes only.

"**Kelem**" – it focuses on question and answer (Q&A) competition between grades 7 and 8 students from two different schools. In addition to their formal education, general knowledge questions are included to create a competitive atmosphere among the students. It allows them to be well-prepared to move from one round to the next. . It is transmitted every week for twenty five minutes.

**Live transmission** – it focuses on 5 questions prepared by teachers. The producer discusses with the teachers about these questions. The students also participate in giving answers to the 5 questions through telephone. It is transmitted every week for fifty minutes.

These are not the only programs in the format reform document. In addition to formal education, there is a Q&A competition for teens that includes general knowledge questions and answers about physical and psychological changes that occur at their age. Talk show: It is good to have questions about them and discuss them with experts. However, due to lack of budget, which was considered a problem by the department heads, lack of time for the department and lack of attentions of the superintendents it did not work well.

There is no program which only focuses on late adolescents. As senior producer said, *all adolescent programs are produced without categorizations of the adolescent age group as pre and late adolescent rather than programs produced by mixing them together*. That is why the researcher needs to search for ETV adolescents' programs that satisfy or dissatisfy of two secondary schools late adolescent students.

As shown into its editorial policy, EBC gives great attention to the audience. It mentions that planned audience researches have to be done in 2 years' time. But as far as the researcher concerned, there is no audience research about ETV's children's programs in general and adolescents' programs in particular. The head of the department also said that although the new format has been implemented for three years, research has not been done so far.

## **2.4. Television audiences and their satisfaction**

The main theme of this research is audience satisfaction with ETV children's programs in the case of late adolescents. Audience satisfaction is the combination of two words:-audience and satisfaction. At the beginning, it was necessary to elaborate on both words separately. Then, combine.

We find that various researchers have expressed audience in different ways in their research papers. Among them, Kian- Sam Hong (2003) cited the modern dictionary of journalism as "audience" is defined as "the receiver in the process of information communication, or the general name of reader, listener, and watcher". And also for a long time, the word "audience" was viewed as the "receiver" in the simple sequential model of mass communication (source, channel, message recipient, effect), according to Schramm and Roberts, 1977.

Researchers investigating the effect of media on audiences have considered the audience in two distinct ways. These are active and passive.

In the past, audience was thought to be an inactive participant who only accepted what the media gave them. For this evidence, as the BARB website (2007) posted the audience members are portrayed as couch potatoes who are merely ingesting media materials, particularly commercial television programs. This was supposed to not necessitate the active use of the brain. All messages in any media text are accepted and believed by the audience. This is the model of a passive audience. The model includes the Hypodermic Model, Cultivation Theory, and Two Step Flow Model.

However, in recent years, this view has changed. Thus, studies show that the viewer is an active participant in choosing the media or program that he or she wants to use. According to the International Workshop on Education Reform and Social Sciences (ERSS 2018) article newer model sees the audience not as couch potatoes, but as individuals who are active and interact with the communication process and use media texts for their own purposes, especially, for comfort, empowerment, learning, and knowledge to act. But all information is not useful and credible to them. So they filter out useless information and retaining only that which is useful

and believable. This concept works best for teens that are the focus of this study article. Because teenagers by nature want to know everything, ask questions and do not just accept what is given or told as it is.

The active audience model is now generally considered to be a better and more realistic way to talk about audiences. These are:-Uses and Gratifications Model and Reception Analysis. Among these active audience models, this study, Audience satisfaction with ETV's adolescents program: in the case of late adolescents, focused on use and gratification.

Mulugeta (2009) in her research article refers to McQuail (2005 : 396), mentioned that the Television audience varies according to the situation, location, the content message and type of person. He described as follows:

*An audience can thus be defined in different and overlapping ways: by place (as in the case of local media); by people (as when a medium is characterized by an appeal to a certain age group, gender, political belief, or income category); by the particular type of medium or channel involved(technology and organization combined); by the content of its message (genres, subject matter, styles); by time (as when one speaks of the 'daytime' or 'primetime' audience or an audience that is fleeting and short term compared with one that endures).(Mulugeta 2009:11 -12)*

Satisfaction, on the other hand, is the "internal, secondary reinforce" in reaction to self-perceived feelings and activities, according to Jamalzadeh (2014). He discussed that "Satisfaction" arises from the confirmation of expectations following a trial, as well as the appraisal and positive reinforcement of feelings and behaviors before, during, and after the trial.

A media viewer has to go through several stages before s/he can be satisfied or dissatisfied. If one gets what s/he expects, they will be satisfied or if one does not get what s/he expects, they will be dissatisfied. Various researchers have expressed this idea in their own way.

Jamalzadeh (2014) cited Oliver (1980) and Jacobs (1995) discussed about satisfaction and expectations. A comparison between a customer's expectations and what the service or product

actually delivers determines satisfaction (Oliver, 1980). When product or service performance exceeds expectations, a feeling of satisfaction arises; On the other hand, when expectations exceed performance, a feeling of dissatisfaction occurs (Jacobs, 1995).

The satisfaction of a media viewer in a media event is similar and different in terms of user satisfaction of other products. According to Padmini Patwardhhan (2020) with reference to Jacobs (1999), satisfaction is critical to the economic viability of media institutions and services, since satisfied consumers (i.e., audiences and users) are more likely to stay loyal, whereas the unsatisfied desert to alternatives. Satisfied customers are more inclined to try other products from the same company and tell others about their excellent experiences. As a result, understanding audience–media linkages rely heavily on media satisfaction.

Padmini Patwardhhan (2020) also defined satisfaction as a key factor in the study of media effects in mass communication researches, and it's commonly utilized in the literature on uses and gratifications.

Thus, we find that the result of viewer satisfaction is an emotional concept that accommodates expected and unexpected behaviors. Depending on the individual's thoughts and feelings, the results are even more complicated. Among these characteristics Yuan Meng (2019) discussed that a nice experience can lead to dissatisfaction since, however enjoyable it was, it did not turn out to be as pleasurable as anticipated. As a result, satisfaction/dissatisfaction is an emotion appraisal rather than an emotion itself. “If the perceived performance falls short of expectations, or if the perceived performance exceeds expectations, dissatisfaction will occur. “So we can say satisfaction will happen if the perceived performance is equal to the expectations.

In addition to this, the viewing intentions, actions, and contentment of adolescents are the first generation to grow up in that atmosphere, as A.Lin (1993) indicated. The main hypothesis evaluated was whether more highly motivated viewers will be more actively engaged in various audience behaviors during the viewing experience, resulting in higher viewing satisfaction.

Even if they are of the same age, not all audiences are equally satisfied with one event. The way they look for contentment varies from person to person. This idea also applies to late adolescents.

This study was conducted to investigate the satisfaction with ETV adolescents' program of two secondary school students (late adolescents). Age difference, cognitive and social emotions, as well as content and presentation were found to be significant factors that affect adolescents' satisfaction on TV viewing.

Previous studies have focused on media content. It has been widely reported that the media has a role to play in informing, educating, and entertaining. But it was unknown at that time what the audience would do after leaving the post. This is well illustrated by Adamu (2005) to quote Klapper (1960), a media bullet-model researcher who focused on the media, as well as Use and Gratification researchers who focused on the interests and satisfaction of the audience, Katz, Gurevitch and Haas, (1973).

We find that the formatting (Magazine format) of the events are not often for children. Barriers (1990) mentioned that programs with a continuous storyline receive greater attention than segmented, magazine-format shows. The former also tend to be better remembered than the latter.

On the other side as Mulugeta (2009) quoted Gunter & McAleer (1997) said researchers have found that young children's attention to television varies with a variety of content and presentation format features. In this regard, the content and presentation of the program has a role to play to get the attention of the child. In other words, children programming has the ability to attract the attention of the children through its content and presentation. Both of them are the factors that hinder the satisfaction of the audience.

Generally, in the context of this study, satisfaction refers to the process through which adolescents achieve or satisfy desired goals and wants by watching Ethiopian Television adolescents' programs, whereas dissatisfaction/discontentment occurs when the program fails to meet the adolescent's requirements and expectations.

## **2.5. Factors Affect Audience Satisfaction**

This study was conducted to investigate the level of satisfaction with ETV adolescents' program of two secondary school students (late adolescents).

As Mulugeta (2009) stated that satisfaction can be achieved when audiences get something from the media product or programs. Whereas dissatisfaction occurred when the television programs failed to fulfill the needs and expectations of the audience.

The audience may not be satisfied with all programs transmitted on TV. As Adamu (2005) quoted Downing, Mohammadi and Srebery-Mohammadi (1995) everything that has been seen on TV will not be understood and analyzed by viewers. In other words, whatever an audience is enthusiastic to watch and whatever s/he actively involved in the activity, it doesn't mean that she/he can comprehend all things. There are cultural and psychological factors that hinder full drawing of meanings out of a text.

The purpose of this topic was to identify factors influencing adolescent satisfaction with ETV adolescents' programs, and to identify the main factors which affect satisfaction. Although, there are different factors that hinder satisfaction of audience, age difference, cognitive and social emotions, as well as content and presentation are found to be significant factors that affect adolescents' satisfaction on ETV adolescents' program viewing.

### **2.5.1. Age difference**

There are many factors that can influence viewers' motivation and satisfaction of Programs, one of which is age difference.

In their study Sun (2010) cites a variety of researchers who suggest that people of all ages want to see a movie star on their age. Harwood (1997) Examined that the different groups of viewers overlapped on many programs, but those programs that appeared in the top 10 list of only one age group (i.e., were not popular with the other groups) differed in age of the main characters—each group watched characters that were relatively close to their own age. In addition, Hogg

(2000) has suggested that viewers of all ages may seek out characters who are similar to them in age, both for emotional gratification and information.

Furthermore, Plotrowski (2017) claims that one of the most important determinants of media consumption and preferences are age or developmental level. Toddlers, for example, like slow-paced television with familiar settings and basic characters. However, during childhood, these individual tastes quickly morph into a liking for a faster pace, more daring content, and more intelligent personalities. By adolescence, there has usually been a substantial movement toward the usage of social media, as well as a desire in media entertainment that hilariously depicts irreverent or hazardous behavior. The concept implies that different age groups need different program contents according to their age. And their satisfaction also depending upon their age too.

Mulugeta (2009) mentioned that a child's capacity to follow and understand television is mostly determined by their age. Their overall awareness of their environment or world outlook evolves as they get older (or began to take shape). He also stated that children's attentiveness to programs changes as they grow older, as does their knowledge of the programs and their needs.

As all researchers said above that when we come to our country, adolescents are satisfied with the performance of their peers. If not they did not satisfy most of the time. So it can be said that age is one of the factors which hinder satisfaction audiences.

### **2.5.2. Cognitive and Social development**

According to Plotrowski (2017), while numerous factors might influence children's media preferences, developmental level is one of the most important predictors—particularly in the early years. In general, there are two types of growth in children: cognitive development and social-emotional development.

He also noted that cognitive development refers to all age-related changes in how children acquire and process information in their surroundings. In part, cognitive development aids in determining how well youngsters can pay attention and grasp media information.

In addition, he also stated that our ability to express and understand emotions such as happiness, sadness, jealousy, and shame, as well as to form interpersonal relationships and build an identity (answering the question "who am I?") are all aspects of our social-emotional development. The development of the brain and the development of the social-emotional system are closely intertwined. We wouldn't feel guilt, jealousy, or other feelings if we didn't know and understand the world in general, and interpersonal connections in particular. And empathy, or the ability to understand and share another's feelings, is a valuable asset. It would be impossible to feel if we didn't comprehend the scenario or the person with whom we were sharing our feelings.

Furthermore, Adamu (2005) stated that in order to enhance their perception and then enjoyment from the programs shown, TV viewers require cognitive participation with attention, recognition, and elaboration. Otherwise, they were dissatisfied with the program.

So cognitive and social emotional development are the main factors which hinder the satisfaction of adolescent with the particular media. To come to this research, late adolescents who watch ETV adolescents' programs satisfied or dissatisfied according to their cognitive and social emotional development.

### **2.5.3. Content and presentation**

Content and presentation of the program are also delay the satisfaction of the audience. As Daniel R. Anderson (2001) there was modest consistency in viewing patterns from preschool to adolescence. Teens' use of different media (television and print) appeared to be based on content rather than the type of medium (i.e., television vs. print).

Mulugeta (2009) discussed researchers have found that young children's attention to television varies with a variety of content and presentation format features. In this regard, the content and presentation of the program has a role to play to get the attention of the child. In other words, children programming has the ability to attract the attention of the children through its content and presentation. This concept works for adolescents too.

As Mengiste (2017) cited two scholars stated that adolescents typically turn to television for entertainment, but acquire a considerable amount of information from what they watch (Huston et al., 1997; Valkenburg, 2004). In particular, it has been shown that television is an important source of occupational information for teenagers and has the potential to introduce them to careers they may not have been previously considered (Hoffner et al., 2006).

Generally, The program – makers should understand this and match the content and presentation of the program with the adolescents' needs. They also have to understand which segment/bit has meaning to the adolescents. By doing this, the program that is intended for the adolescents would have the ability to attract the attention of the audience in the way as it expected.

## **2. 6. Why do late adolescents watch TV?**

Researchers in the field of media have been studying the benefits and satisfaction of "use and gratification" for the media. They wrote that the media was entertaining, informing and educating to meet the needs of the audience. Mc.Aleer (1990) mentioned television viewers as a reason why these viewers want these things from the media and how they can be satisfied with them. As a result, television viewers are motivated to watch the programs in order to fulfill their varied wants, needs, and desires at the time. This is not to say that viewing behavior is always influenced by powerful psychological forces; rather, most of the time, people watch television for a reason, and this includes the young to some extent. This explanation could be as straight forward as 'to pass their time'. It is clear that the audience watches TV intentionally or unintentionally. Whatever the case is, they got something from it because they have a purpose for watching the selected media to fulfill their needs and expectation. Finally, they may get satisfaction or dissatisfaction according to their use. This concept also applies to post-adolescents on whom this study focuses.

A.Lin (1993) cites various experts in the field and lists the benefits that viewers can gain from watching television knowingly or unknowingly.

*Rubin and Perse (1987) examined the intentionality level of activity types in relation to instrumental viewing motives (e.g., more goal oriented viewing, such as information*

*seeking) and ritualistic viewing motives (e.g., less goal-oriented viewing, such as passing time). They found that, whereas instrumental viewing motives are more predictive of audience activities of higher intentionality (i.e., involvement with media content), ritualistic viewing motives are better predictors for audience activities of lower intentionality (i.e., less audience selectivity or viewing attention). In their later study, Rubin and Perse (1987) found further support for those findings, aside from confirming that "more active viewers experience higher levels of gratification" (p. 263) than passive viewers do (or ritualized viewers) (A Lin ,1993:.3).*

People rarely sit aimlessly watching anything on their "box in the corner," according to Aleer (1990), typically, some type of decision has been made as to whatever show they will watch. Children are no exception, as evidenced by television ratings. They have likes and dislikes as well.

According to Kuyucu (2015), Gratifications that may be achieved through the usage of media were categorized in the context of the uses and gratifications method. It can be noticed that most studies on uses and gratifications focus on factors like "social integration (being in touch with people, feeling less lonely)". When it comes to media consumption, "personal identity (discovering oneself and others, understanding oneself)," "entertainment (relaxation, escapism, passing time)," and "knowledge acquisition" come to mind.

Bradley Greenberg's (1974) study on British school children aged 9, 12, and 15 years found that youngsters use television for many purposes, as Mulugeta (2009) quoted. These youngsters expected television to fulfill the following seven needs: to learn, to be aroused (excited or cheered), to have companionship, to rest, and to forget as a diversion, to have company, to unwind, to forget as a form of distraction (from school, from family, and from difficulties), to pass the time, and as a habit. A comparable research of youngsters in the United States found that young people watch television for the same reasons: learning, habit or pass time, friendship, escape, arousal, and relaxation.

Different scholars have different assumptions about the motives of the media Use Typologies .Zhao (2014,P.4) mentioned that early studies focused on examining the numerous reasons that drive media consumption behavior.

*Five gratifications needs were recognized by Katz, Gurevitch, and Haas (1973): cognitive, affective, personal integrative, social integrative and tension-free needs. These need to generate motivation /reason/ to watch the selected media. Zhao (2014,P.4)*

McQuail et al. (1972), Greenberg (1974), Palmgreen & Rayburn (1979), and Rubin (1983) were scholars who talked about audience motives for watching the media. Some motives /reasons/ for watching the media are mentioned by all scholars commonly. But this study focused on Katz, Gurevitch, and Haas (1973) with a little to be shaped. These are:-Affective /Pass time/, cognitive (for educational purpose), tension-free needs (relaxation), social integrative (social integrity) and personal integrity (Personal Identity).

### **2.6.1. Pass time**

Various researchers point out that the use of television as a habit or hobby is one of the reasons for watching TV. Barley Green Berg conducted a study of children in British in the early 1970 and found that this was reinforced. He also said that passing time was the most important reason given, though its significance weakened with age. Thus, viewing out of habit or because there is nothing better to do is something children are less likely to say they do at age 15 than at 9 or 12.

Richard M.Lerner (2004) spoke about the motivations for observing in a ritualistic way (e.g., less goal-oriented viewing, such as passing time). The audience's less deliberate activities are more likely to be reflected in ritualistic watching intents (i.e., less audience selectivity or viewing attention).

Mc.Aleer (1990) also point out that the particular reason for children to see programs is related to the type of events and what they think about those programs. They explained that kids who watch TV out of habit or to pass the time are less likely to watch the news and current events and more likely to watch comedy and light entertainment. There is also evidence that those children who claim to watch television out of habit are more willing to discuss it.

### **2.6.2. For Educational Purpose**

One of the reasons why everyone watches TV is to learn. It also is considered to be a strong reason. Richard M.Lerner (2004) explains this idea in his book. As he stated that the act of seeking or receiving knowledge can range from keeping up with current events via news media to learning the alphabet through Sesame Street (a famous American children program) , to learning norms for various aspects of human behavior with entertainment content. It's important to note that much of the information gathered was unintentional—it wasn't gathered or created with the objective of teaching or informing others (e.g., screen portrayals of violence; so-called thin ideal depictions of women).

Furthermore, Richard M.Lerner (2004) quoted some scholars identify the gratifications derived through media are not necessarily the ones desired. Although teenagers may watch television for entertainment or to avoid boredom, they frequently learn about the current fashion trends, confirm or refute existing beliefs or values, experience a mood shift, and so on.

Mc.Aleer (1990) point out that when people use television for learning, they focus on drama and entertainment rather than live information. They also describe what they learn from the programs, they stated that Children can learn about themselves, life, how to behave in various situations, how to deal with personal and family difficulties, and so on by watching television. Television programs may be chosen to learn about life because they include information about people, places, and how society works. They may provide insight into how individuals in other parts of the world feel and act. The youngster may get knowledge of many socioeconomic and racial groups, jobs, lifestyles, and current events in the outside world.

### **2.6.3. For Entertainment**

The main reason teenagers watch the media is entertainment. It dominates teenagers' claim of motivations for utilizing media, as characterized by Richard M.Lerner (2004) as wanting pleasure, relaxation, alleviation from boredom or anxiety, and mood management. It also fulfills the needs for relaxation, entertainment, and escape. Any type of television programming can be 'used' to unwind and divert attention while still meeting some of the other requirements.

Mengiste (2017) citing various researchers explained that while teens turn their faces to television, it is primarily entertainment, but also has other benefits too.

*Adolescents typically turn to television for entertainment, but acquire a considerable amount of information from what they watch (Huston et al., 1997; Valkenburg, 2004). In particular, it has been shown that television is an important source of occupational information for teenagers and has the potential to introduce them to careers they may not have previously considered (Hoffner et al., 2006) (Mengiste 2017:15)*

#### **2.6.4. Social integrity**

The impact of the media on the lives of young people cannot be overstated as Richard M.Lerner (2004) mentioned. He discussed that the social uses and meanings that media offer also provide an important key to understanding their role in the lives of adolescents. When used to relieve feelings of loneliness by invoking or replacing absent peers, media in general, and music media in particular, perform quasi-social roles for adolescents (Gantz, Gartenberg, Pearson, & Schiller, 1978; Larson et al., 1989; Roe, 1984). Furthermore, solitary listening may generate social capital that is useful in gaining social standing among peers; pop music experts have more friends and have higher social status (Adoni, 1978; R. Brown & O'Leary, 1971).

In addition, Richard M.Lerner (2004) examined historical and age-related changes in the social environment of teenage media usage, which have implications for both the functions of media and their potential effects. As teenagers get older, more of their media consumption takes place in the midst of friends or siblings, or when they are alone—that is, without adult supervision or guidance.

#### **2.6.5. Personal identity**

Personal identity is another reason why teenagers want to see the media. As Richard M.Lerner (2004) expressed personal identities citing different scholars.

*As young people construct their identity, they may use media to relieve anxiety about developmental changes, explore alternative solutions to problems, reinforce the choices they make, or—perhaps most important—reflect on who they are and who they may become. ...” (Arnett, 1995; J. D. Brown, 2000; Larson, 1995; Roberts, 1993; Steele & Brown, 1995; Strouse & Fabes, 1985). (Richard et al., 2004, P.494)*

However, the most prevalent location for media use appears to be adolescents' bedrooms throughout mid-adolescence. While reading has traditionally been a solitary activity, adolescents are increasingly using other forms of media when they are alone. As Richard M.Lerner (2004) mentioned with an example from other scholar's research, late adolescents use media alone.

*Over 60% of 7th–12th graders claim to be alone when they use computers or play video games. By late adolescence, more than one third state they are “mainly alone” when they watch television, and diary data indicate that more than 40% of all viewing time transpires in solitude (Roberts et al., 1999). Although music listening may be a group phenomenon in that it serves various social functions, by early adolescence most exposure to radio and recordings tends to be solitary and personal (Christenson, 1994; Christenson & Roberts,1998; Larson & Kubey,1983). (Richard M.Lerner, 2004:494)*

## **2.7. Use and Gratification theory**

Many scholars studied Use and Gratification theory (UGT) focused on adults. But they also studied some other issues related to children in general and adolescents in particular. Based on this study, the researcher used UGT as a theoretical framework to explain why adolescents, especially secondary school students, in Addis Ababa, watch the ETV adolescents' program.

As Dolf (2002) stated, Use and Gratification theory is one of the most active audience models. It also presents a more positive image of audience member than any prior communication theory. And for communication planning, use and gratification remind us of the importance of competence, empathy, and quality in communicating messages.

The Uses and Gratifications theory originally emerged in the 1940s and got its revival in the 1970s and 1980s. The theory was significant because it turned attention from media sources and message effects to audiences' use of media content. Adamu ( 2005) elaborates this idea to describe how to shift the magic bullet model to the use and gratification model.

*Earlier researches focus on TV contents, not audiences. They did not inquire into the reasons why people watch TV. This is due to the higher power given to the medium. Since*

*recently; however, an emphasis is being given to what people do with media. That is the belief that the audience is passive is outdated, albeit not completely vanished, and in turn, "active" audience studies have emerged in the media research arena that is of research from magic bullet model (Klapper, 1960) to uses and Gratification tenet (Katz, Gurevitch and Haas, 1973). (Adamu , 2005:.24)*

As Dolf (2002) cited Klapper /1963/ Uses-and-gratifications research has focused on audience motivation and consumption. It has been guided by revised research questions shifting our focus to what people do with the media, instead of what the media do to people.

As Dolf (2002) also enumerate our psychological and social environment, our communication needs and motives, the media, our attitudes and expectations about the media, functional alternatives to using the media, our communication behavior, and the outcomes or consequences of our behavior are the main components of uses and gratifications.

**Generally**, in this study, the use of the television medium is discussed using the "Uses and Gratifications Approach" and the gratifications obtained by ETV's adolescents television audience are explored. In addition, the ways that the television audience uses this medium are examined

## **Chapter Three: Research Methodology**

This study will be descriptive research in terms of purpose, cross-sectional in terms of time, basic research in terms of use, and mixed in terms of method. This chapter also consists of the approach of study design, study area, source of data, sample and sampling techniques, sample size, data collection methods, data analysis techniques, data quality assurance (validity and reliability) and ethical consideration.

### **3.1. Study Methods**

A research design is a framework for research that serves as a bridge between research questions and implementation of the research (Martin, 1999). The first course in research design is research method. There are three research methods. These are:-quantitative, qualitative and mixed. Quantitative method focuses on numbers which are used to record much information about science and society, for example, pressures, bending forces, population densities, cost indices, etc. In addition to this, in quantitative research, numbers and close-ended questions are used. But, a lot of People's judgments, feelings of comfort, emotions, ideas, beliefs etc. cannot be reduced to numbers. They can only be described in words. It needs to be expressed with qualities rather than quantities. Hence this method is called qualitative (Nicola Jones, 2011). In qualitative research, words and open-ended questions are used.

For this study, the other research method, the mixed research approach, will be applied to conduct analysis. In mixed methods, qualitative and quantitative methods are used in a single study. Mengiste (2019) cited Johnson and Onwuegbuzie (2004) stated that in mixed methods research, the researcher mixes or combines quantitative and qualitative research techniques, methods, approaches, concepts or languages into a single study. When both methods are used together in a study, the researcher must consider the unique philosophical, theoretical, and methodological issues that arise in the research process (Susan R .Jones, 2006).

Mixed method research approach provides a more complete understanding of a research problem than either approach alone (W.Creswell, 1993). That is why the researcher selects mixed

research approach to combine and use the two data collection methods to bring the discrete results together during the interpretations and analysis of the data.

So mixed method is vital to study the satisfaction or dissatisfaction of late adolescents with Ethiopia TV's adolescents program.

### **3.2. Study Area**

This research will mainly focus on some areas in Addis Ababa that have high schools. This is because late adolescents are widely found in high schools. Two out of eleven sub cities were selected in Addis Ababa using purposive sampling method. The purposive sampling technique or judgment sampling is a non-random technique that does not need underlying theories or a set number of informants (C.Tongco, 2007). And also Purposive sampling is the one in which the person who is selecting the sample is depending on his opinion or purpose, thus being the representation subjective (Albandoz, 2001).

In this research, subjects (sources of data or participants) of the research are late adolescents, students of two sub cities in Addis Ababa. To achieve the goal, two secondary schools are purposely selected from the two sub cities. This is because most of the schools in these sub-cities are involved in their programs, according to ETV's Kids and Children Department officials. Among the schools, St. Ragueel and "Hedase" Lideta are the most prominent. Among the programs that the schools are most involved in are "Shereshre", "Keleme" questions and answers, as well as live broadcasts.

### **3.3. Study Subjects**

According to the participatory principle of EBC, children and youth take part as associates, actors, presenters, or contributors and as participants in all the services (Corporation, Editorial Policy of Ethiopian Broadcast Corporation, 2008).

Students selected from two high schools of Addis Ababa and those who watch ETV's adolescents' programs were the main participants. The students from these schools represent the

research subjects who are late adolescents. The secondary school students are assumed to be included in the late adolescent category (ages 15 to 18). The researcher's initial point is if a child starts school at the age of 4, he will be a grade 9 student at the age of 15.

All participants that are included in this study are required to meet the following criteria:

- ❖ Late adolescent students who are 15 to 18 years old.
- ❖ Students who watch ETV's adolescents' programs.

The data source of quantitative and qualitative methods is late adolescent students from two secondary schools. The researcher has two reasons to do so. The first reason is the title of the study mainly focuses on late adolescents. The second reason is there is no other person to give concrete evidence about satisfaction with adolescents' program other than the adolescents themselves.

The population of late adolescents in the two selected secondary schools is large. So it is necessary to take sample from them. What are sampling and sampling techniques?

### **3.4. Sampling Methods**

The populations for this study comprise students (late adolescents) selected from two high schools. It is not manageable to take all late adolescent students in these two schools. It is important to selective. We need to take a sample. Some scholars discussed sampling. Anita S Acharya (2013), for example, defined a 'sample' as a portion of the population chosen to be representative of the wider population. There is an advantage to take the sample. Anita S Acharya (2013) also says, "By picking a representative sample, we can cut expenditures, shorten research time, and reduce the amount of labor required to complete the study."

There are two categories of sampling methods. These are: - random (probability) and non – random (non - probability) sampling methods. Probability sampling allows the investigator to

generalize the findings of the sample to the target population. It includes simple random sampling, systematic random sampling, stratified random sampling, cluster sampling, multistage sampling etc. Non probability sampling, on the other hand, is a sampling strategy in which samples are collected in a way that does not give all participants or units in the population similar chances of being included as random sampling, (Etikan, 2016). Non-probability sampling includes Convenience (purposive sampling), Quota sampling, Snow ball sampling, etc. (Etikan, 2016) and Anita S Acharya , 2013).

In this study, purposive sampling is considered to be the best to select students from two secondary schools. As C.Tongco (2007) stated that purposive sampling can be used with both qualitative and quantitative research techniques. He also defines purposive sampling as a non-probability sampling technique that is most effective when studying a specific cultural domain with qualified experts within.

In addition, (Etikan, 2016) mentioned how purposive sampling is taken.

*Purposive Sampling, subjects are selected based on study purpose with the expectation that each participant will provide unique and rich information of value to the study. In purposive sampling, Sample size is determined by data saturation not by statistical power analysis. (Etikan, 2016,P.4)*

Moreover, as Etikan (2016) mentioned that purposive sampling is done based on the researcher's assessment of who will supply the best information to succeed for the objective of the study. The individual doing the research should concentrate on persons who share the same viewpoint and are willing to share it in order to obtain the necessary knowledge.

Glenn D. Israel (1992) highlighted how sample size is influenced by a variety of factors, including the study's objective, population size, the danger of selecting a "poor" sample, and the sampling error allowed.

C.Tongco (2007) cited different scholars (researchers) to elaborate the idea that purposive sampling is better than random sampling.

*Purposive sampling, when used appropriately, is more efficient than random sampling in practical field circumstances (Bernard 2002, Karmel & Jain 1987) because the random member of a community may not be as knowledgeable and observant as an expert informant (Tremblay 1957). This method is especially useful when there is not enough funds and other resources (Campbell 1955, Karmel & Jain 1987, Topp et al. 2004). Purposive sampling can be more realistic than randomization in terms of time, effort and cost needed in finding informants (Seidler 1974, Snedecor 1939).*

This paper focuses on how to go about selecting students willing to impart their knowledge and experiences with ETV adolescents’ programs through the purposive sampling method of informant selection.

**Table 1. The sub cities and targeted schools**

No	Sub cities	Schools	Owner
2	Lideta	“Hedase” Lideta	Government
3	Addis Ketema	St.Raguel	Private

Anthony and Kathleen (2007) elaborate represent the framework within which the sampling takes place, including the number and types of sampling schemes (members) as well as the sample size. What is sampling members and sample size?

### **3.4.1. Sample Size**

In addition to deciding how to select the samples for the qualitative and quantitative components of a study, mixed methods researchers should also determine appropriate sample sizes for each phase. The choice of sample size is as important as the choice of sampling members, because it determines the extent to which the researcher can make statistical and/or analytic generalizations (Glenn D, 1992)/.

In this research, samples of 144 volunteer respondents that comprise both male and female students of the sample schools were purposely selected on the basis of purposive sampling technique with the help of school teachers to fill a short pre-survey questionnaire to indicate their names, gender, grade and whether they see the programs or not. Regarding the course of the study, the researcher conducted a pre-survey questionnaire to determine whether the students in the selected schools were actually watching ETV's adolescents' programs or not. As (Etikan, 2016) mentioned the researcher determined what information is required and sets out to discover persons who can and will offer it based on their knowledge or experience.

In addition, the qualitative information collected using in-depth interviews is analyzed in a way that helps to understand the result of the quantitative data well. So the in-depth interview was conducted with students from the two schools regarding the satisfaction or dissatisfaction with ETV adolescents' program.

The interviewed students were purposely selected, and are those who filled the pre – survey questionnaire correctly and willingness to give interview. Four were selected from each grade and a total of 12 students participated in the interview.

### **3.5. Data Collection**

To answer the research questions different data collection instruments were used. The data gathering instruments used in this study are questionnaire for quantitative data collection and in-depth interview for qualitative data collection. The researcher used survey questions in order to get attitudes, preferences and satisfaction or dissatisfaction of 144 late adolescent students. In addition, 12 late adolescents participated in the in-depth interview. These interviews are optimal for collecting data about the adolescents' motivation, activities and satisfaction or dissatisfaction with ETV adolescents' programs.

This research attempts to study the extent of satisfaction or dissatisfaction of late adolescents with ETV's adolescents' programs. The researcher found it suitable to make use of quantitative method in order to survey from two schools and qualitative method to get a detailed view of the

selected interviewees through open-ended questions so that the quantitative analysis can be strengthened. As Natasha Mack (2005) explains, in-depth interview is a technique designed to elicit a vivid picture of the participant's perspective on the research topic.

Generally, in this study, the questionnaires and in-depth interviews are considered as the base to answer the research questions. Therefore, the researcher believes, such combination of the two methods would minimize bias and strengthen the findings of the study.

### **3.6. Data Analysis Techniques**

The research will use mixed method approach as mentioned earlier. So data collection will use both qualitative and quantitative research methods.

On the other hand, quantitative data was collected by distributing questionnaires. Questionnaires are prepared Reading official documents for literature reviews, personal interviews with related officials from ETV and searching for internet sites of ETV were carried out. Basic statistics /SPSS/ and Frequencies and percentage are used to analyze the data. Results will be presented in the forms of tables.

In addition, the qualitative information (collected using in-depth interviews) is analyzed in a way to understand deeply the result of the quantitative data (Alboro, 2018). Qualitative Data will be obtained from in-depth interviews of late adolescent students. It will be analyzed and interpreted based on thematic categorization.

Generally, in this study, the questionnaire and in depth interview are considered as the base to answer the research questions. Therefore, the combination of the two methods, the researcher believes, would minimize bias and strengthen the findings of the study.

### **3.7. Data quality assurance**

Reliability and validity are relevant research concepts which reflect the establishment of truth Golafshani (2003). On the other hand, Bajpai (2014) explain that the two most important and

fundamental characteristics of any measurement procedure are reliability and validity and lie at the heart of competent and effective study.

### **3.7.1. Validity**

Validity means truthfulness. Validity, as defined by Bajpai (2014), is a test of how well a produced instrument assesses the specific notion it is intended to measure. In other words, validity refers to notion, question or hypothesis that determines which data is to be gathered and how it is to be gathered. Various researchers have suggested that the use of quantitative, qualitative, and mixed methods in the study should be verified by those outside the study (Joppe, 2000; Wainer and Braun, 1998). Thus, one of the instruments used in this questionnaire was approved by an outsider. The first is the appropriateness of identifying relevant students to watch programs by asking pre - survey questions. The second was to analyze the suitability of the device by distributing the questionnaire for some students. In addition, constructive comments and advice from the study advisor were another factor in the validity of the device. Advice from experienced teachers and friends also measured the relevance of the study tool.

### **3.7.2. Reliability**

Reliability means dependability and consistency. As Joppe (2000) defines reliability of the research is consistence and an accurate representation of the total population study. Furthermore, reliability, as defined by A.Drost (2001), is the degree to which measurements are reproducible – when various people perform the measurements on different occasions, under different conditions, and with purportedly distinct tools that measure the same item.

Taherdost (2020) quod other scholars and mentioned reliability concerns the extent to which a measurement of a phenomenon provides stable and consist result (Carmines and Zeller, 1979). Reliability is also concerned with repeatability. For example, a scale or test is said to be reliable if repeat measurement made by it under constant conditions will give the same result (Moser and Kalton, 1989).

Different scholars studied reliability and mentioned internal consistency approved with different measurment. One of them is the Cronbach Alpha coefficient As Whitley (2002), Robinson (2009)

stated the most commonly used internal consistency measure is the Cronbach Alpha coefficient. It is viewed as the most appropriate measure of reliability when making use of Likert scales. No absolute rules exist for internal consistencies, however most agree on a minimum internal consistency coefficient of .70 (Whitley, 2002, Robinson, 2009).

As Taherdost (2020) also cited Hinton et al. (2004) have suggested four cut-off points for reliability, which includes excellent reliability (0.90 and above), high reliability (0.70-0.90), moderate reliability (0.50-0.70) and low reliability (0.50 and below).

This study used SPSS Questionnaires with the Cronbach Alpha coefficient steps of Analyze - Scale - Reliability, the result would be 0.75. So according to Hinton et al. (2004) reliability scale this study put on high reliability. The result could be replicated if another study was conducted based on the questionnaires.

### **3.8. Ethical consideration**

As W.Creswell (1993) appropriately suggested, ethical issues may arise on the research process of the research design, purpose, questions, data collection and analysis, preparation of results and role of the researcher. So for this research, the researcher has used written letters from Addis Ababa University, Schools of Journalism and Communication to the two school administrators. And the researcher presents how the school administrator and late adolescent students would be interacting with the researcher and about promised outcomes from the participation. This increases the confidentiality with the researcher.

## **Chapter Four: Data Presentation and Analysis**

In this chapter the data gathered would be presented and analyzed. To gather the required data for the study, a questionnaire and an in-depth interview were employed as major tools. The result received from the questionnaire is presented and analyzed with descriptive statistics. The purpose of descriptive statistics is describing data. This study uses frequency and percentage among descriptive statistics throughout presentation and analysis. While the data gathered from the in-depth interview is analyzed with thematically categorization and interpretation with narration. As mentioned earlier the aim of this study is assessing audience satisfaction with ETV's adolescents' program in the case of late adolescent students aged 15 to 18. They were selected from two secondary schools in two sub cities of Addis Ababa .One of the schools is a private school (St.Raguel) and the other one is a government ("Hedase" Ledeta) school. The questions were distributed only to students who watch ETV's adolescent programs with two tools - questionnaire and interview.

The data gathered using the questionnaire has four parts. The first part is finding out the background information of the respondents while the second one is about their habit of watching adolescent programs. The third one is designed to get information to help to know the degree of satisfaction the audiences gain from the programs. The fourth one is designed to identify reasons of the audience to watch ETV adolescent programs.

### **4.1. Data from Questionnaire**

#### **4.1.1. Back Ground Information of the Respondents**

This section deals with the background information of the respondents. The features discussed include gender, age, and grade level of the respondents. Respondents (the target TV audiences) who watch ETV's adolescent programs were selected with purposive sampling method from the two schools. The results show the following demographic distribution in terms of sex, age and grade level of students.

#### 4.1.1.1. Sex

**Table 2. Sex of students**

Sex	Frequency	Percent%
Male	72	50
Female	72	50
Total	144	100

Among the total population 144 teenagers were taken as a sample from the two schools, using purposive sampling methods, i.e., 12 male and 12 female adolescents from each grade (grades 9, 10 and 11) to respond to the questionnaires. As can be seen from the findings, both sexes are equally represented: 72(50%) each. They were taken as a group. This helps the researcher to get opinions of teens and to understand the level of satisfactions of late adolescents with ETV adolescents' program.

#### 4.1.1.2. Age of students

**Table 3. Age of students**

Age	Frequency	Percent %
15	29	20.1
16	47	32.6
17	45	31.3
18	23	16.0
Total	144	100

As shown in the figure above, all the four age groups (late-adolescents) 15, 16, 17, and 18, participated in this study. 47(32.6%) (The majority) of the respondents were 16-year-olds; 17-year-olds follow by 45 (31.3 %). Third, 15-year-olds make up 29 (20.1 %) of the total. The least is 18 years old with 23 (16%). According to our country's education policy, a child starts kindergarten school at the age of four. If the policy is properly implemented and the student does

not repeat any class, he or she will reach the 9th grade at the age of 15. And at the age of 17, he/she will be in the 11th grade. As a result, 18-year-olds do not live in the 11th grade or lower. This is what the results of the study show. Nonetheless, the focus of this study is on the satisfaction of young people between the ages of 15 and 18 on Ethiopian television adolescent's program rather than their grade. So all students in this age group have the opportunity to answer the question.

#### 4.1.1.3. Grades of students

**Table 4. Grades of students**

Grade	Frequency	Percent %
9	48	33.3
10	48	33.3
11	48	33.3
Total	144	100

With regard to grade levels, it is shown in the table that equal number of students were selected from each grade level, that is, 48 (33.3%) each. They have equal chance to respond to the questionnaire. This helps the researcher to get balanced information from each grade level students.

#### 4.1.2. The respondents watching habit of ETV adolescents' program

**Table 5 Frequency of adolescents' programs on ETV**

Number of respondents on frequency of watching		
	Number of respondents	Percent %
Always	19	13.2
usually	36	25.0
sometimes	89	61.8
Total	144	100

**Always** = once a week    **usually** = once two weeks    **Sometimes** = once more than two weeks

According to the above table ETV’s adolescent programs watch sometimes have high audiences’ frequency. About 89 (61.8 %) of its viewers are grouped in this category and they sometimes watch the program. 36 (25 %) of viewers said they watch the program usually and only 19 (13.2 %) said they always watch the programs. In addition to this the sum of number of audiences that watch the programs always and usually (38.2 %) is almost less than the audience that watch sometimes 89 (61.8%). so we can say that late adolescents do not always watch ETV’s adolescent programs. The result indicated that the majority of students watch adolescent program of ETV sometimes. Therefore, it can be concluded that ETV is not their first media choice.

#### 4.1.3. Length of time respondents spent watching ETV’s adolescent programs

The researcher also attempted to assess the length of time the selected audiences spend watching ETV adolescents’ programs. The results are presented in the following table.

**Table 6. Length of watching time**

<b>Number of minutes Respondents Spend Watching ETV’s adolescent programs every week</b>		
<b>Time interval</b>	<b>Number of respondents</b>	<b>Percent %</b>
15 minutes	30	20.8
30 minutes	47	32.6
45 minutes	24	16.7
60 minute	27	18.8
1 hour and 45 minutes	16	11.1
Total	144	100

Ethiopian television’s adolescent programs are broadcast once a week for one hour and forty-five minutes every Sunday excluding the three days of rebroadcast. However, as shown in the table above, there are very few late adolescent students who watch the entire programs. This means that only 16 (11.1%) out of 144 students attend full-time programs, This shows that teenagers do

not spend all their time watching events. This is a clear indication that the events did not meet their needs.

As mentioned in the literature review, the major theoretical assumption tested was whether more strongly motivated viewers would more actively engage in various audience activities throughout the viewing process and receive greater viewing satisfaction (A.Lin ,1993). According to the research, if the teens' needs were met, they would spend more time watching the events.

On the other hand, out of 144 students those who watch the programs for 30 and 45 minutes are 47 (32.6%) and 24 (16.7%) respectively. This is a clear indication that not all programs are chosen by teenagers. We can guess that after watching their favorite programs (preferences), they may switch off the TV or leave it as it is or change the channel.

#### **4.1.4. Audiences Level of satisfaction on the program**

In this section the level of satisfaction on each program is indicated. On the pre – survey questionnaire which was prepared to select the appropriate audience, and sample to fill the questionnaires, the late adolescents clearly put which program(s) they watch to fulfill their needs. Most of them select only the program(s) which they most frequently watch. So there is a missing data in every choice. This is clearly elaborated the table below.

**Table 7 satisfaction level of audiences on sections and components of the program**

ETV adolescents' program sections	Number of respondents	Missing/students not respond/	Percent %	Rank of satisfaction
“Kelem”	114	30	79.2	<b>1</b>
Live transmission	108	36	75.0	<b>2</b>
“Shereshere”	98	46	68.1	<b>3</b>
“Temsalet”	97	47	67.4	<b>4</b>
“Engeda”	92	52	63.9	<b>5</b>
“Heleme”	91	53	63.2	<b>6</b>

As shown in the data above, all events were rated to the satisfaction of the late adolescents. Probably no program remains. But they are chosen according to the needs of each teenager. As a result, the most popular “Kelem” question and answer session was selected by 114 teens, with a score of 114 (79.2%). But the 30 teenagers did not say anything about “Kelem”. After “Kelem”, live coverage was chosen by 108 (75 %) of the teens, with 36 teens saying nothing about it. “Heleme”, “Engda”, “Temsalet” and “Shereshere” programs were randomly selected by 91 (63.2), 92 (63.9), 97 (67.4), and 98 (68.1) teens respectively. .Therefore, they have their own stand to watch the programs selectively. It is one of the active audience’s behaviors. That is why there are many missed lists on the result.

As 2018 international workshop on Education Reform and Social sciences (ERRS, 2018) mentioned in the literature, audience members seek information for various purposes, especially, for comfort, empowerment, learning, and knowledge to act. But all the information provided is not useful and credible to them. Therefore, they filter out useless information retaining only that which is useful for them and believable. The result of the data above confirms this concept.

#### **4.1.5. Reasons of watching**

The purpose or reason for each audience's watch program varies according to the audience's age, gender, experience, and behavior. It can be fun for one and it can be passing time for the other. However, all viewers have purposes or reasons for viewing the programs. Therefore, in the tables below, we can see why late adolescents watch Ethiopian Television's teens' program in five categories. Reason suggestions for each category are listed. According to the Liker Scale, the teenagers have made their choice by using numbers: ranging from 1 for strongly disagrees to number 5 for strongly agree levels.

The purpose of the section is to know the reasons why late adolescent students view the programs in line with the frequency of their motivations for watching programs. These are:- passing time, education purpose, entertainment, social integrity and personal identity.

##### **4.1.5.1.Pass time**

Pass time is one of the reasons for audiences to watch television. It is also called habitual /ritualistic/ viewing. According to (Richard M.Lerner, 2004), ritualistic viewing motives can

be less goal-oriented viewing, such as passing time. Viewing intentions that are ritualistic are stronger indicators of audience behaviors that are less purposeful (i.e., less audience selectivity or viewing attention).

Accordingly, four statements are presented to the students who see the programs as a pass time. They, therefore, responded to each sentence by selecting one of the five choices based on the Liker scale.

**Table 3.1. students' frequency of passing away**

pass time												
no		SD	%	D	%	N	%	A	%	SA	%	Total
	<b>It helps me to pass the time away.</b>	47	32.6	39	27.1	24	16.7	30	20.8	4	2.8	144

➤ Note: SD=strongly disagree D=disagree N=neutral A=agree SA=strongly agree

One of the main reasons for students of age's 15-18 years to look for adolescent programs is to spend time with them. According to the questionnaire, out of 144 students only 4 (2.8%) of them strongly agreed, 30 (20.8%) of them agreed that they watch the programs as pastime. However, 47(32.6 %) of them strongly disagreed, and, 39 (27.1%) of the adolescents disagreed that they use the program as a pastime. The numbers of students who do not agree or disagree (neutral) are 24(16.7%). In general, we understand from the results that students watch Ethiopian television adolescents' programs for a better reason than passing time. Pass time is a weak or unintentional reason as Richard M.Lerner (2004) mentioned in his literature.

**Table 8.2. Students' frequency of watching as a habit.**

pass time												
no		SD	%	D	%	N	%	A	%	SA	%	Total
	<b>I watch as a habit.</b>	27	18.8	68	47.2	18	12.5	29	20.1	2	1.4	144

The result shows that 68 (47.2%) of the students and 27 (18.8%) showed high degree of disagreement. Of those who agreed, 29 (20.1%) were the ones who said they had seen the event habitually. Little number of students 2 (1.4%) chose to strongly agree. Overall, adolescents view programs having good reason, not because of habit.

**Table 8.3. Students' frequency of getting rid of the boredom.**

pass time												
no		SD	%	D	%	N	%	A	%	SA	%	Total
	<b>It helps me to get rid of my boredom.</b>	29	20.1	44	30.6	25	17.4	38	26.4	8	5.6	144

As shown in table 8.3, 29(20.1%) of the students strongly disagreed and 44(30.6 %) of the students disagreed that they watch the programs to get rid of boredom said. On the contrary, 38(26.4%) agreed that the programs help them to get rid of boredom. 25(17.4%) of students remained neutral. However, the number of students who strongly agreed was very small, only 8(5.6%).

Generally, 50.7% of the students (half of the total number) indicated that they did not use ETV adolescents' programs to avoid boredom. Thus, the students do not use the programs to relieve their temporary boredom but for some other reason.

**Table 8.4.Students' frequency of forgetting problems at school.**

pass time												
no		SD	%	D	%	N	%	A	%	SA	%	Total
	<b>It makes me forget my problems at school</b>	29	20.1	35	24.3	24	16.7	39	27.1	17	11.8	144

As shown in the table above, majority of the students 39(27.1%) agreed and 17(11.8%) strongly agreed that they use the programs as a solution to forget their problems at school. On the contrary, 35(24.3%) of the students disagreed and 29(20.1%) of them strongly disagreed that they watch the programs as solutions for school problems. There is a significant difference between them. Only 16.7 percent said they did not agree or disagree (neutral).

In general, the sum of numbers of students who say disagree and strongly disagree is 44.4 %. It can be concluded that, the majority of them say that they did not use the programs as a solution to forget problems at school.

**Table 8.5.Summary of pass time**

Pass time	SD		D		SD and D		N		A		SA		A and SA	
<b>1.It helps me to pass the time away.</b>	47	32.6	39	27.1	<b>86</b>	<b>59.7</b>	24	16.7	30	20.8	4	2.8	<b>34</b>	<b>23.6</b>
<b>2. I watch as a habit.</b>	27	18.8	68	47.2	<b>95</b>	<b>66</b>	18	12.5	29	20.1	2	1.4	<b>31</b>	<b>21.5</b>

<b>3.It helps me to get rid of my boredom.</b>	29	20.1	44	30.6	<b>73</b>	<b>50.7</b>	25	17.4	38	26.4	8	5.6	<b>46</b>	<b>32</b>
<b>4.It makes me forget my problems at school</b>	29	20.1	35	24.3	<b>64</b>	<b>44.4</b>	24	16.7	39	27.1	17	11.8	<b>56</b>	<b>38.9</b>

Note: SD=strongly disagree D=disagree N=neutral A=agree SA=strongly agree

Based on the above Table, the sums of students who said disagreed and strongly disagreed are significantly greater than agreed and strongly agreed. So we can say that. Students did not use the programs as a pass time.

#### 4.1.5.2. Entertainment

The media, by nature, is an informal school. Especially, if teens are to be taught in the media, they must be having fun. To this end, we can quote the comments made in the Literature Review: *The entertainment function is typically defined as wanting pleasure, relaxation, relief from boredom or anxiety, and mood management, and it dominates adolescents' claimed reasons for using media (Richard M.Lerner, 2004).* The questionnaire of this study includes questions about whether the teens were entertained, happy and relaxing. The adolescents used the Liker scale to give their opinions.

**Table 9.1. Students' frequency of making entertain**

Entertainment												
no		SD	%	D	%	N	%	A	%	SA	%	Total
	<b>It makes me entertain.</b>	7	4.9	12	8.3	11	7.6	89	61.8	25	17.4	144

According to the questionnaire results above, large number 89 (61.8 %/) of students said that the programs entertain them. So they said agreed. The number of students who strongly agreed with the statement is 25 (17.4%). Next in line is 12(8.3%) of the students who disagreed. 11(7.6%) of the students did not say whether the events entertained them or not; they chose to be neutral, A small number of students 7(4.9 %) said they would strongly disagree.

In general, the analyses indicated that total 79.2% of the students entertain watching ETV adolescents’ programs.

**Table 9.2. Students' frequency of making happy to watch it**

Entertainment												
no		SD	%	D	%	N	%	A	%	SA	%	Total
	<b>It makes me happy to watch it.</b>	6	4.2	11	7.6	10	6.9	96	66.7	21	14.6	144

Of the 144 students who completed the questionnaire, 96 (66.7%) of them agreed that they would enjoy watching with ETV adolescents’ programs. 21(14.6 %) also said they strongly agreed that the program makes them happy. 11(7.6%) and 6(4.2%) of the students disagreed and strongly disagreed respectively.

According to the above results, a total of 117(81.3%) of the students took the lead in saying that they are happy with the program. So they selected agree and strongly agree.

**Table 9.3. Students' frequency of relaxing from daily hassle**

Entertainment												
no		SD	%	D	%	N	%	A	%	SA	%	Total
	<b>It relaxes me in the daily hassle.</b>	5	3.5	23	16	19	13.2	80	55.6	17	11.8	144

One of the statements in the entertainment category is that the students solve the problems of the day by relaxing. As shown above, a significant number of students 80(55.6 %) agreed. On the contrary, 23(16%) of them disagreed. The number of students who did not give comment is not that much small, which is 19(13.2%). 17(11.8%) strongly agreed and only 5(3.5%) strongly disagreed.

Hence, according to the results above, 97(67.4%) of the students, in sum, said that they agreed and strongly agreed. This is one of the most popular choices. Thus, it shows that the students will be able to solve their problems day in and day out and relax themselves as well as gratify their needs with the programs.

**Table 9.4. Summary of Entertainment**

Entertainment	SD		D		SD and D		N		A		SA		A and SA	
<b>1. It makes me entertain.</b>	7	4.9	12	8.3	<b>19</b>	<b>13.2</b>	11	7.6	89	61.8	25	17.4	<b>114</b>	<b>79.2</b>
<b>2. It makes me happy to watch it.</b>	6	4.2	11	7.6	<b>17</b>	<b>11.8</b>	10	6.9	96	66.7	21	14.6	<b>117</b>	<b>81.3</b>
<b>3. It relaxes me in the daily hassle.</b>	5	3.5	23	16	<b>28</b>	<b>19.5</b>	19	13.2	80	55.6	17	11.8	<b>97</b>	<b>67.4</b>

Note: SD=strongly disagree D=disagree N=neutral A=agree SA=strongly agree

Based on the above Table, the sums of students who said agree and strongly agree are significantly greater than disagree and strongly disagree. So we can say that Students used the programs as entertainment. So their need fulfill and gratify them.

#### 4.1.5.3. For Educational Purpose

In this section, one of the reasons why students watch ETV adolescents' programs is analyzed based on the data obtained. Researchers say that information is one of the main sources of learning for viewers. The students answered questions in the questionnaire about whether they had learned something from the programs in various subjects or not.

**Table 10.1. Students' frequency of informing about adolescent topic.**

For learn												
no		SD	%	D	%	N	%	A	%	SA	%	Total
	<b>It helps me to be informed about adolescent topics.</b>	2	1.4	22	15.3	7	4.9	71	49.3	42	29.2	144

According to the results of the survey (questionnaire), 71(49.3 %) of the students agreed that the event helped them to get information about adolescent topics. 42(29.2 %) of them also strongly agreed. In contrast, 22(15.3 %) of them disagreed and only 2(1.4 %) of them strongly disagreed. Although small, only 7(4.9 %) of the students said they had no opinion on the statement.

According to the results, 113(78.2%) of the students agreed and strongly agreed that the programs have helped them to learn about teenagers. This shows that the students' level of satisfaction with ETV information on teen's programs is high.

**Table 10.2. Students' frequency of teaching things that are not taught at school**

For learn												
no		SD	%	D	%	N	%	A	%	SA	%	Total
	<b>It teaches me things I don't learn in school.</b>	4	2.8	15	10.4	14	9.7	56	38.9	55	38.2	144

According to the survey, 56(38.9 %) and 55(38.2 %) of the students said that they agreed and strongly agreed respectively, that ETV adolescents' programs teach the adolescents issues that are not taught at school. On the other hand, 15(10.4%) disagreed and only 4(2.8 %) strongly disagreed that the programs did not teach them something new. Only 14 (9.7 %) did not express their views.

Generally, A total of 111(77.1%) of the students agreed and strongly agreed that the programs are satisfying their needs by increasing the knowledge they have which is not acquired in school.

**Table 10.3.Students' frequency of showing how to pass problem**

For learn												
no		SD	%	D	%	N	%	A	%	SA	%	Total
	<b>It shows how other people deal with the same Problems I have.</b>	5	3.5	11	7.6	16	11.1	65	45.1	47	32.6	144

Another question was whether the programs were a reason for the students to see how they had solved problems for their peers. 65(45.1 %) agreed and 47(32.6 %) strongly agreed that the programs taught them about how other people solve problems. However, 11(7.6 %) disagreed and 5(3.5) % strongly disagreed. 16(11.1%) the number of students who said they are neutral is almost equal to the sum of the numbers of students who disagreed and strongly disagreed.

Generally, the total number of students who said they agreed and strongly agreed is 112(77.7 %). They are far superior to the number of students who disagreed and said they have no opinion. Thus, the results clearly show that the students would be able to solve their problems based on the experience of their peers and are gratified (satisfied) with the programs.

**Table 10.4. Summery for educational purpose**

For educational purpose	SD		D		SD and D		N		A		SA		A and SA	
<b>1 It helps me to inform about adolescent topics.</b>	2	1.4	22	15.3	<b>24</b>	<b>16.7</b>	7	4.9	71	49.3	42	29.2	<b>113</b>	<b>78.5</b>
<b>2. It teaches me things I don't learn in school.</b>	2	2.8	15	10.4	<b>17</b>	<b>13.2</b>	4	9.7	56	38.9	55	38.2	<b>111</b>	<b>77.1</b>
<b>3. It shows how other people deal with the same Problems I have.</b>	5	3.5	11	7.6	<b>16</b>	<b>11.1</b>	16	11.1	65	45.1	47	32.6	<b>112</b>	<b>77.7</b>

Note: SD=strongly disagree D=disagree N=neutral A=agree SA=strongly agree

Overall, the total numbers of students who said they agreed and strongly agreed are far superior to the students who disagree and say they have no opinion. Thus, the results clearly show that the students will be able to learn with other peers solve problem on the program.

#### 4.1.5.4. Social Integrity

In addition to informing, educating, and entertaining, the media contributes to the preservation of social cohesion. Viewers also use the media to keep their social interactions safe. The essays in this study are about the life span of late adolescents trying to strengthen their social and personal identities. Thus, they are used the media in general and television in particular to satisfy their needs. We find this out in the Literature Review in the form of the social uses and meanings that media offer an important key to understanding their role in the lives of adolescents. In the statements below, the students continue their social interactions and explain how they get their social integrity from the ETV's adolescent programs.

**Table 11.1. Students' frequency of bringing together as family**

Social integrity												
no		SD	%	D	%	N	%	A	%	SA	%	Total
	<b>I like watching it because it brings us together as a family.</b>	3	2.1	26	18.1	23	16	62	43.1	30	20.8	144

In the table above, a large number of the students or 62(43.1%) said they were able to watch ETV teen's programs that they would like to be with their parents. 30(20.8 %) also strongly agreed with the statement. On the other hand, 26(18.1 %) said they disagreed and 2.1 % said they strongly disagreed with the idea. It is very less as compared to students who agreed with the statement.

As a result, 92(63.9 %) of the students stood in favor of being able to stay with their families. In response, they expressed their desire to be with their families with ETV adolescent's programs. So we can say that the program could satisfy their needs and expectations to bring them as a family.

**Table 11.2. Students' frequency of watching and discussing with friends**

Social integrity												
no		SD	%	D	%	N	%	A	%	SA	%	Total
	<b>It helps me to watch and discuss the issues with my friends.</b>	4	2.8	24	16.7	23	16	72	50	21	14.6	144

One of the statements posed to the teens in Social Unity was whether they had discussed with their friends about the issues raised by ETV adolescents' program. Half of the 144 students 72(50%) said they have the experience of discussing with topics at the programs. In contrast, 24(16.7 %) said they do not agreed. Students who said they have no idea are 23(16%) of the total population. 4(2.8 %) of them said they did not agree that they discuss the programs with their friends.

Overall, 98(64.6%) of the students said they agreed and strongly agreed. Thus, the results can be seen as satisfying the students' desire to discuss with their peers because of the program.

**Table 11.3. Students' frequency of know the role in the society**

Social integrity												
no		SD	%	D	%	N	%	A	%	SA	%	Total
	<b>It helps me to know</b>	-	-	8	5.6	13	9	82	56.9	41	28.5	144

<b>about my role in the society.</b>												
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According to the results of the survey, more than half of the students 82(56.9 %) agreed that the programs help them understand their role in the community. Here, 41(28.5 %) of students demonstrated that they strongly agreed. 13(9 %) of the students did not express their agreement or disagreement. On the other hand, 8(5.6 %) said they disagreed but none of them strongly disagreed. .

Overall, 123(85.4 %) of students agreed and strongly agreed, in sum, that the program on Ethiopian Television adolescents’ programs would help them understand their role in the community. This is significantly higher than the number of students who disagreed and said not have an opinion. In conclusion, the students are very satisfied with the program to know about their role in the society.

**Table 11.4. Students' frequency of facilitating relationship with the community**

<b>Social integrity</b>												
no		SD	%	D	%	N	%	A	%	SA	%	Total
	<b>It helps me to facilitate relationships with family, friends, or desired social.</b>	1	0.7	7	4.9	14	7.9	79	54.9	43	29.9	144

Many of the students said they agreed that ETV teens’ program had helped them to have a better relationship with family, friends and the community. These were 79(54.9 %), which is more than half of the 144 students who completed the questionnaire. 43(29.9 %) of students also strongly

agreed. Only 16(7.9%) declined to comment. 1(0.7%) and 7(4.9%) of students strongly disagreed and disagreed respectively. They have the smallest number, and the total of the two is 8(5.9 %) even less than the 14(7.9 %) who said they have no opinion.

Overall, the program has improved the relationship between the family and the community by 92(84.8 %). As a result, the survey showed that the students were satisfied with what they wanted and expected from the programs.

**Table 11.5. Summary of social integrity**

Social integrity	SD		D		SD and D		N		A		SA		A and SA	
<b>1. I like watching It because it brings us together as a family.</b>	3	2.1	26	18.1	<b>29</b>	<b>20.2</b>	23	16	62	43.1	30	20.8	<b>92</b>	<b>63.9</b>
<b>2. It helps me to watch and discuss the issues with my friends.</b>	4	2.8	24	16.7	<b>28</b>	<b>19.7</b>	23	16	72	50	21	14.6	<b>93</b>	<b>64.6</b>
<b>3 It helps me to know about my role in the society.</b>	-	-	8	5.6	<b>8</b>	<b>5.6</b>	13	9	82	56.9	41	28.5	<b>123</b>	<b>85.4</b>
<b>4. It helps me to facilitate relationships</b>	1	0.7	7	4.9	<b>8</b>	<b>5.6</b>	14	7.9	79	54.9	43	29.9	<b>122</b>	<b>84.8</b>

<b>with family, friends, or desired social.</b>														
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Note: SD=strongly disagree D=disagree N=neutral A=agree SA=strongly agree

As a result, the sum of students agreed and strong agreed with all statements on the social integrity factor is greater than other choices.

#### 4.1.5.5. Personal Identity

Personal identity is one of the reasons audiences watch TV. As Richard M. Lerner (2004) mentioned young people may utilize media to reduce worrying about developmental changes, discover alternative solutions to challenges, reaffirm their choices, or—perhaps most importantly—reflect on who they are and who they may become as they establish their identity. He also discussed that every person likes to learn new things from others. Especially when audiences watch television programs, they usually like to get useful information about their life. They want to educate themselves and get a role model to their life style from media.

**Table 12.1. Students' frequency of learning things one self**

<b>Personal identity</b>												
no		SD	%	D	%	N	%	A	%	SA	%	Total
	<b>It helps me learn things myself.</b>	-	-	11	7.6	12	8.3	81	56.3	40	27.8	144

The data obtained from viewers indicates that 81(56.3%) of them agreed and 40(27.8%) strongly agreed that they could learn from other people’s experiences and the program did fill their skill gap in presenting good learning environment. But, only 11(7.6 %) of the respondents said that they disagreed. This means that most students get the chance to learn from ETV adolescents’

program. Therefore, from these differences we can say that audiences feel as they were learning and educating themselves. So the students wanted and expected to achieve from the programs were successful.

**Table 12.2. Students' frequency of discovering one self and others**

<b>Personal identity</b>												
no		SD	%	D	%	N	%	A	%	SA	%	Total
	<b>It helps me to discover one self and others.</b>	-	-	11	7.6	14	9.7	77	53.5	42	29.2	144

One of the questions asked on the questionnaire was whether the ETV adolescents' programs had helped the students identify themselves and others or not. Thus, as shown in the table above, the students replied that they agreed 77(53.5%) and strongly agreed 42(29.2%) that ETV's youth programs have helped them examine themselves and others. There were no students who strongly disagreed, but only 11(7.6 %) said they disagreed.14 (9.7%) of students abstained from commenting. The number of students who said they did not agree or who did not comment was insignificant as compared to those who said they agreed and strongly agreed.

So, the fact that 119(82.7%) of the students said that they agreed and strongly agreed shows that the students are very satisfied with ETV teens' programs to discover themselves and others..

**Table 12.3. Students' frequency of getting away from the rest of the family**

<b>Personal identity</b>												
no		SD	%	D	%	N	%	A	%	SA	%	Total
	<b>It helps me to get away from the rest of the family.</b>	2	1.4	33	22.9	44	30.6	40	27.8	25	17.4	144

At the very last, adolescents ability to live independently is important to them. As a result, they spend more time away from family members. One of the questions posed to the students in the questionnaire was to find out whether or not ETV adolescents' programs help them separate from their families. 44(30.6 %) of the students' responses were high, and they reserved to comment. An example of this is the fact that, as is the custom in many parts of our country, the efforts of children to become self-sufficient from an early age is not well accepted. Instead, they are considered to be disobedient and rebellious. As children, they are expected to do all the work with the family (Abdalla, 2001). As a result, they may be reserved to comment, since they are not encouraged to say that the programs have helped them to stay away from family members.

25(17.4%) and 40(27.8 %) of the adolescents said they strongly agreed and agreed respectively that the programs help them separate from their families. The number of students who disagreed is not that little, which is 33(22.9 %). However, there are only 2(1.4%) students who strongly disagreed.

Generally, the sum of the numbers of students who agreed and strongly agreed is 65(45.2%). This implies that the students got their needs and expectations met as they try to live independently and are satisfied with the programs.

**Table 12.4. Students' frequency of representing values or lessons in life**

<b>Personal identity</b>												
no		SD	%	D	%	N	%	A	%	SA	%	Total
	<b>It represents values or lessons in life that I personally agree with.</b>	2	1.4	27	18.8	36	25	59	41.0	20	13.9	144

In the process of identifying teens' media coverage representing their values, culture and customs, they choose to see more. The students were informed of this statement by choosing one of the five options given to them in the questionnaire. As indicated in the results, 59(41.0%) of

the students agreed with the statement, which is the highest.36 (25%) of the students were reserved from commenting which is the second highest. 27(18.8 %) of them said they did not benefit from the programs, representing the satisfaction and expectations of life that they personally agree with. 20(13.9 %) of the students said they strongly agreed, while only 2(1.4 %) said they strongly disagreed.

In conclusion, a sum of 79(54.9%) of the students said they strongly agreed and agreed that the programs are being made to represent the values and lessons of life of the students. The result shows that the students are satisfied with the programs.

**Table 12.5. Students' frequency of building self - confidence**

no		SD	%	D	%	N	%	A	%	SA	%	Total
	<b>It helps me to build self - confidence</b>	1	0.7	10	6.9	11	7.6	67	46.5	55	38.2	144

Television programs help teens build self-confidence in their quest for identity. Thus, one of the statements in the questionnaire was whether the programs help the students to build up their self-confidence or not. The result shows 122 (85 %) of the 144 students completed the survey. that agreed and strongly agreed with the statement. The remaining 22(15 %) said they would never agree, disagree, or are reserved to give comment. This indicates that ETV's youth program has given students satisfaction to build their self-confidence.

**Table 12.6. Summery of personal identity**

Personal identity	SD		D		SD and D		N		A		SA		A and SA	
<b>1 It helps me learn things</b>	-	-	11	7.6	<b>11</b>	<b>7.6</b>	12	8.3	81	56.3	40	27.8	<b>121</b>	<b>84.1</b>

myself.														
<b>2. It helps me to discover one self and others.</b>	-	-	11	7.6	<b>11</b>	<b>7.6</b>	14	9.7	77	53.3	42	29.2	<b>119</b>	<b>82.5</b>
<b>3 It helps me to get away from the rest of the family.</b>	2	1.4	33	22.9	<b>35</b>	<b>24.3</b>	44	30.6	40	27.8	25	17.4	<b>65</b>	<b>45.2</b>
<b>4. It represents values or lessons in life that I personally agree with.</b>	2	1.4	27	18.8	<b>29</b>	<b>20.2</b>	36	25	59	41.0	20	13.9	<b>79</b>	<b>54.9</b>
<b>5. It helps me to build self - confidence</b>	1	0.7	10	6.9	<b>11</b>	<b>7.6</b>	11	7.6	67	46.5	55	38.2	<b>122</b>	<b>84.7</b>

Note: SD=strongly disagree D=disagree N=neutral A=agree SA=strongly agree

Overall, as shown in the table, students agreed and strongly agreed in sum that the program on Ethiopian Television will help them understand their personal identity. This is significantly higher than the students who disagree and said not have an opinion. As a result, the students are very satisfied with the program to know about their personal identity.

#### 4.1.6. Overall Satisfaction

**Table 13.1. Students' frequency of satisfaction the overall program.**

no		SD	%	D	%	N	%	A	%	SA	%	Total
	<b>All in all I satisfied with Ethiopian television adolescents' programs.</b>	5	3.5	12	8.3	11	7.6	66	45.8	50	34.7	144

Finally, the students expressed their satisfaction with overall status of ETV youths' programs. Thus, according to the table above, 66(45.8%) and 50(34.7%) of the students, agreed and strongly agreed respectively that they were satisfied with the programs. This is 116(80.5%) of the total. The remaining 28(19.5%) said they did not agree and had no comment. The difference between those who said they agreed and those who do not is high.

In general, the results of the survey show that ETV adolescents' programs meet the needs and expectations of the students to gratify.

#### 4.2. Data from Interview

As it is pointed out earlier in chapter three, semi-structured type predetermined questions were prepared and conducted with interviewees who had seen ETV adolescents' programs. This part is designed to give additional responses to the issues that were not efficiently addressed by the questionnaire. Thus, twelve participants who had a good experience in viewing the programs and had seen most programs participated in the interview. The respondents were selected purposefully by asking their permission to have the willingness and based on their response for the pre-survey questionnaire. Six students from each school were selected to be free from partiality. One male and one female student from each grade (grades 9, 10, and 11) participated in the interview.

The analysis of the data begins with when the interviewed students began watching ETV teens' program and what frequency they saw. We then analyze why they are watching the programs and what kind of activities they want to see. The study also includes an analysis of factors affecting students' satisfaction.

#### **4.2.1. Respondents watching habit**

Some researchers claim that children and teens spend more time on media, while others said that they spend less time on it. According to the literature review, (Plotrowiski, 2017) mentioned today's children and teens spend more time with media than they do at school. This shows that adolescents have their own watching habit of mass media. But, there is no evidence or research for how many hours or minute's adolescents in Ethiopia spent watching television. In this study, the researcher first tried to explore, in short, the watching habit of students in ETV adolescents' programs in two selected schools.

Eight of the 12 students interviewed in this study were watched more than three years old when they started watching ETV teens' programs. Four of them have watched only for one year. But this study focused only on those with three years watching experiences after the reform is implemented. Six, on the other hand, occasionally watch the show, four often watch it, and two regularly watch. The respondents in two of the interviewee indicated their watching habits of the ETV adolescents' program.

NA-9 (16 years old):-It has been two years since I started watching ETV adolescents' programs. Occasionally, I watch the programs as they unfold.

WEN-10 (17 years):-it has been three years since I started watching teen shows on Ethiopian television.

An audience who is always watching the events is close to satisfaction as A.Lin (1993) mentioned. He said that the hypothesis was investigated to see if more highly motivated viewers will participate more actively in various audience activities throughout the viewing process, resulting in higher viewing satisfaction.

Most students said that they are thrilled that the programs are designed just for them. Two of the teenagers interviewed are AL-9 and TE -11 who shared their views on the show.

AL-9 (15 years):- I have always watched ETV teens' shows for three years. One of the programs I like to watch is "Temsalet". I attend the programs because it lets me know the talents of children and adolescents outside our country. I am not happy with the way it is presented because the time is short and the occasionally it is for very small children. But still the program gives me satisfaction.

TE-11 (18 years):-I have seen the programs for one year. Most of the programs. I watched educational and participatory live broadcasts (live transmission). I'm glad I can answer the questions on air. But I have trouble founding their phones. I also don't like the haste and confusion of the editors. But still it is satisfying, since I can learn a lot and be on the phone with the teachers. So I wait for the time not to run out.

If a series of programs is always watched, even the gaps will not be highlighted as AL-9 and TE -11 responded.

#### **4.2.2. Adolescents' program preference or Reason to watch**

As Aler (1990) stated that, television viewers are motivated to watch programs in order to fulfill their varied wants, needs, and desires at the time. This is not to say that viewing behavior is always influenced by powerful psychological forces; rather, most of the time, people watch television for a reason, and this includes the youth to some extent. This motivation could be as simple as 'passing time.' So All the students interviewed in this study mentioned that they would choose the programs for a reason.

BR – 9 /15 years old/ : - I always watched the Q&A (Kelem) contest on ETV teens' shows. I attended most of my schooling last year when I was in eighth grade. I took part in the competition too. I would gain knowledge for my education. I very much like the show. But now I see it occasionally because it is not prepared for students above 8th grade. So I am not satisfied with that.

WEN-10 (17 years):- it's been three years since I started watching teens' programs on ETV. Among the programs my chose was "Shereshere". It inspires me to see the places. It gives me an idea of a place, a community, and a culture. I'm happy about that. However, I would like to see areas outside of Addis Ababa at the event. But they usually showed us Addis Ababa. So I was not satisfied with the programs.

As we saw in the interview above, both students have a reason to watch ETV teen's program. The programs they saw vary according to their age and psychological readiness. Satisfaction or dissatisfaction with the programs also varies according to their benefits. As a result, both of them were not satisfied with what they expected and did not enjoy the benefits.

Yuan Meng (2019) explored how a pleasant experience can lead to unhappiness since, however pleasant, it did not turn out to be as pleasant as expected. As a result, rather than being an emotion, satisfaction or dissatisfaction is an emotion appraisal.

NA-9 (16 years old): I usually attend "Engeda" shows. I look forward to seeing talented and creative teenagers. When I see what other children have done, I am moved to do the same. But I don't think it attracts; the time is short and the children at the show are younger than we are. So I am not satisfied with that.

From the above student's point of view, we can see that everything that looks good is not satisfying.

#### **4.2.3. The place that viewers gave to content and presentation**

Previous studies have focused on media content. It has been widely reported that the media has a role to play in informing, educating, and entertaining. But it was unknown at that time what the audience would do after leaving the post. This is well illustrated by Adamu (2005) to quote Klapper (1960), a media bullet-model researcher who focused on the media, as well as Use and Gratification researchers who focused on the interests and satisfaction of the audience, Katz, Gurevitch and Haas, (1973).

All the interviewed students do not watch all six of the ETV teens' programs. Only three of the 12 students interviewed see all of them. The others have their own reasons for choosing only few. The students explained that there are some things that they like and dislike about the subject matter. The amount of time they are given is one of them. Even though the content of the events is good, some said that they were not satisfied.

AM-10 (18 years old):- I usually see "Engeda" program. Although the event invited creative and talented students, how it is presented was not clear. The presentation is so weak. In addition the limited time spent on air end without the guest realizing what he or she is introducing well. This, in my part, did not satisfy me.

BR-9 (15 years old):- I attended all the programs and that all the programs are short. This is because they end up not understanding the purpose of the events. So most of the time I am not satisfied.

We found that the formatting (Magazine format) of the events are not often for children. Mcaleer, (1990) mentioned that programs with a continuous storyline receive greater attention than segmented, magazine-format shows. The former (magazine-format shows) also tend to be better remembered than the latter.

On the other side as Mulugeta (2009) quoted Gunter & Mcaleer (1997) researchers have found that young children's attention to television varies with a variety of content and presentation format features. In this regard, the content and presentation of the program has a role to play to get the attention of the child or adolescent. In other words, children programming has the ability to attract the attention of the children through its content and presentation. Both of them are the factors that hinder the satisfaction of the audience too.

IS-10 (16 years old): It's been a year and a half since I started watching "Heleme". I usually follow. I would love to see the program. I learned a lot from the experts presenting at the event. I also knew how to achieve my dream. But the presentation is common and not interesting. So no matter what I chose to watch, it would go unnoticed (not satisfied).

Eight of those interviewed said that most of the programs are educators. And they like to watch. But in addition to their education, they want to have fun. One of them is WER-11.

WER-11 (18 years old) : -The programs are instructive. But in order not to hurt the human mind through education alone, it is necessary to convey fun things in between. I also say that children should be provided with supportive activities as well as creative works. In general, it is good to have fun while teaching.

#### **4.2.4. Attention to adolescents on the program**

Most of the students' who are interviewed say that the teens' programs on ETV were not suitable for them. Instead, they described the victims as "11- to 14-year-olds." They attribute this to the fact that they are programs that do not match their age and knowledge. The 15-year-old Teen AL-9 has to be happy to have programs for young people at her age. Another 18-year-old Joseph broke the idea on a matter.

JO-11 (17 years old): I always attend all the programs every Sunday. But most of the programs are not in our age group. Instead, they are for our little ones. For example, "Kelem" is for 7th and 8th grade students. And "Engeda" and "Temsalet" often used by children younger than we are. So I am not satisfied with my choice.

According to Joseph /JO-11/, he was dissatisfied and the information he expected at that level did not balance. It is important for the producers to take into account the age difference. This helps to identify their cognitive and social emotions.

TO-11, 17, said ETV's failure to provide programs for children between the ages of 15 and 18 were due to its lack of attention to late adolescents.

TO-11(age 17): programs are all very good. But they would rather spend time with high school students than with elementary students. That is to say, a little attention is paid to students in grades 9-12. but we need great attention on this age.

The label of the programs, "Sheresher", "Heleme", "Engeda" and "Temsalet", is "Lejenete". With that in mind, Nahum /NA-9/ says that it starts with the label that late adolescents are not given much attention.

NA-9 (16 years old):- Most of the programs for teens focus on our younger ones. This starts with the name given to the program. So, I don't think the term "Lejenete" refers to us late adolescents, age 15 to 18. Instead, it is preferred to label "Afela Wetatenete". If the name is changed, we know it is our program and will wait for and watch it easily.

## **Chapter Five: Summaries, Conclusions and Recommendations**

This chapter consists of summary of the most important issues discussed and the data analyses section of the research. It also draws conclusions and makes recommendations. The objectives of the study were merely to explore audience satisfaction with ETV adolescents' program in the case of late adolescents.

### **5.1. Summery**

The main purpose of this study was to determine whether late adolescents are satisfied or dissatisfied with ETV adolescents' programs. The study tried to answer why late adolescents watch ETV adolescents' programs, what the factors affecting / influencing / late adolescents' satisfaction with ETV adolescents' programs are and what the level of late adolescent's satisfaction with ETV's adolescents programs is. Although the study found that teens prefer to watch some programs, they are satisfied with what they want and expect. This is in line with the results of both quantitative and qualitative research.

The study explored a variety of topics related to audience satisfaction, which are the main focus of the study. One of the theories in the media effect theory is to look at the benefits and satisfaction of the audience using the Use and Gratification Theory. The satisfaction of the audience in terms of discussing the right concepts for teenagers was discussed based on this theory,. As a result, the focus of late adolescent students on the benefits and satisfaction of ETV's teen's program was explored.

The study used a mixed method to determine whether late adolescents were satisfied with ETV's adolescents' programs. In this method, the study can use questionnaires and individual interviews as tools. The study tried to find out the satisfaction or dissatisfaction of late adolescents with ETV adolescent's programs in the selected two schools in Addis Ababa. .144 students were purposely selected and guided to fill the questionnaire designed in Liker scale. On the other hand 12 students were interviewed with open ended questions. As a result, the researcher managed to understand what the late adolescents felt about the programs.

Students have their own program preferences or choices. They are only interested in one or two of the programs that are included in the overall preparation framework. Only very few teenagers see all the events regularly. This was made clear by the results of the distributed questionnaire. The other finding of the research is that they watched the program for entertainment, learning, as a pastime or as a habit, for social integrity and personal identity. The results of the study show that the students do not use these programs for passing time, but for other reasons like satisfying their needs and expectations.

Despite the reasons and preferences, the presentation of the programs did not enable the viewer to gratify their needs. Inconsistency and insufficient time to each segment, lack of attention, lack of representation of that specific age and lack of regular research to assess the needs and expectations of the audiences are some of the problems the late adolescents pointed out. The segments were more concentrated on education. However, mere education makes the adolescents easily bored. It should have entertained them while educating and giving information. Even if they said so, out of twelve interviewees eight of them said that they are satisfied with the programs which they preferred to watch.

The students were satisfied in most of the programs they saw and chose. But they did not want to see all the events. The evidence for this is, only 3 of the 12 students said they watched all the programs.

ETV media executives, as well as department heads, should follow up on what they put in their reform documents three years ago to study late adolescent programs. The officials should review their work based on the findings of this study to learn why most of the late teens occasionally watched the programs, why they do not see all the events and why they only see the whole package in just a few minutes. This will allow them to identify the needs and expectations of late adolescents and meet their needs

Therefore, ETV, as a media outlet, and kids and children department, as a department, should investigate why late adolescents did not watch all programs. They should duplicate the “Kelem” and live transmission’s experience that are popular with the students.

## **5.2. Conclusion**

In the findings, the students said they sometimes watch ETV adolescents' program. The contents of the programs are favorable to the students and hence they are satisfied with the programs. But the presentation of the program is weak and as usual. However the students also raised the idea that the programs have limitations regarding the consideration of their needs.

In connection to students' preference of the program, students revealed that they want to see ETV adolescents' programs which are related to their education because of their intention to learn more about themselves and others. This study illustrates that ETV adolescents' programs build up students' self-confidence and encourage them to work by themselves. The students' tendency shows that preparing about late adolescents on the program is mandatory.

But in terms of limitation, the programs have gaps with regard to focusing and considering those of the late adolescents who are age 15 to 18 years of age. Late adolescents should learn about their country's history, culture and integrity through different mechanisms. So the students seriously suggested that ETV adolescent's programs department must strive even beyond this level to satisfy their needs.

The students commented that ETV adolescents' programs did not work on adolescent issues like their physical and mental change, personal and social identity, their struggle to autonomy (independence), and their potential to satisfy their needs. They also need to watch dramas to learn while having fun and entertainment. In addition to this, they said the time most programs stayed on air is short. It needs to be rechecked again.

## **5.3. Recommendation**

The results of this research indicated that students watched ETV adolescents' programs for the sake of entertainment, learning, social integrity and personal identity. . Recommendations that the researcher believes may minimize some of the problems and help to satisfy audiences with the program are presented as follows:

- ❖ It is possible to say that the number of adolescent programs in the country is very few. This implies that the next (immediate) generation is not given due attention. On this new technology era especially traditional as well as new media spread worldwide and enter

each house, and influence late adolescents with negative media productions. So the stakeholders should support and look at the issue seriously. The Ethiopian mass media agencies should also motivate the media outlets to work on late adolescent issues. ETV adolescents' programs should teach adolescents issues like their physical and mental development, their relation with parents, how to live with other members of the community to satisfy their need and expectation. Moreover, they should present the programs with entertainment manner(style).

- ❖ Ministry of women and children affairs should strive in improving programs on adolescent based issues to support with lack of skilled and talented man power. This helps the media outlets to produce programs to satisfy late adolescents' needs.
- ❖ Adolescents' program producers should pay serious attention in the selections of topics which directly relate with late adolescents, for they are on the transitional period.
- ❖ Adolescent program producers should know about late adolescents' media preferences well, otherwise they cannot satisfy their needs.
- ❖ Each media which works on adolescent programs needs to employ child psychologist or train its employees about adolescents' development.
- ❖ The Ethiopian mass media agency needs to formulate and enforce some guidelines that will ensure that broadcasters give priority to late adolescents' programming by producing and airing regular and quality programming at appropriate times.
- ❖ Policy makers must try to craft national media policies particularly on late adolescents.
- ❖ In addition, parents to try to understand their children's media preferences, when they reached late adolescent period. They allow their children to watch moderate media content according to their age.

Generally, this research will primarily be useful for ETV program producers. It will show them how to design their programs for late adolescent age group audiences. Based on the results of this research the producers may revisit their programs content and presentation. And focus on those programs that have got higher audience satisfaction to expand their work style to others.

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**Appendices**  
**Appendix 1**

**Pre-survey Questionnaire for Students**

**(English version)**

Name ..... Sex ..... Age ..... Grade .....

Do you watch Ethiopian Television for teenagers?

Yes  No

If you say Yes, which one of the following programs

Do you follow?

“Sheresere”  “Engeda”  “Kelem” Qand A

“Heleme”  “Temsalet”  Live broadcasts

**Appendix 2**

**Students’ Questionnaire (English version)**

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

Dear respondents,

The objective of this questionnaire is to gather information to the research entitle “audience satisfaction with *Ethiopian television* children’s Program: the case of late adolescent at secondary school in Addis Ababa”. You are kindly requested to give genuine responses to question below. All data collected through this questionnaire is only for research purpose.

Thank you for your kind cooperation in advance.

General Directions

- ❖ No need of writing your name.

❖ Put the mark “√” on the option provide.

**Part one:-Demographic information/personal information/**

1, Gender: - Male  Female

2. Age: - 15  16

17  18

3. Grade: - Grade 9  Grade 10  Grade 11

**Part two:-TV watching Habit**

**1.** How often do you watch ETV adolescent program?

**i.** Always/ once a week/

**ii.** Usually/once two weeks/

**iii.** Sometimes/ Occasionally/once more than two weeks

2.If you are asked to list ETV adolescents’ programs in order of your own satisfaction, how would you rate them? Give number one for the most satisfying one and number two for the next and so on)

List of adolescents’ programs presented on ETV are:-

“Sheresher”  “ Engeda”  “Kelem” Question and Answer

“Heleme”  “Temsalet”  live transmittion

**b.** How much time do you spend watching the above 6 adolescent programs, which transmit one hour and 45 minutes every Sunday?

A.15 minutes  B.30 minutes  C.45 minutes

D. 60 minutes  E.Full time

**Part three:-Reasoning to Watch EV adolescent programs**

Please indicate the extent to which you agree or disagree with the following statement about adolescent / audience / reasoning to watch ETV adolescent's program. Answer by  $\surd$  on the right side of questions./

Strongly disagree

Disagree

Neutral

Agree

strongly agree

Question :- Why you watch ETV adolescent's program?

**1.For Pass time**

No	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1	It helps me to pass the time away.					
2	I watch as a habit.					
3	It helps me to get rid of my boredom.					
4	It makes me forget the problems at school.					

**2. For Entertainment**

No	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	It makes me entertain..					
2	It makes me happy to watch it.					
3	It relaxes me in the daily hassle.					

### 3. For Educational purpose

No	statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	It helps me to inform about adolescent topics.					
3	It teaches me things I don't learn in school.					
4	It shows how other people deal with the same Problems I have.					

### 4. Social Integrity

No	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	I like watching it because it brings us together as a family.					
2	It helps me to watch and discuss the issues with my friends.					
3	It helps me to know about my role in the society.					
4	It helps me to facilitate relationships with family, friends, or desired social Groups.					

### 5. Personal identity

No	Statement	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	It helps me learn things myself.					
2	It helps me to discover oneself and others.					
3	It helps me to get away from the rest of the family.					
4	It represents values or lessons in life that I personally agree with.					
5	It helps me to build self-confidence.					

31. What is your suggestion ETV adolescent program should do to sustain its strong sides and to improve its weak sides in the future?.....  
 .....  
 .....

**Appendix 3**

**Interview Questions for Students**

1. How many years have you seen Ethiopian Television's teen show?
2. Why do you watch teen events?/ Learn, have fun, get information./
3. Which of the following events do you like the most? (Why) information, entertainment, teaching /
4. Which of the following shows did you find the strongest for you in terms of content and presentation? Which will satisfy you?
5. Which of the following events do you attend the most? Why?

6. How did you get the broadcast minutes of each event (if not enough) what would you recommend?
7. What are the topics that you would like to discuss at the event?
8. What do you like about the strengths / weaknesses of teen events?
9. What makes the event unsatisfying?
10. What are the strengths and weaknesses of Ethiopian Television's youth programs? What do you recommend for the weak to improve? What do you recommend to keep the strong?

#### Appendix 4

##### List of Respondents with their Respective Profiles

No	Name	Age	Sex	Grade Level	Code	Schools
1	Alem Fikadue	15	M	9	AL-9*	St.Raguel
2	Meskerem Mulegeta	15	F	9	ME-9*	
3	Abel Moges	16	M	10	AB-10*	
4	Wengelawite Brhanue	17	F	10	WEN-10*	
5	Tofik Habtamu	17	M	11	TO-11*	
6	Werkinesh Yonas	18	F	11	WER-11*	
7	Nahome Kebrue	16	M	9	NA-9*	Hedase Lideta
8	Bruktawite Akililue	15	F	9	BR-9*	
9	Issak Getahune	16	M	10	IS-10*	
10	Amha Seifue	18	M	10	AM-10*	

11	Yosef Adebe	17	M	11	YO-11*	
12	Tenbite Danile	18	F	11	TE-11*	

\* This symbol Indicates student name and grade

**Appendix 5**  
**Pre-survey Questionnaire for Students**  
**(Amharic version)**

**ሰተማሪዎች የተዘጋጀ ቅድመ መጠየቅ**

ስም..... ደታ..... ስድሜ..... ክፍል.....

የኢትዮጵያ ቴሌቪዥን የታዳጊዎችን ዝግጅት ትክታተላለህ?

አዎ                       አይ

አዎ ክልል/ሽኩረት ከሚከተሉት ዝግጅቶች ውስጥ የትኞቹን የበሰጠ

ትክታተላለህ/ያለህ?

ሽርሽር     እንግዳ     ቀስ ምጥያ ቁና መሰለ

ሀሰሜ     ተምሳሌት     የቀጥታ ስርጭት

**Appendix 4**

**Students' Questionnaire (Amharic version)**

**ለተማሪዎች የተዘጋጀ መጠየቅ**

**የአዲስ አበባ ዮኒቨርሲቲ የጋዜጠኝነትና የተግባራት የድህረ ምረቃ ትምህርት ክፍል**

**የተከበሩ መላሻችን**

የዚህ መጠይቅ ዓላማ የተመልካች እርካታ በኢትዮጵያ ቴሌቪዥን የልጆች ዝግጅት በአዲስ አበባ ሁለተኛ ደረጃ ት/ቤት በሚገኙ ታዳጊዎች ላይ በሚል ርዕስ መረጃ ለመሰብሰብ ነው። በመሆኑም ከዚህ በታች ላሉት ጥያቄዎች በትክክል ምላሽ እንድትሰጡ በትህትና እንጠይቃለን። በመጠይቁ የሚሰበሰቡት ሁሉም መረጃዎች ለዚህ ጥናት ጽሁፍ ብቻ የሚያገለግሉ ናቸው።

**ቅን ስለሆነው ትብብርዎ አስቀድመን እናመሰግናለን።**

**አጠቃላይ አቅጣጫ**

❖ ስም መጻፍ አያስፈልግም።

❖ በተዘጋጀው ክፍት ቦታ ላይ “√” ምልክት በማድረግ ምላሽ ይስጡ።

**ክፍል አንድ :- የግል መረጃዎች**

1.ጾታ:-      ወንድ                                          ሴት   

2.ዕድሜ:- \_\_\_\_\_

3. ክፍል:-      ዘጠነኛ ክፍል          አስረኛ ክፍል          አስራ አንደኛ ክፍል   

**ክፍል ሁለት :-ቴሌቪዥን የማየት ልምድ**

1.የኢትዮጵያ ቴሌቪዥን የታዳጊዎች ዝግጅትን ምን ያህል ጊዜ ታያለህ/ሽ?

- i. ሁልጊዜ /በሳምንት አንድ ጊዜ/
- ii. አብዛኛውን ጊዜ / በሁለት ሳምንት አንድ ጊዜ/
- iii. አንዳንድ ጊዜ/አልፎ አልፎ /ከሁለት ሳምንት በላይ በሆነ ጊዜ/

2.የኢትዮጵያ ቴሌቪዥን የታዳጊዎች ዝግጅቶች ለአንተ ከሚሰጡህ እርካታ አንጻር እንዴት ደረጃ ታወጣላቸዋለህ/ሽ? አንድ ቁጥር በጣም ለሚያረካህ ዝግጅት ፤ ሁለት ቁጥር ደግሞ በቀጣይ ላለው እንዲሁም ለሌሎቹም ዝግጅቶች ቀጣዮቹን ቁጥሮች በመስጠት የእርካታ ደረጃህን አስቀምጥ።

በኢትዮጵያ ቴሌቪዥን የሚቀርቡ የታዳጊዎች ዝግጅቶች ዝርዝር:-

ሽርሽር

እንግዳ

ቀለም ጥያቄና መልስ

ህልሜ

ተምሳሌት

የቀጥታ ስርጭት

3. በየሳምንቱ እሁድ ለአንድ ሰዓት ከ 45 ደቂቃ የሚተላለፉትን ስድስት የታዳጊዎች ዝግጅቶች ለመመልከት ምን ያህል ደቂቁ ትጠቀማለህ/ሽ?

A. 15 ደቂቃዎች  B. 30 ደቂቃዎች  C.

40 ደቂቃዎች  D. 60 ደቂቃዎች

E. ሙሉውን ጊዜ

**ክፍል ሶስት:-የኢትዮጵያ ቴሌቪዥን የታዳጊዎች ዝግጅቶችን የማየት ምክንያት**

እባክህ/ሽ የኢትዮጵያ ቴሌቪዥን የታዳጊዎች ዝግጅቶችን የማየት ምክንያትህ/ሽን በተከታይ በቀረቡት ዐረፍተ ነገሮች ላይ እስማማለሁ ወይም አልስማማም በማለት ግለጽ /አመላክት/።

መልስህን/ሽን በስተቀኝ በተዘጋጀው ቦታ ላይ በማክበብ ወይም √ ምልክት በማስቀመጥ ስጥ።

በፍጹም አልስማማም

አልስማማም

አስተያየት-የለኝም

እስማማለሁ

በደንብ እስማማለሁ

ጥያቄ :-ለምን የኢትዮጵያ ቴሌቪዥን የታዳጊዎች ዝግጅቶችን ታያለህ/ሽ?

1. ጊዜ ለማሳለፊያነት

	ዐረፍተ ነገሮች	በፍጹም አልስማማም	አልስማማም	አስተያየት	እስማማለሁ	በደንብ እስማማለሁ
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		ም		የለኝም		ሁ
1	ለጊዜ ማሳለፊያነት ስለሚረዳኝ ነው።					
2	የማየው እንደ ልማድ ነው።					
3	እንዳልሰላች ስለሚረዳኝ ነው።					
4	በትምህርት ቤት ያጋጠሙኝን ችግሮቼ እንድረሳ ስለሚያደርገኝ ነው።					

### 2. ስለሚያዝናና

ተ. ቁ	ዐርፍተ ነገሮች	በፍጹም አልሰማም	አልሰማም	ሀሳብ የለኝም	እስማማለሁ	በደንብ እስማማለሁ
1	ዝግጅቱን ስመለከት ስለሚያዝናናኝ ነው።					
1	ዝግጅቱን መመልከት ስለሚያስደስተኝ ነው።					
3	ፈታ ስለሚያደርገኝ ነው።					

### 3. ትምህርት ለማግኘት

ተ. ቁ	ዐርፍተ ነገሮች	በፍጹም አልሰማም	አልሰማም	ሀሳብ የለኝም	እስማማለሁ	በደንብ እስማማለሁ

						ሁ
1	ስለ ታዳጊዎች ጉዳይ መረጃዎችን እንዳገኝ ስለሚረዳኝ ነው።					
2	በት/ቤት ውስጥ ያልተማርኩዎቸውን ነገሮች እንዳውቅ ስለሚረዳኝ ነው።					
3	የእድሜ እኩያዎቼ ያጋጠማቸውን ችግር እንዴት እንደፈቱት ስለሚያሳውቀኝ ነው።					

4. ለማህበራዊ መነቃቃት /ተነሳሽነት/

ተ. ቁ	ዐርፍተ ነገሮች	በፍጹም አልሰማም	አልሰማምም	ሀሳብ የለኝም	እስማማለሁ	በደንብ እስማማለሁ
1	ቤተሰባዊ ስሜት ይፈጥርልኛል።					
2	በርዕስ ጉዳዮቼ ላይ ከጉዋደኞቼ ጋር እንድወያይ ይረዳኛል።					
3	በማህበረሰቡ ውስጥ ያለኝን ሚና እንዳውቅ ይረዳኛል።					

4	ከማህበረሰቡ ጋር ያለኝን ግንኙነት ቀና ያደርግልኛል።					
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**5. ማንነቴን ስለሚያሳውቀኝ**

ተ.ቁ	ዐርፍተ ነገሮች	በፍጹም አልሰማማም	አልሰማማም	ሀሳብ የለኝም	እስማማለሁ	በደንብ እስማማለሁ
1	ስራዎችን በራሴ እንድሰራ ስለሚረዳኝ ነው።					
2	እራሴንና ሌሎችን እንድመረምርና እንድረዳ ስለሚረዳኝ ነው።					
3	በራሴ ዓለም ውስጥ እንድኖር ስለሚረዳኝ ነው።					
4	ፍልስፍናዎቼንና እሴቶቼን ስለሚወክልልኝ ነው።					
5	በራስ መተማመኔን እንድገነባ ይረዳኛል።					

ኢትዮጵያ ቴሌቪዥን የታዳጊዎች ዝግጅቶች ጥንካሬያቸውን ጠብቀው እንዲቀጥሉና ደካማ ነገራቸውን እንዲያሻሽሉ ምን ትመክራለህ?

.....  
 .....

## Appendix 6

### Students' Interview Questions (Amharic version)

1. የኢትዮጵያ ቴሌቪዥን የታዳጊዎች ዝግጅትን ለምን ያህል ዓመት አይተሀል /አይተሻል?
2. የታዳጊዎችን ዝግጅቶች ለምን ትመለከታለህ/ትመለከቻለሽ ?/ለመማር፤ለመዝናናት፤መረጃ ለማግኘት/
3. ከዝግጅቶቹ መካከል የትኛውን የበለጠ ትወዳለህ/ትከታተላለህ? ለምን?/መረጃ የሚሰጠውን ፤ የሚያዝናናውን ፤ የሚያስተምረውን/
4. ከታዳጊዎች ዝግጅቶች ከየዘታቸውና ከአቀራረባቸው የትኛው ለአንተ ጠንካራ ሆኖ አገኘሽው የትኛውስ አንቺን/አንተን ያረካሀል?
5. ከዝግጅቶቹ መካከል የትኛውን የበለጠ ትከታተላለህ? ለምን?
6. የእያንዳንዱን ዝግጅት የስርጭት ደቂቃ እንዴት አገኘሽው ? በቂ ነው ? ካልሆነ ምን ትመክራለህ::
7. በዝግጅቶቹ ቢተላለፉ ብለህ /ሽ የምታስቢያቸው ርዕስ ጉዳዮች ምንድናቸው?
8. ከታዳጊዎች ዝግጅቶች በጠንካራ/በደካማ ጎን የምትጠቅሺው ምንድነው ?/የሚቀርብበት መንገድ/የዝግጅት ርዝማኔ/
9. ዝግጅቶቹ እንዳያረኩህ /እንዳያስደስቱህ/ የሚያደርገው ምንድነው ?
10. የኢትዮጵያ ቴሌቪዥን የታዳጊዎች ዝግጅቶች ጠንካራ /ደካማ ጎን ምንድነው ? ደካማው እንዲሻሻል እና ጠንካራው እንዲቀጥል ምን ትመክራለህ ?