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Assessing Coverage of Children's Issues on Oromia
Television: The Case of Gaammee Program

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Declarations

I Sutume Gasula Burayu, ID No: GSR/0005/08 do hereby declare that, this thesis is my original work and that it has not been submitted partially; or in full, by any other body for an award of a degree in any other university/institution.

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Abstract

The topic of this research work was assessing of coverage of children's issues on Oromia Television with regard to Gaammee Program. Accordingly, the study was aimed at assessing Coverage of children's issues on OTV's Gaammee program. To this end, survey techniques and semi structured interview were used. For this purpose, the researcher used purposive sampling technique to select areas where data were gained from audiences of OTV children program. For this reason, areas selected were Burayu and Adama cities of Oromia regional state. The researcher used Snow ball sampling technique to identify four schools-two-two schools from each city. After that, purposive sampling technique was used to gain the final target schools. Accordingly, 200 children were selected from the age of 8-12 from four schools (two from Burayu city and the other two from Adama city). Finally, random sampling technique was used to select classes from which children were selected. In doing this, quota sampling technique was used. In addition, an in-depth interview was carried out with Gaammee program producers. Then, the findings of the study revealed that gaps between interests of children audiences and Gaammee program producers on prioritization of contents of the programs, shortage of finances and human power from the side of program producers, influences of parents and peers and pressures from outer Television channels are factors that are affecting Gaammee program. Also; despite Gaammee is playing a role of agenda setting, an objection from children shows there is absence of presentation of problems children are facing, more specifically child abuse. When it is seen from the line of audiences' satisfaction status, the study revealed that the audiences need to stay with the program only to the extent they cannot get substitutes for their own best interest. In addition to this, OTV Gaammee program coordinators are not detecting the satisfaction level of their audiences.

Key Terms: Children issues; Children's satisfaction and Program Contents

Table of contents

Acknowledgment	I
Abstract	II
Table of Content	III
List of Table	VI
Acronyms.....	VIII

Chapter One

1. Introduction	1
1.1. Background of the study	1
1.2. Statement of the problem.....	3
1.3. Objectives.....	4
1.3.1. General objective	4
1.3.2. Specific Objective	4
1.4. Research Questions	4
1.5. Significance of the study.....	5
1.6. Scope of the Study.....	5
1.7. Limitation of the Study.....	5

Chapter Two

2. Literature Review.....	6
2.1. Introduction.....	6
2.2. Theoretical Framework.....	6
2.2.1. Agenda Setting Theory.....	6
2.2.2. The Uses and Gratifications Theory.....	7
2.3. Definition of the ‘Child’.....	8
2.4. The rights of the children.....	8
2.5. Media and Children	8
2.6. Social Studies of Childhood	9
2.7. Legislations to protect Child Rights.....	10
2.7.1. The United Nations Convention on the Rights of the Child.....	10
2.7.2. The African Charter on the Rights and Welfare of the Child.....	10
2.7.3. Ethiopia’s Proclamation on Broadcasting Services (Proclamation 533/2007Provides an exclusive article on Children’s rights in the context of the media.....	10
2.7.3.1. Protecting the Well-being of Children.....	10
2.7.4. Guidelines for Journalists and Media Professionals.....	11
2.7.5. Children’s Television Program Charter.....	12
2.7.6. Africa Charter on Children Broadcasting.....	12
2.7.7. Constitution of the Federal Democratic Republic of Ethiopia.....	13
2.8. Television Audience and their Satisfaction.....	13
2.9. Children Programming.....	14

2.10.	Empirical Studies.....	15
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Chapter Three

3.	Research Methodology.....	17
3.1.	Introduction.....	17
3.2.	Research Design.....	17
3.2.1.	Research approach.....	17
3.2.2.	Time Dimensions of the Research.....	18
3.2.3.	Research Methods.....	18
3.2.3.1.	Questionnaires.....	19
3.2.3.2.	Interview.....	20
3.2.4.	Research Strategy.....	20
3.2.5.	Sample Design.....	20
3.2.5.1.	Population or Universe.....	19
3.2.5.2.	Sample.....	21
3.2.5.3.	Sampling Technique.....	21
3.2.6.	Data sources.....	23
3.2.6.1.	Primary Sources of Data.....	23
3.2.6.2.	Secondary Sources of Data.....	23
3.2.7.	Data Collection Methods.....	23
3.2.8.	Methods of Ensuring Data Quality.....	23
3.2.9.	Ethical Considerations.....	24
3.2.10.	Data Analysis and Interpretation.....	25

Chapter Four

4.	Data analyses and Interpretation.....	26
4.1.	Introduction.....	26
4.2.	Demographic Data of the Surveyed Children and Major Features of Gaammee OTV Program.....	26
4.2.1.	Demographic Data of the Surveyed Children.....	26
4.2.2.	Major Features of Gaammee OTV Program.....	27
4.2.2.1.	Character mix of the program by categories.....	28
4.2.2.2.	Primary Characters Involved in Sampled Program.....	28
4.2.2.3.	Sexual Imagery of the Program.....	29
4.3.	Results and Findings	29
4.4.	Discussions and Interpretations.....	42

Chapter Five

5.	Conclusion and Recommendations.....	47
5.1.	Introduction.....	47
5.2.	Conclusion.....	47
5.3.	Recommendation.....	50
5.3.1.	Recommendation for the practical action.....	50
5.3.2.	Recommendation for further study.....	52.
5.3.3.	Recommendations for preparing OTV Special Media Editorial	

Policy Targeting Child Audience..... 52

Reference

Annexes

List of Tables

Table 4.1: Respondents Involved in the survey by Sex.....	26
Table 4.2: Age structure of Child respondents Involved in the survey.....	27
Table 4.3: Educational level of the respondents.....	27
Table 4.4: Character mix of the program by categories.....	28
Table 4.5: Primary Character	29
Table 4.6: Sexual Imagery of the Program.....	29
Table 4.7: Children's Degree of Knowledge about Gaammee OTV Children Program.....	30
Table 4.8: From where children got to know about Gaammee program.....	30
Table 4.9: The extent to which children are watching Gaammee program.....	31
Table 4.10: Elements of OTV Gaammee children’s program that attracted most children.....	31
Table 4.11: Factors that might have influenced children’s decision to stop watching Gaammee program.....	32
Table 4.12: Who Should Take the Highest Responsibility for Developing the Gaammee Program.....	33
Table 4.13: Whether children are satisfied with the day and time Gaammee program is Broadcasted.....	33
Table 4.14: Whether family of the children encourage their children to watch Gaammee Program.....	34
Table 4.15: Whether Friends (Peers) of the Children Encourage Children Watch Gaammee Program.....	34
Table 4.16: Whether media transmitted from abroad are discouraging children from Watching Gaammee program.....	34
Table 4.17: Children’s response on whether Gaammee program give much emphasis to problems Children were facing.....	35

Table 4.18: Children’s’ response on whether Gaammee program gives much emphasis to gender based violence on female children.....	36
Table 4.19: Children’s’ response on whether Gaammee program gives much emphasis to children’s rights issues.....	36
Table 4.20: Children’s’ response on whether Gaammee program give much emphasis for gender equality.....	37
Table 4.21: Children’s’ response on whether Gaammee program give much emphasis for entertainment.....	37
Table 4.22: Children’s’ response on whether Gaammee program give much emphasis for Patriotism.....	38
Table 4.23: Children’s’ response on whether Gaammee program give much emphasis to educate children (different educational programs).....	38
Table 4.24: Program Content by Democratic rights.....	39
Table 4.25: Program Content by Human Rights.....	39
Table 4.26: Program Content by Entertainment.....	39
Table 4.27: Program Content by Gender Equality.....	40
Table 4.28: Program Content by Patriotism related events.....	40
Table 4.29: Program Content by Educational programs.....	40
Table 4.30: Program Content by Cultural Aspects.....	41
Table 4.31: Program parts of OTV’s Gaammee children program in which children get a maximum satisfaction	41
Table 4.32: Degree of satisfaction drawn by children from watching Gaammee program.....	42

Acronyms

CEDAW	Convention on the Elimination of all forms of Discrimination against Women
CRC	Convention on the Rights of the Child
E.C	Ethiopian Calendar
ETV	Ethiopian Television
FDRE	Federal Democratic Republic of Ethiopia
HTPs	Harmful Traditional Practices
ICCPR	International Covenant on Civil and Political Rights
ICESCR	International Convention on Economic, Social and Cultural Rights
ICHRP	International Council on Human Rights Policy
OTV	Oromia Television
OVC	Orphan and Vulnerable Children
SPSS	Statistical Package for Social Sciences
UN	United Nations
UNICEF	United Nations International Children Educational Fund

CHAPTER ONE

Introduction

1.1 Background of the Study

Media play a great role in all economic, social and political development of a given society. The media, in contemporary world, is the most important source of information about everything including the issues of human rights. This is because, for most people television, radio and newspapers are their only source of information (Melisande, 2009). As a result, media possess a power selecting issues and event Media outlets decide what constitute news, they filter and frame issues, they contextualize the problem, they set the political agenda, and they form a level of social consciousness on various social issues including the issues of human rights and the role of the media thereof (ICHRP,2002; UNCRC, 1989).

Children are among members of the society that are constantly exposed to various program that are delivered on the media. Children have no choice or voice to choose between what is available and they are time and again exposed to media products that fan horror and violence. The pervasive nature of media products on the one hand and children's lack of the capacity to get their rights respected on the other hand makes them very vulnerable. Children are an important group of any society; they have only one chance to enjoy their childhood, so they deserve to be protected from different kinds of abuse. Children require special care and protection because of their mental and physical immaturity. They need to be brought up in an environment capable of providing care and attention. For this purpose media plays a crucial role in protecting and safeguarding child rights (Goel 2009; Melisande, 2009).

While the media make children consume products that may be useful or abusive for the promotion of their healthy growth, issues children are facing and media coverage tailored to their needs, interests, social values and attitudes are not getting the amount of coverage they deserve. In Ethiopia, children are still working in factories cramped in narrow rooms, on streets and in different hardships which contribute to the abuse of their dignity and human rights (Addis Zemen, 2011). In this condition, protection against danger and prevention from child abuse becomes critical issue to be drawn to the attention of the public by media outlets to a certain improvements in the livelihood of vulnerable children. To this end, television is believed to be capable of

effectively communicating news, images and information, regardless of audiences' level of literary (Setotaw, 2008).

In spite of this fact, different studies revealed that the majority of news items and program are not adequately focusing on children's issues. Even if there are children's program, the attention being given for these program seems very scanty.

This indicates that the media mostly failed to play its role on the promotion of children's issues as a public agenda by bringing their issues to the front. This helps in educating children their rights and give hints for their family to protect the children. This is because of the fact that most of the time the portion of the society whose issues are not covered by media may not be well treated in the society especially in the developing countries as television is powerful media which encompasses the elements of sight, sound, and motion to create a variety of appeals on which the society can pass child friendly and pertinent program cut to the unique interests of children (Belch & Belch, 2001).

Most of the time children's voices are neglected consciously or unconsciously in different Medias. For instance, during 2013, Inter News Europe undertook intensive research to provide evidence to come up with a long-term strategy to improve the way in which child rights addressed in three different countries: Researches conducted in Brazil, India and Kenya identified that there were lack of children's voices, lack of coverage on issue and concerns related to children and challenges in ascertaining their legal rights to a viable media coverage on various issues pertaining to the plights of children in the countries covered by the research. Accordingly, lack of professionalism, no cooperation of civil society organizations to support child tailored media outputs and lack of ethical guidelines on reporting child rights are little known and poorly implemented (Internews Europe, 2015).

OTV's children's program known as Gaammee was originally started to present entertaining and educative program for children about their human rights, equality of the nations, nationalities and peoples provided in the FDRE Constitution and to be discussed and promoted in light of other international human rights instruments like CRC, CEDAW, ICCPR and ICESCR. In spite of this effort, Human rights violations especially on women and children require additional measures to be taken by the media. For example, Ethiopia is, at present, one of the countries where a large

number of women and children suffer from different types of abuses and exploitation as a result of human trafficking. In addition, early marriage and other Harmful Traditional Practices (HTPs) inequality of women and child labour abuses are the prominent practices in the country.

1.2 Statement of the Problem

Tseganesh (2012) in her study found out that, out of the total news stories which were broadcasted on Federal Police Child focused program presented in cooperation with Ethiopian Broadcasting Corporation over several years, within the three years (2009-2012), only 24 (20.18%) news items covered about child abuse issues/ and cases. This shows even (the former) Ethiopian Television Police Program news gave less attention to children's issue in its media coverage. Even almost all of the news items connected with children's issues were presented at the end of news cast and contents of the news items fail to give details on behalf of the children's rights so that community can be fully aware of the children's rights.

However, not much research has been done on these issues. To be more specific, no research has been done yet on analysis of coverage of Children's issue under OTV's children program. Hence, there is no sufficient information about the issues and related studies done so far on child related topics. As world's children are estimated to 2.2 billion of which more than 47 million are in Ethiopia (UNICEF, 2016), giving them appropriate place is investing into the future development of this country.

Although Ethiopia has reported to have taken various pertinent changes in the lives children including achieving Millennium Development Goal No 4 on reducing child mortality, with the under-five mortality rate declining by two-thirds, from 204 per 1,000 live births in 1990 to 68 per 1,000 live births in 2012. For the purpose of accomplishing this study, the researcher has basically a good command of the language being used in the study area and has a basic background knowledge about the area in which media effects of the children program was assessed. The researcher believe the findings of this study can unfold the way how Children issues are being covered on the program.

1.3 Objectives

1.3.1 General objective

To assess Coverage of children's issues on OTV's Gaammee program.

1.3.2 Specific objective

- To identify factors that affect coverage of children's issues on OTV's Gaammee program.
- To assess if the program is placing the issue of child abuse and child protection on the public agenda.
- To identify if coverage of children's issues in Gaammee has satisfied the target audience.

1.4 Research Questions

- What are factors that affect the media coverage of children issue in Ethiopia?
- To what extent has OTV's child focused program met the needs and interests of children?
- To what extent children's program are successful in placing the issue of children on the public agenda?

1.5 Significance of the study

This study is important to identify the role of the media in expressing the problems of children within our society. This study identified and brought forward the problems of media coverage on children issues within OTV'S Gaammee program. In doing this, it is hoped that it will add some inputs to OTV program in that they will use those inputs to diversify their program on children. The findings of this thesis hopefully, will describe coverage of children's issues in OTV children's program. The research would reveal the flaws and weaknesses of the media towards the full realization of children's rights in Ethiopia. Also the positive factors behind Gaammee program have been revealed. Hence, the finding will assist also the government, media organizations and other concerned bodies to take corrective measures in encouraging and strengthening the media to play effective role in the promotion of children's issues in Ethiopia.

Generally, the study will help the OTV to reinforce its stronger sides and improve its weakness on the children's program by identifying the gap between delivery of this program and the interest of the audiences. The study, also; identified that there is a necessity to establish a Children issue

program based on audiences needs and gratification by other interested groups and concerned body. In addition, it can be used as additional inputs for researchers who are interested in this or related topic.

1.6 Scope of the Study

This study will focus on the media coverage of children's issue with specific reference to OTV's Gaammee program. Accordingly, this study gathered data only from audiences of OTV Gaammee program Afan Oromo speakers in Burayu and Adama. It included responses from selected child respondents who have access to television sets, The research area is purposively selected by the researcher from which sample size were selected, specifically schools. The idea and opinion of those outside the survey may be outside of the study and their significance may be left out without taking into account. In addition to this, the study was dealt only with coverage of children's issue since January 2008 E.C /from January 2017-June 2017/. Hence, it did not include coverage before January and after June of 2017.

The items of assessment of the study were also limited to the content of those program, satisfaction of the audiences of the program, time taken for the program, effects being made by the program, challenges being occurred against the program and the prevailing opportunities which may play a positive factor for the program expansion. Accordingly, other factors of analysis and assessment were `left behind. In addition to this, children below age of 8 and above age 12 were not included as the study focused on children between the age of 8 and 12 for which Gaammee program is produced.

1.7 Limitation of the Study

As it is known, Gaammee children program was established recently. In addition to this, there is no research so far conducted on the media coverage of children's issue on OTV Gaammee program. Hence, this study started its journey from limited resources which created shortage of data and empirical studies on the topic of study.

CHAPTER TWO

2. Literature Review

2.1. Introduction

This chapter deals with literature review of this research work. Accordingly, conceptual definitions, media theories, legal framework on children's rights and empirical studies dealt with for the purpose of this study.

2.2. Theoretical Framework

There are many theories of media. For the purpose of this study, agenda setting, and the Uses and Gratifications theories were used as theoretical frameworks.

2.2.1. Agenda Setting Theory

Agenda-setting came to light in a landmark study by McCombs and Shaw (1972), who noted news media are capable of influencing the political agenda of the public. Agenda setting theory refers to the idea that media coverage of an issue makes people believe that this issue is important (McCombs and Shaw, 1972). What we know about the world is largely based on what the media decide to tell us. More specifically, the result of this mediated view of the world is that the priorities of the media strongly influence the priorities of the public (Ibid).

Agenda setting process is, also; the media's capability through repeated news coverage, of raising the importance of an issue in the public's mind (Griffin, 2006). It is a casual hypothesis suggesting that media content has an influence on the public perception of the importance policies and the way people think. Moreover, since the treatment of children's right by individual's hinges heavily on their attitudes about behaviour, the media through the agenda setting process can immensely change them in to positive attributes towards the children's rights. As the world increasingly becomes mass media mediated, the role of the media in enhancing and influencing the realization of the children's rights through its coverage is vital. Thus the way the media portray children has

a profound impact on society's attitude to children and child hood which also affects the way adults behave (Severin and Tankard, 1997; Guideline for journalists and media professional: 2002). Accordingly, this theory helped in identifying the agenda setting effects of the Gaammee program.

2.2.2. The Uses and Gratifications Theory

The Uses and Gratifications theory explains how people use media for their need and gratification .In other words, it is what people do with media rather than what media do to people. People use media for acquiring knowledge, information, all kinds of emotions, to socialize with family, friends and relations in the society, to assure their status, to gain credibility and to stabilize. The Uses and Gratifications theory is well positioned to explain what users, the audiences, make of the information they get from the media and to what extent they get satisfied with the information gathered.

According to this theory, the use of media depends on the perceived satisfactions, needs, wishes or motives of the prospective audience member (Mc Quail, 1997). It is a theory that seeks to explain the uses of media in terms of the motives and self-perceived needs of media audiences. This approach focuses on why people use particular media rather than content. Uses and gratifications more concerned with 'what people do with media'. By doing this, it allows for a variety of responses and interpretations (Ibid).

Accordingly, the sources of media satisfactions could be various. As mentioned by Katz et al., (1974), cited in Betelhem, 2011) audience satisfaction can be achieved from three sources: media content, exposure to the media per se, and the social context that typifies the situation of exposure to different media. Each medium seems to offer a unique combination of characteristic contents, typical attributes and typical exposure situations. The issue, then, is what combinations of attributes may render different media more or less adequate for the satisfaction of different needs (Ibid). Accordingly, for the purpose of this study Agenda setting, and Uses and Gratifications theories were used as guiding theories.

2.3. Definition of the ‘Child’

The term “child” comes from the Latin word *‘infans’* which means “the one who does not speak” This notion evolved a lot through centuries and cultures to finally designate human being from birth until adulthood. The Convention on the Rights of the Child of 1989 defines more precisely the term child: “... a child is any human being below the age of eighteen years, unless under the law applicable to the child, majority is attained earlier” (UNCRC, 1989). But, this age limit may not be true in many societies and cultures across the world because beliefs related to age could be taken as culturally constructed (James et al., 1998).

2.4. The rights of the children

Children’s rights were recognized after the 1st World war, with the adoption of the Declaration of Geneva, in 1924. Then, UN adopted the Declaration of Children’s Rights in 1959. The first international legally binding text recognizing the entire fundamental rights of the child saw the light of day on 20 November 1989 with the adoption of the International Convention on the Rights of the Child (UNCRC, 1989).

Accordingly, child rights constitute fundamental guarantees and essential human rights: it recognize fundamental guarantees to all human beings: the right to life, the non-discrimination principle, the right to dignity through the protection of physical and mental integrity, children’s rights are civil and political rights, such as the right to identity, the right to a nationality, economic, social and cultural rights, such as the right to education, the right to a decent standard of living, the right to health, individual rights: the right to live with his parents, the right to education, the right to benefit from a protection, collective rights: rights of refugee and disabled children’s, of minority groups. Children are not entirely free to decide for themselves to participate in research (Masson, 2000).

2.5. Media and Children

Electronic media exert powerful influences on the lives of contemporary children. With advances in technology such as larger screens that provide images in high definition, three-dimensional surround sound, and greater possibilities for interaction, the power of media will likely increase

for the foreseeable future. The influences can generate positive and far reaching negative consequences. Researchers are beginning to understand which aspects of media relating to children should be avoided and which ones are to be further promoted (Melisande, 2009).

However, the question is whether society has the ability and will to enhance the positive aspects of media and reduce the negative. Thus, the media is one of the intervention strategies to prevent and teach the society about the fatalities against children (Kirkorian, Wartella, and Anderson, 2008). Television has enormous power to reduce inherent vulnerability of children (Guidelines for Journalists and Media Professionals, 2002; Gunter and McAleer, 1997 cited in Tseganesh, 2009; Miller-Perrin and Perrin, 2007).

On the other hand, since television first appeared in the middle of the twentieth century, media impact on viewers, particularly children has got much emphasis. The message is that media effects must be considered in light of media content. With respect to development, what children watch is at least as important as, and probably more important than, how much they watch (Kirkorian, Wartella, and Anderson, 2008).

One of the most common charges levelled against the media is that they are ideologically biased. A media outlet can be selective in what issues it covers (issue bias), what aspects of the issues it includes or excludes (facts bias), how the facts are presented (framing bias), and how it is commented (ideological stand bias). Distinguishing these deferent forms of bias is useful since determinants and effects are deferent (Prat, 2013).

2.6. Social Studies of Childhood

The social studies of childhood involve several key epistemological and methodological features (Prout and James, 1990). First, childhood is a variable of social analysis and it can never be entirely differentiated from other variables like gender and class. Second, childhood is socially constructed than a natural or universal feature of the human being. Therefore, there is not a universal childhood, but many childhoods. Childhood is a culturally constructed phenomenon (James et al., 1998).

Third, children's social relationships and culture should be studied from the perspective of the child rather than taken from the viewpoint of the adult (Punch, 2002). Fourth, children must be

seen as agents and active beings in the construction and determination of their own social lives (Alanen, 2001). Fifth, the social studies of childhood engage in the process of reconstructing notions of childhood in the wider society. Last but not least, ethnography is a method which is used to study childhood rather than taking the experimental or survey approach for research.

2.7. Legislations to protect Child Rights

2.7.1. The United Nations Convention on the Rights of the Child

The United Nations Convention on the Rights of the Child came into force in 1989 and has been ratified by almost every member state, except the United States of America and Somalia. The United Nations Convention on the Rights of the Child is a framework that guides program for all children, including OVCs. The UNCRC has 54 articles. According to the guideline developed by Forum on Street Children and Save the Children Sweden and to provide journalists with resource and guide for reporting on children and child rights in Ethiopia, the Convention can be divided into four clusters of rights i.e. Survival, Developmental, Protection and Participation Rights.

2.7.2. The African Charter on the Rights and Welfare of the Child.

The African Charter on the Rights and Welfare of the Child is a binding regional human rights adopted by the Organization of the African Unity in 1992. It comes into force in 1999. Ethiopia ratified the Charter in June 2002 and this has been issued in Proclamation No. 283/2002. The Charter developed out of member states' concern for children on the African continent who have to contend with "the added burden resulting from social, economic, cultural, traditional and developmental circumstances".

2.7.3. Ethiopia's Proclamation on Broadcasting Services (Proclamation 533/2007 provides an exclusive article on children's rights in the context of the media:

2.4.3.1. Protecting the Well-being of Children

1/ radio or television transmission program that may corrupt the outlook of children or harm their feelings and thinking or encourage them to undesirable behaviour shall not be transmitted at hours during which children normally watch or listen to such program.

2/ Children are presumed not to listen or watch to radio or television transmissions from 11:00 o'clock in the evenings up to 5:00 o'clock in the morning. On the other hand in the preamble of the same proclamation, it is stated that

WHEREAS, broadcasting service plays a significant role in the political, economic and social development of the country by providing information, education and entertainment program to the public;

WHEREAS, broadcasting service plays a major role in exercising the basic constitutional rights such as freedom of expression, access to information and the right to elect and be elected

2.7.4. Guidelines for Journalists and Media Professionals

The guidelines were presented at the 2nd World Congress against Commercial Exploitation of Children held at Yokohama, Japan, in December 2001. The aim of the guidelines is to raise the standards of journalism in reporting on issues involving children, and to encourage media to promote children's rights and give them a voice. The code promotes:

- Respect for the privacy of children and protection of their identity unless it is demonstrably in the public interest;

- The need to give children access to media to express their own opinions;

- The obligation to verify information before publication;

- The need to consider the consequences of publication and to minimize harm to children. The code will also help media to avoid:

- Sexual, violent or victim-focused programming and images that are potentially damaging to children;

- Stereotypes and sensational presentation of journalistic material. Codes do not guarantee ethical reporting, but identify the professional dilemmas that journalists and media face when reporting about children. They challenge journalists and media to be aware of their responsibilities (Guidelines for Journalists and Media Professionals, 2002)

International Federation of Journalists

2.7.5. Children's Television Program Charter

The Children's Television Charter was presented by Anna Home at the First World Summit in March 1995 and initially endorsed by signatories in 38 countries. It was revised in Munich in May 1995 and further amended at the Second World Summit. Its objectives have been included in other declarations such as the Asian Declaration on Child Rights and the Media, 1996.

Accordingly, the charter states that:

1. Children should have program of high quality which are made specifically for them, and which do not exploit them. These program, in addition to entertaining, should allow children to develop physically, mentally, and socially to their fullest potential,
2. Children should hear, see and express themselves, their culture, their language, and their life experiences, through television program which affirm their sense of self, community and place,
3. Children's program should promote an awareness and appreciation of other cultures in parallel with the child's own cultural background,
4. Children's program should be wide-ranging in genre and content, but should not include gratuitous scenes of violence and sex,
5. Children's program should be aired in regular slots at times when children are available to view, and/or distributed via other widely accessible media or technologies,
6. Sufficient funds must be made available to make these program to the highest possible standards,
7. Governments, production, distribution and funding organizations should recognize both the importance and vulnerability of indigenous children's television, and take steps to support and protect it, promoting children's program in minority languages and/or dialects (Children Television Charters, 2017)

2.7.6. Africa Charter on Children Broadcasting

This charter was adopted on the first All Africa Summit on Children's broadcasting which was held in Accra, Ghana in October 1997. It mainly sanctioned The Children's Television Charter of May 1995. But it came up with some additional points. Among which, one that deals with the content of children's educational media is Article one of the charter. It states (Felitzen & Carlsson 1999).

2.7.7. Constitution of the Federal Democratic Republic of Ethiopia

Ethiopia has ratified the Child Rights Convention, and hence, by virtue of article 9 (4) of the FDRE constitution the convention is an integral part of the law of the land. Moreover the constitution has provisions under article 36: In all actions concerning children undertaken by public and private welfare institutions, courts of law, administrative authorities or legislative bodies, the primary consideration shall be the best interests of the child. The state shall accord special protection to orphans and shall encourage the establishment of institutions which ensure and promote their adoption and advance their welfare and education. The child is constitutionally protected from exploitative practices, corporal punishment or cruel and inhumane treatment in schools and other institutions responsible of the care of children.

2.8. Television Audience and their Satisfaction

The television industry is in the midst of a period of profound technological and economic change. Audiences are becoming increasingly fragmented across a growing range of delivery platforms. The television audience is composed of a wide variety of groups and is not a homogeneous mass (Fiske, 1987). An audience is a group of people who have different background and experience and who receive a particular message or program from the media.

Mc Quail (2005) describes television audience as: 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). It is also true that any viewer can capture what they want and reject what they do not want from the particular media. However, not all members of the audiences are active in their media use. They also differ in interpreting and using media messages (Ang, 1991).

In general, audiences are active and purposive in their viewing so as to fulfil their needs. But, the main point here is that how would it be possible to know whether they are contented or not. Many scholars defined audience satisfaction/dissatisfaction in different ways. Jacobs (1995) and Assael

(1998) describe it as “Satisfaction can be achieved when program or service performance is greater than expectations; on the contrary, when expectation exceeds performance, dissatisfaction overtakes.”(Cited in Abel, 2005) According to Palmgreen and Rayburn (1985), satisfaction is a feeling of contentment that came from the use of a particular media. Hecht (1978), on the other hand, looks audience’s satisfaction with fulfilling expectations through media interaction.

So, audience satisfaction is a gratification audiences’ achieve from the particular television program. There are disagreements in how to achieve satisfaction as long as it’s a mental process. According to Assael (1998), even if knowing audiences satisfaction is important, it is difficult in mass communication to measure it. Nevertheless, media products like Ethiopian Television Amharic children’s program have to measure or assess audience’s satisfaction so as to improve or develop the program in order to hold the existing and new audiences.

2.9. Children Programming

Programming can refer to an outcome or a process. The processes of selecting, scheduling, promoting and evaluating program define the work of a programmer. Whether designated a program director, program manager or operations manager, the person’s job will be to choose the program that target the desired audience, then design a schedule for them, make sure they are effectively marketed and then monitor the outcome(Eastman and Ferguson, 2002 cited in Tseganesh,2009).

Understanding the audience is an important part of programming. Audiences want to be entertained and they want to be informed. These two elements comprise the whole of programming.” Children program need to inform, educate and entertain the audience as other program. Journalists, who produces children’s program, have to consider that the program that aimed specifically at children will have pro-social and educational values (Ibid).

The government, the society and other stakeholders have to give attention on the importance of the children’s program and work so as to satisfy the needs and expectations of the children. Carelessness and misunderstanding of children’s needs, interests and learning abilities would result in the failure to meet the desire goal of the program. Therefore, the station in general and the program in particular have to make sure that they are able to meet their target audiences’ needs.

A variety of viewer characteristics, including but not limited to intelligence, socioeconomic status, and gender, can mediate the effects of media on learning and academic achievement. To the extent that producers of children's media can take these characteristics into account during program design and production, they may enhance educational value (Kirkorian, Wartella, and Anderson, 2008).

2.10. Empirical Studies

Until the 1980s, social science researchers had only an implicit theory of how viewers watched television. Analysts regarded television viewing, particularly by young children, as being cognitively passive and under the control of salient attention-eliciting features of the medium such as fast movement and sound effects. Jerome Singer formalized this theory, proposing that the "busyness" of television leads to a sensory bombardment that produces a series of orienting responses that interferes with cognition and reflection.

As a result, children cannot process television content and therefore cannot learn from it. Aletha Huston and John Wright proposed a somewhat different theory of attention to television, positing that the features of television that drive children's attention may change as a child ages. Specifically, they claimed that in infancy, perceptually salient features of television such as movement and sound effects drive attention (Kirkorian, Wartella, and Anderson, 2008).

With age and experience, however, children are less influenced by perceptual salience and are able to pay greater attention to informative features such as dialogue and narrative. Around the same time, Daniel Anderson and Elizabeth Lorch created a complementary model of children's attention to television, drawing on evidence that television viewing is based on active cognition. They argued that attention in children at least as young as two is guided in large part by program content. For example, preschool children pay more attention to normal video clips than to those that have been edited to make them incomprehensible, for example by using foreign dubs of the video clips or randomizing the order of shots within the clips (Kirkorian, Wartella, and Anderson, 2008).

Moreover, preschool-age children pay more attention to children's program than to commercials even though commercials are more densely packed with formal features. Children learn strategies

for watching television by using their knowledge of formal features to guide attention. Finally, to understand typical program that use standard video montage such as cuts, pans, and zooms, children engage in a variety of inferential activities while viewing (Ibid).

Kirkorian, Wartella, and Anderson (2008) mentioned that several correlational studies suggest that the negative impact of heavy television viewing on academic achievement may be stronger for girls or for individuals with higher intelligence. Other studies suggest that television viewing may have differential effects on children from different socioeconomic groups. On the other hand, a longitudinal study that separately analysed different content types found that the positive association between exposure to educational program at ages five and later achievement was significantly stronger for boys while the negative association between violent content and later achievement was stronger for girls.

With regard to Ethiopia, for instance, there is no record when and how the Ethiopian Television Amharic children's program started (Tseganesh, 2009). The target audience has also not been officially set but estimated that children between the ages of 3-15 could be ruled which believed be a problem in content design since the content has to be made in a way that accommodates the interests of this large age structures. As the findings revealed, the program is allocated minimal budget. Also, the children's program has been given less attention with regard to human power. The findings of the research were demonstrated that the former ETV Amharic children's program is not in the position to gratify its viewers (Zewge, 2007). Also, there is no research conducted yet on the Gaammee children program of Oromia Television.

CHAPTER THREE

3. Research Methodology

3.1. Introduction

This chapter deals with the research methodology the researcher used to achieve the study's objectives. Accordingly, research approaches, units of analysis, time dimensions of the research and research strategy are described as parts of research design. In addition, the chapter will deal with research methods and sampling techniques. Sources of data and data collection methods, methods of ensuring data quality, ethical consideration and data analysis method for this study are dealt with in this chapter.

3.2. Research Design

The research design section of this paper consists of the research approach, research methods, sample design, sources of data, data analysis and interpretation, data presentation and limitations.

3.2.1 Research approach

Mixed research method which combines both qualitative and quantitative methods were used in this research work. This was as noted by Creswell (2007), believed to provide sufficient information to generalize the understanding of the factors that underpin the media coverage of children's issue on OTV. Hence, both qualitative and quantitative research approaches were used in this research. Quantitative research generated statistics through the use of large-scale survey research, using methods such as questionnaires or structured interviews. In this research, quantitative research approach was used to discover the statistical variations among different views of the subject children.

On the other hand, Qualitative research explored attitudes, behavior and experiences of the program producers on the functioning of Gaammee program through interviews. It helped in carrying out an in-depth opinion from participants. Accordingly, Qualitative research approach was used in this study to identify opinions of OTV children program producers concerning the

contents of the program, their image about children's satisfaction, and contributing factors for coverage of the issues of children on Gaammee program.

In addition, Quantitative content analysis seemed to be the ideal approach for this study. As Neuendorf (2002) noted, Quantitative content analysis can conform to the scientific method and produce reliable findings. On the other hand, Qualitative content analysis is difficult, sometimes impossible to do with scientific reliability even if qualitative analysis of texts or voices is necessary to understand their deeper meanings and likely interpretations by audiences— surely the ultimate goal of analysing media content.

Accordingly, audiences, actually children were asked about their perception on the contents of the program. Also, despite the very fact that there was a coding sheet for the coders, their individual perceptions were not taken for granted for its power to influence the coding process. Hence, the coders tried to be objective as much as possible. For this purpose, both coders had discussed on the coding process before and after the content analyses were made. Coders' individual perceptions could have influenced the coding process. It was for this reason that qualitative aspects has been used in combination of quantitative content analyses to make the content analyses holistic. Generally, a combination of both approaches was used for Gaammee program content analyses in this study.

3.2.2 Time Dimensions of the Research

Cross-Sectional time dimension was used in this research work. A cross-sectional study involves observation of a sample, or cross section, of a population or phenomenon that are made at one point in time. Explanatory and descriptive studies are often cross sectional. This means the study will be carried out only in one time interval without intermittent in continuity of the study. Accordingly, this study was completed within the time of 9 months. The time of the study range from September 2016-June 2017. That is why the researcher selected Cross-Sectional time dimension for this study.

3.2.3 Research Methods

The study employed semi-structured interviews to get the views of OTV Gaammee program producers. For this purpose interview guiding questions were prepared. Also, survey was carried

on children between the age of 8 and 12. These children were selected from two cities of Oromia region where audiences of OTV children program were easily available. Accordingly, the two towns were Burayu city and Adama city. They were selected purposively as audiences of OTV children program were believed to exist and could easily be gained. Also these cities are not very far away from place of residence of the researcher which helped her accomplish the study within time schedule and within a limited finance. In addition to this, selection of two cities helped to analyse consents of children over different areas. In doing this, questionnaires were prepared and translated in the language children could easily understand in the study areas. Accordingly, the questionnaires were translated to Afan Oromo. For this purpose, four government schools, two from Burayu city and the other two from Adama city were selected.

3.2.3.1 Questionnaires

In this study, questionnaires were used to gather necessary data from children. It was administered personally. This helped the children ask and understand what they would not otherwise have understood. For this purpose, the researcher discussed with the schools administrations to facilitate the time and condition to carry out survey on children. It was made that children fill the questionnaires by themselves. To this end, the researcher helped students fill the questionnaires freely.

Accordingly, the questionnaires have introductory body, questions about bio-data of the respondents and at the end the actual questions for which the questionnaires are designed. Hence, factual data such as the age and sex of children, educational level of an individual child, and behavioral data such as the opinion, perception, and attitudes of an individual child on the Gaammee program were gathered through questionnaires.

For this reason, the children were asked whether they are interested in OTV children program or not, which parts of the program they like most, factors which are facilitating or hindering their need in watching the program, their attitudes towards OTV children program, their views about the contents of the program and their ideas on what need to be improved in the program in the future.

3.2.3.2 Interview

Also, the study collected necessary data by conducting interview with OTV Gaammee children program. For this purpose, interview guiding questions were prepared. The type of interview used was semi-structured one. Semi-structured interviewing is a type of interview used in qualitative social research. In this type of interview, the researcher wants to know specific information which can be compared and contrasted with information gained in other interviews or survey. To do this, the same questions or related questions need to be asked in each inter-view. However, the researcher also wants the interview to remain flexible so that other important information can still arise. Thus, it will help the researcher to gather much data by carrying out an in-depth interview depending on the short listed guiding questions. That is why the researcher used semi structured interview in this research work.

3.2.4 Research Strategy

From Specific Research goal, the paper used descriptive research type. This was mainly because the researcher wanted to assess the coverage of children's program on OTV children's program. Accordingly, from specific research type survey was carried on children audiences of Gaammee program. Also, a combination of closed ended and open-ended questionnaires was used. This helped the researcher get extensive views of the children. In addition to this, interview was conducted on OTV Gaammee children program producers.

On the other hand, program content analyses were conducted on OTV Gaammee program. As Berelson (1952) suggested, there are five main purposes of content analysis which the researcher believed useful for this study: to describe substance characteristics of message content; to describe form characteristics of message content; to make inferences to producers of content; to make inferences to audiences of content; to predict the effects of content on audiences. Accordingly, six months program content analyses were carried on OTV Gaammee program.

3.2.5 Sample Design

Sample design for this study includes Population or Universe, Sample and Sampling Technique

3.2.5.1 Population or Universe

The population for this study were children from Burayu and cities Adama who watch children's program on OTV and Gaammee program over 6 months.

3.2.5.2 Sample

The sample is the source of generalizable information about the population under investigation. Also for this study, survey was carried on 200 children drawn from Burayu and Adama cities as the sample audiences for OTV Gaammee children program. Both cities were selected by the researcher for two reasons. One reason was that audiences of OTV children's program were found in both cities. The second reason was that for both cities are close to the researcher's residence. This helped the researcher in carrying out the study smoothly by easing the difficulties in transportation and time.

On the other hand, the year from which the researcher selected representative sample size for program content analyses were selected purposively, and are the second six months of 2008 E.C. This was mainly because the researcher wanted to analyse the coverage of the program which are very close to the current time. The other reason is that analysing content analyses of program more than six months could be tiresome and above the scope of this study. Hence, six months program content analyses were carried out. For this reason, the weekly children program of OTV are sampling frame from which sample size was selected. Accordingly, 26 OTV's children program from January- June 2009 E.C were sample size for this study.

On the other hand, Key informants for this study were selected purposively based on the assumption that they have a good knowledge regarding the theme under investigation and could easily provide adequate data. This helped the researcher to collect detail data from Gaammee program producers. To this end, informal and inbuilt contacts with individuals in the study area have contributed much for the success of this study.

3.2.5.3 Sampling Technique

The researcher used purposive sampling technique to select areas where data were gained from audiences of OTV children program. In a purposive sampling, sample selected for specific

characteristics and eliminates those who fail to meet these criteria. For this reason, areas selected were Burayu and Adama cities. This technique was used because it was hoped that it would enable the researcher to know about the children's issues on OTV's children program for audiences of the Gaammee program can easily be found in both cities. Also, the selected cities are believed to represent views of children audiences of OTV Gaammee children program. The researcher used Snow ball sampling technique to select four schools-two-two from each city. To this end, the researcher got information about the surrounding area and the schools from the surrounding people. After this, purposive sampling technique was used to gain the final target schools.

Hence, survey method was used. Survey is a method used to gather information from a sample of a population. Accordingly, 200 children (half-half each for both cities) were selected from the age of 8-12 from four schools (two in Burayu city and the other two from Adama city). This selection were made for children between the age of 8 and 12 can easily be found in grade ≤ 6 starting from grade 2. Then the researcher selected 10 classes from each city (two classes for every grades ≤ 6 starting with grade 2 by using lottery method).

The researcher used quota sampling technique. Quota sampling is a type of non-probability sampling in which units are selected into a sample on the basis of the pre-specified characteristics, so that the total sample will have the same distribution of characteristics assumed to exist in the population being studied. This sampling technique was selected for children between the ages of 8-12 can be found in those grade ranges.

Then the researcher assigned 40,40,40,40 and 40 sample children for every grade ≤ 6 grades respectively starting from grade 2, totally 200 children. The researcher applied random sampling technique to select them. This technique has been done for four schools. Then the pre-set quotas were divided in to two for every grade, for two schools selected from each city. Accordingly, sample children were 20,20,20,20 and 20 for every grade ≤ 6 grades respectively starting from grade 2 for each city, respectively. Then, this numbers were shared over four schools, and every class shared 10,10,10,10 and 10 children, respectively.

Also, those numbers of children were assigned randomly. Also, lottery method was used to identify those classes for each grade ≤ 6 grade starting with grade 2. After this process was

completed, those children who are watching Gaammee program were picked randomly. The questionnaires were distributed and collected until the pre-set quota was achieved.

3.2.6 Data sources

3.2.6 .1 Primary Sources of Data

Data were gathered through interviews and survey. Survey was carried on audiences as a primary source of data. Accordingly, primary data on factors contributing to satisfaction and dissatisfaction of children, their perception on the contents of the program and their ideas on OTV Gaammee program were collected from the sample children from Burayu and Adama cities through a survey instrument. In addition, primary data were gathered from two Gaammee program producers using an in-depth interview. To this end, questionnaires were administered to 20 students for a pilot test. This was for refining and integrating corrections into the final survey.

3.2.6 .2 Secondary Sources of Data

Different written & unwritten materials were used as secondary sources of data in this study. Television programmes-recorded audio of Six months Gaammee program were used as a secondary source of data. The recorded audio of the program were gained from OTV station at Adama. Also, books, proclamations, and different printed and online materials were used.

3.2.7. Data Collection Methods

As a primary source of data, interview was applied to get information from program producers of OTV Gaammee program. In addition, for survey, the best instrument selected was questionnaires. These all were to guide the study in collecting data from primary sources. Also, different secondary sources were read and gathered thoroughly to have accurate information. In addition, program content analyses of six months were carried out as a secondary source of data.

3.2.8. Methods of Ensuring Data Quality

Data Quality of this study was measured by these three points:

A. Validity

Checklist and interview guiding questionnaires were adjusted in that they can gather information necessary for the objectives of the study. To make this a reality, the researcher assigned two diligent personnel with whom she gathered data accurately to answer the objective of the study.

B. Reliability

The data gained were cross checked with other facts on the ground. The sources from which the researcher gathered information for the study were done in such a way that it could be a dependable one. It was for this reason that the researcher prepared at hand whom to contact throughout the process of this research work. Program producers, experts or officials directly related to the program were selectively contacted to eliminate the invalidity which otherwise might have been happened.

The tools selected were assigned in such a way that they can give the same information if applied on the same representative another time. Also, as Neuendorf (2002) notes, it is clear from a review of work on reliability of content analysis that reliability coefficient of 0.80 or greater are acceptable to all and 0.75 is acceptable in most situations. Hence, intercoder reliability coefficient the researcher assigned for this study is 0.75.

C. Practicability

The selected research instrument can help to gather a necessary data needed for the study within a limited human resource, time and money.

3.2.9. Ethical Considerations

The researcher protected the dignity and welfare of human participants in this study. Confidentiality of the research data were respected, and any decline from the respondents were respected. The researcher was also guarded against the violation of privacy of the respondents. The researcher had letters of recommendation from the concerned body before proceeding to gather the data from different sources and was dealing with her advisor and concerned body on the way to the study. The study has been completed in time framework set by the university to complete the study.

3.2.10. Data Analysis and Interpretation

Data gathered were first organized by editing, coding and tabulation. Then the tabulated data were restated in the statement form. At the end, depending on the classification made, data were analysed. In doing this, the facts gained from audiences and program contents are presented side by side. Qualitative data gained from an in-depth interview with Gaammee program producers will be manually assessed and interpreted.

On the other hand, the program coded by two coders were compared and received at the coding reliability of 75 percent. Quantitative data analysis were mediated by statistical tools of data processing. To this end, Statistical package for social science (IBM SPSS Statistics version 20) were used. Accordingly, measurable variables were entered into SPSS database, cleared, organized and presented.

CHAPTER FOUR

4. Data analyses and Interpretation

4.1. Introduction

In this chapter data from various sources are presented and interpreted. The steps described in the previous chapter were followed in gathering, organizing and analysing data. Attempts were made to report results and findings in a manner they address the research objectives and questions.

The chapter presents data from a survey carried out with 200 children, an in-depth interview with two producers of the Gaammee program, and results of 26 program of the Gaammee shows that were analysed for their content.

Survey was conducted on children in Adama and Burayu cities of Oromia regional state from March to April, 2017 to understand how far children watch Gaammee program broadcast on Oromia Television. A total of 200 children residing in Adama and Burayu towns participated in the survey. This number was equally split between the two towns resulting in 100 samples from each town. The children that completed the questionnaires were from the age range of 8 to 12.

4.2. Demographic Data of the Surveyed Children and Major Features of Gaammee OTV Program.

4.2.1. Demographic Data of the Surveyed Children

Demographic data of the children are presented in this section starting from Table 4.1 to 4.3.

Table 4.1: Respondents Involved in the survey by Sex

Sex of the respondents	Frequency	Percent
Female	149	74.5
Male	51	25.5
Total	200	100.0

As shown in Table 4.1 above 149 female and 51 male respondents participated in the study.

Table 4.2: Age structure of Child respondents Involved in the survey

Age of the respondents	Frequency	Percent
8	21	10.5
9	14	7.0
10	26	13.0
11	53	26.5
12	86	43.0
Total	200	100.0

As shown in Table 4.2 above 43 percent of the respondents were with the age of 12 followed by 26.5 percent who were with the age of 11 and 13 percent of the participants were with the age of 10 respectively. The other 10.5 percent and 7 percent were those with the age range of 8 and 9 respectively.

Table 4.3: Educational level of the respondents

Educational level of the respondents (Grade)	Frequency	Percent
2	40	20.0
3	40	20.0
4	40	20.0
5	40	20.0
6	40	20.0
Total	40	20

As shown in Table 4.3 above, all classes share equal proportion of respondents (20 percent-20 percent each) totally 200 respondents.

4.2.2. Major Features of Gaammee OTV Program.

In this section, major features of OTV Gaammee program are presented. The features presented in this section are Character mix of the program by categories; primary characters emerged in

sampled Gaammee program and sexual imagery of the program are displayed in the following tables.

4.2.2.1.Character mix of the program by categories

In this study, characters displayed in the 26 Gaammee program were analysed through the following coded categories: of all male adults, all female adults, all adults mixed males, adults with children or teens, female adults with children or teens, a mix of sexes and ages and no character or difficult to code. Accordingly, Table 4.4 below showed the character mix of the program by the above mentioned categories.

Table 4.4: Character mix of the program by categories

Program agreed to	Frequency	Percent
a mix of sexes and ages	26	100.0
all male	-	-
all female adults	-	-
all adults mixed males	-	-
adults with children or teens	-	-
female adults with children or teens	-	-
no character or difficult to code	-	-

As shown in Table 4.4 above, the total 26 OTV Gaammee children program involved in the study displayed a mix of sex and ages.

4.2.2.2.Primary Characters Involved in Sampled Program

In the program content analyses, some program contain primary characters while others do not have primary characters. As shown on Table 4.5 below, there were 10 OTV Gaammee children program involved in the study who have primary characters and the other 16 with no any primary character.

Table 4.5: Primary Character

Program displayed a primary characters	Frequency	Percent
Program with no primary character	16	61.5
Program with primary character	10	38.5
Total	26	100.0

4.2.2.3. Sexual Imagery of the Program

The program content analyses of this study also tested the Sexual imagery of the Program. This helps in identifying whether the program are guarded against violating the norms of the society or not. This helps in analysing the attitude of children towards the program. The results of the analyses is displayed in the following table.

Table 4.6: Sexual Imagery of the Program

	Frequency	Percent
Fully Dressed	23	88.5
Not fully dressed	3	11.5
Total	26	100.0

As shown on Table 4.6 above there were 23 OTV Gaammee children program involved in the study in which primary characters were fully dressed while there were 3 OTV Gaammee children program whose primary characters were neither fully dressed nor suggestively dressed.

4.3.Results and Findings:

In this section, results and findings are presented. Accordingly, there are 18 questions crafted to extract responses which would help to meet specific objectives of this study. There are also analyses of program content presented in this section. Accordingly, each question is presented against each specific objective as follows.

A. Factors that are affecting coverage of children’s issues on OTV’s Gaammee program:

To answer this specific objective, a number of variables were used. These are: children's degree of knowledge about Gaammee OTV children program, how children came to know about Gaammee program, the extent to which children are watching Gaammee program, factors that might have forced children to stop watching Gaammee program, of the extent to which family members encourage children watch Gaammee program, children’s satisfaction with the day and time Gaammee program is presented and contents of OTV Gaammee children’s program. In the following sections, data related to these variables are presented and analysed.

Table 4.7: Children's Degree of Knowledge about Gaammee OTV Children Program

Knowledge about the Gaammee program	Frequency	Percent
Know it Very well	83	41.5
Know it to some extent	117	58.5
Total	200	100.0

As shown in Table 4.7 above percentage of children’s degree of knowledge about Gaammee program were presented. Then out of 200 children who said they know about the program up on selection at the initial stage of the study have showed differences in their level of knowledge about Gaammee. Accordingly, 58.5 percent of them said they know about the program to some extent followed by 41.5 percent of them who know about the program very much.

Table 4.8: From where children got to know about Gaammee program

They heard about the program	Frequency	Percent
by accident	122	61.0
from friends	19	9.5
from family	48	24.0
from schools	11	5.5
Total	200	100.0

As shown on Table 4.8 above, children respondents got to know about Gaammee OTV Children program from different places. 61 percent of them got to know about the program by accident. 24 percent of them got to know about the program from their family. On the other hand, 9.5 percent

of them got to know it from their friends followed by 5.5 percent of them who got information about Gaammee from their schools.

Table 4.9: The extent to which children are watching Gaammee program

Frequency of watching Gaammee program	Frequency	Percent
Once every a week	115	57.5
Once every a month	28	14.0
Twice a month	44	22.0
Sometimes in a year	13	6.5
Total	200	100.0

As shown on Table 4.9 above, 57.5 percent of children respondents watch Gaammee OTV Children program every week. 22 percent of them watch the program twice a month. On the other hand, 14 percent of them watch the program once a month followed by 6.5 percent of them watch the program sometimes in a year followed.

Table 4.10: Elements of OTV Gaammee children’s program that attracted most children

	Frequency	Percent
Journalists who broadcast the program	26	13.0
Contents of the Program	82	41.0
The way journalists broadcast the program	42	21.0
Day on which program is broadcasted	43	21.5
No parts of the program satisfies the children	4	2.0
Total	197	98.5
NR	3	1.5
	200	100.0

As shown on Table 4.10 above, children respondents showed variations in pointing to parts of Gaammee program that may probably push them to watch the program. Accordingly, 41 percent of them have given priority to program content of Gaammee program that they focus on to watch

the program while 21.5 percent of them said the day on which Gaammee program is presented attracts them than the other elements from the list.

On the other hand, 21 percent of them said their elements of attraction to the program is the way journalists broadcast the program followed by 13 percent who said it is the journalist personality itself that they may possibly give attention to that attracts them to the program and 2 percent who said there is nothing that attracts them to watch the program at all respectively. On the other hand, there were 1.5 percent of the respondents who did not give their answer. Their level of satisfaction on program contents of Gaammee children program.

Table 4.11: Factors that may influence children’s decision to stop watching Gaammee program in the future

Reasons given by children	Frequency	Percent
Contents of the program do not give them much satisfaction	28	14.0
Lost interest in watching any TV program	19	9.5
Got another more interesting TV program	76	38.0
Parents pressure children not to watch TV program	36	18.0
Total	159	79.5
NR	41	20.5
200		100.0

As shown on Table 4.11 above, children respondents have given various reasons for quitting watching Gaammee program. Accordingly, 38 percent of them said they got another more interesting TV program that could possibly make a shift in their interest of following Gaammee. On the other hand, 18 percent of them said their parents do not allow them to watch the program. 14 percent of them said that contents of the program do not give them much satisfaction anymore. 9.5 percent of them said that they are not very much interested in watching any television program at all.

Table 4.12: Who Should Take the Highest Responsibility for Improving the Gaammee Program?

Highest responsible body should be	Frequency	Percent
Children	43	21.5
Family of the children	71	35.5
Government	84	42.0
NR	2	1.0
Total	200	100.0

As shown on Table 4.12 above, children respondents have given their responses on the body to which they think is responsible for improving Gaammee program. Accordingly, 42 percent of them said it should be government followed by 35.5 percent and 21.5 percent who said it should be family of the children and children themselves, respectively. The other 1 percent did not respond.

Table 4.13: Whether children are satisfied with the day and time Gaammee program is broadcasted

	Frequency	Percent
Yes	162	81
No	38	19
Total	200	100.0

As shown on Table 4.13 above, 81 percent of the children respondents said they are satisfied with day and time on which Gaammee program is presented while 19 percent said they are not satisfied with it.

Table 4.14: The extent to which family of the children encourage their children to watch Gaammee program

	Frequency	Percent
Very much	91	45.5
Some what	82	41.0
Not at all	27	13.5
Total	200	100.0

As shown on Table 4.14 above, 45.5 percent of the children respondents said their family encourage them to watch Gaammee program followed by 41 percent and 13.5 percent who said some-what and not at all respectively.

Table 4.15: Whether Friends (Peers) of the Children Encourage Children Watch Gaammee Program

	Frequency	Percent
Very much	74	37.0
To some extent	71	35.5
Not at all	55	27.5
Total	200	100.0

As shown on Table 4.15 above, 37 percent of the children respondents said friends (peers) of the children encourage them to watch Gaammee program very much followed by 35.5 percent and 27.5 percent who said they are encouraged to some extent and not at all respectively.

Table 4.16: Whether media transmitted from abroad are discouraging children from watching Gaammee program

	Frequency	Percent
Very much	67	33.5
Some what	63	31.5
Not at all	70	35.0
Total	200	100.0

As shown on Table 4.16 above, 33.5 percent of the children respondents said media transmitted from abroad are discouraging children from watching Gaamnee program very much. On the other hand, 31.5 percent of them said media transmitted from abroad are discouraging children in watching Gaamnee program to some extent. Those who said media transmitted from abroad are not discouraging children in watching Gaamnee program at all are counted to be 35 percent.

B. The role of the Gaamnee program in placing the issue of child abuse and child protection on the public agenda:

To answer this specific objective, a number of variables were used. These are: Whether Gaamnee program give much emphasis on the problems children are facing, whether Gaamnee program give much emphasis to gender based violence on female children, whether Gaamnee program put much emphasis on children’s rights status, whether Gaamnee program give much emphasis for gender equality, whether Gaamnee program give much emphasis for entertainment, whether Gaamnee program give much emphasis for patriotism, whether Gaamnee program give much emphasis to educate children (different educational program). These are presented as follows.

Table 4.17: Children’s response on whether Gaamnee program give much emphasis to problems Children were facing

Children responses	Frequency	Percent
Very much	37	18.5
To some extent	50	25.0
Not at all	113	56.5
Total	200	100.0

As shown on Table 4.17 above, 56.5 percent of the children respondents said Gaamnee is not giving sufficient space for problems children were facing. On the other hand, 25 percent of them said the program is giving emphasis for problems Children facing to some degree. 18.5 percent said the program give much emphasis for problems children facing.

Table 4.18: Children’s’ response on whether Gaammee program gives much emphasis to gender based violence on female children

That give much emphasis for gender based violence	Frequency	Percent
Very much	83	41.5
Somewhat	35	17.5
Difficult to say it does	82	41.0
Total	200	100.0

As shown on Table 4.18 above, 41.5 percent of the children respondents said Gaammee is giving space for gender based violence on female children very much. On the other hand, 41 percent of them said it is very difficult to say the program is giving emphasis to gender based violence on female children followed by 17.5 percent who said the program is giving some emphasis for gender based violence on female children.

Table 4.19: Children’s’ response on whether Gaammee program gives much emphasis to children’s rights issues

Children who said	Frequency	Percent
Very much	139	69.5
Some what	56	28.0
Not at all	5	2.5
Total	200	100.0

As shown on Table 4.19 above, 69.5 percent of the children respondents said Gaammee program is giving much emphasis to children’s rights status followed by 28 percent and 2.5 percent who said Gaammee program is giving emphasis for Children’s rights to some extent and who said not giving emphasis for Children’s rights at all.

Table 4.20: Children’s’ response on whether Gaammee program give much emphasis for gender equality

Children who said	Frequency	Percent
Very much	116	58.0
Some what	76	38.0
Not at all	8	4.0
Total	200	100.0

As shown on Table 4.20 above, 58 percent of the children respondents said Gaammee program is giving much emphasis gender equality followed by 38 percent and 4 percent who said Gaammee program is giving emphasis for gender equality to some extent and who said Gaammee is not giving emphasis for gender equality at all.

Table 4.21: Children’s’ response on whether Gaammee program give much emphasis for entertainment

Children who said	Frequency	Percent
Very much	152	76.0
Some what	45	22.5
Not at all	3	1.5
Total	200	100.0

As shown on Table 4.21 above, 76 percent of the children respondents said Gaammee program is giving much emphasis for entertainment followed by 22.5 percent and 1.5 percent who said Gaammee program is giving emphasis for entertainment to some extent and who said Gaammee is not giving emphasis for entertainment at all.

Table 4.22: Children’s’ response on whether Gaammee program give much emphasis for Patriotism

Children who said	Frequency	Percent
Very much	127	63.5
Some what	62	31.0
Not at all	11	5.5
Total	200	100.0

As shown on Table 4.22 above, 63.5 percent of the children respondents said Gaammee program is giving much emphasis for patriotism followed by 31 percent and 5.5 percent who said Gaammee program is giving emphasis for patriotism to some extent and who said Gaammee is not giving emphasis for patriotism at all.

Table 4.23: Children’s’ response on whether Gaammee program give much emphasis to educate children (different educational program)

Children who said	Frequency	Percent
Very much	145	72.5
Some what	49	24.5
Not at all	6	3.0
Total	200	100.0

As shown on Table 4.23 above, 72.5 percent of the children respondents said Gaammee program is giving much emphasis for different educational program followed by 24.5 percent and 3 percent who said Gaammee program is giving emphasis for different educational program to some extent and who said Gaammee is not giving emphasis for different educational program at all.

Table 4.24: Program Content which Teaches about Democratic Rights

Program agreed	Frequency	Percent
Not at all	17	65.4
To some extent	6	23.1
Very Much	3	11.5
Total	26	100.0

As shown on Table 4.24 above out of the total 26 OTV Gaammee children program involved in the study 17 program have not taught democratic rights followed by 6 and 3 program who showed it to some extent and very much respectively.

Table 4.25: Program Content which Teaches about Human Rights

Program which teaches	Frequency	Percent
Not at all	12	46.2
To some extent	6	23.1
Very Much	8	30.8
Total	26	100.0

As shown on Table 4.25 above out of the total 26 OTV Gaammee children program involved in the study 12 program have not presented human rights issues of the child followed by 8 and 6 program those presented it very much and to some extent respectively.

Table 4.26: Program Content which Provide Entertainment

Program agreed	Frequency	Percent
To some extent	2	7.7
Very Much	24	92.3
Total	26	100.0

As shown on Table 4.26 above out of the total 26 OTV Gaammee children program involved in the study 24 have presented entertainment issues followed by 2 program that did it to some extent.

Table 4.27: Program Content which Teaches about Gender Equality

Program agreed	Frequency	Percent
Not at all	12	46.2
To some extent	6	23.1
Very Much	8	30.8
Total	26	100.0

As shown on Table 4.27 above out of the total 26 OTV Gaammee children program involved in the study 12 program have not taught gender equality issues followed by 8 and 6 program those presented it very much and to some extent respectively.

Table 4.28: Program Content which presents Patriotism Related Issues

Program agreed	Frequency	Percent
Not at all	3	11.5
To some extent	14	53.8
Very Much	9	34.6
Total	26	100.0

As shown on Table 4.28 above out of the total 26 OTV Gaammee children program involved in the study 14 program have presented patriotism related issues to some extent followed by 9 and 3 program those presented it very much and not at all respectively.

Table 4.29: Program Content which educate children (different educational program)

Program agreed	Frequency	Percent
To some extent	17	65.4
Very Much	9	34.6
Total	26	100.0

As shown on Table 4.29 above, out of the total 26 OTV Gaammee children program involved in the study 17 program (65.4 percent) have presented Education program issues to some extent followed by 9 program(34.6 percent) presented it very much.

Table 4.30: Program Content which displayed indigenous Cultural Aspects

Program agreed	Frequency	Percent
Not at all	7	26.9
To some extent	11	42.3
Very Much	8	30.8
Total	26	100.0

As shown on Table 4.30 above out of the total 26 OTV Gaammee children program involved in the study 11 program have displayed indigenous cultural aspects issues to some extent followed by 8 and 7 program those presented it very much and not at all respectively.

C. Children audiences' satisfaction on coverage of their issues on Gaammee program:

To answer this specific objective, a number of variables were used. These are: Program parts of OTV's Gaammee children program in which children get a maximum satisfaction and degree of satisfaction drawn by children from watching Gaammee program.

Table 4.31: Program parts of OTV's Gaammee children program in which children get a maximum satisfaction

Children are satisfied most when	Frequency	Percent
When it is about human rights/children's rights	48	24.0
When it is about Entertainment	40	20.0
When it is about gender equality	17	8.5
When it is about Patriotism	37	18.5
When it is about education	58	29.0
Total	200	100.0

As shown on Table 4.31 above, children respondents showed variations in their level of satisfaction on program contents of Gaammee children program. Accordingly, 29 percent of them prefer program contents of much educational one to the others for their satisfaction. On the other hand, 24 percent of them draw satisfaction from human rights or children's rights side of the program than the other program contents of Gaammee. 20 percent of the children respondents prefer entertainment contents of the program to the other contents of Gaammee program while 18.5 percent of the children prefer program of high patriotic contents than other contents followed by 8.5 percent of the children respondents who prefer contents of high gender equality than other program contents.

Table 4.32: Degree of satisfaction drawn by children from watching Gaammee program

	Frequency	Percent
Those who are satisfied very much	127	63.5
Those who are satisfied to some extent	70	35.0
Those who are not satisfied at all	3	1.5
Total	200	100.0

As shown on Table 4.32 above, children were asked their overall degree of satisfaction on Gaammee program. Accordingly, 63.5 percent of them said that they are very much satisfied with Gaammee program followed by 35 percent and 1.5 percent who said they are satisfied to some extent and not satisfied with the program at all, respectively.

4.4. Discussions and Interpretations:

In the above section, results and findings have been seen in relation to specific objectives of this research work that they can answer research questions of this study. Accordingly, discussions and interpretations are provided in this section.

A. Factors that affect coverage of children's issues on OTV's Gaammee program:

1. Contents of the program:

Media has the capability through repeated news coverage, of raising the importance of an issue in the public's mind. The media does this through the contents of its program (Severin and Tankard, 1997).

Majority of the surveyed children know about Gaammee program yet majority of them got to know it by accident. Majority of them are watching the program every week. These children watch the program to gain something of their need. Hence, they are attracted to the program of their interest. As content analyses shows, Gaammee program has given priority for educational program, entertainment issues, patriotism related issues, human rights status of the child gender equality issues respectively. When responses of children are analysed, from the overall 26 OTV Gaammee program, children prefer the order of contents of educational matter, human rights or children's rights side of the program, entertainment contents of the program, program of high patriotic contents, and contents of high gender equality for their satisfaction respectively.

The analyses shows there are some gaps between children's views and program producers on their priority for the contents of the program. This points to the idea that negligence and misunderstanding of children's needs, interests and learning abilities would result in the failure to meet the desire and goal of the program (Kirkorian, Wartella, and Anderson, 2008).

2. Pressures from parents and peers:

45.5 percent of the children respondents said their family encourage them very much watch Gaammee program followed by 41 percent who said somewhat. Generally, all most all of children respondents think that their family encourage them watch Gaammee program.

37 percent of the children respondents said friends (peers) of the children encourage children watch Gaammee program very much followed by 35.5 percent and 27.5 percent who said to some extent and not at all respectively. Generally, majority of children respondents think that their friends (peers) encourage them watch Gaammee program.

3. Pressures from other Television channels:

33.5 percent of the children respondents said media transmitted from abroad are discouraging children from watching Gaammee program very much. On the other hand, 31.5 percent of them said media transmitted from abroad are discouraging children in watching Gaammee program to some extent. Those who said media transmitted from abroad are not discouraging children in watching Gaammee program at all are counted to be 35 percent. Generally, majority of children respondents think that media transmitted from abroad are discouraging children from watching Gaammee program.

In order to identify whether Gaammee program is facing external challenges, the researcher asked Gaammee program producer Mr. Tajudin Abdi, and he said:

New Television channels like Kana Television have created big impacts on Gaammee program as children prefers program like dramas and films than local program presented. This is making Gaammee program lose the target audience (Personal Interview, May 15, 2017).

3. Lack of human resource and budgets:

The researcher asked Gaammee program producer Mr. Tajudin Abdi and Gaammee program Editor Mrs. Shito Gemechu about the weakness within the production of Gaammee program and major factors those are influencing the coverage of children issues on Gaammee program. They noted that there is huge gap of finances and human resources. The program has no its independent budgets (Personal Interview, May 15, 2017).

B. The role of the program in placing the issue of child abuse and child protection on the public agenda:

Agenda setting theory notes media coverage of an issue makes people believe that this issue is important (McCombs and Shaw, 1972). This means people think more about those issues the media presents and regard them more important than those that are not presented in the media (Griffin, 2003). As the survey result shows, most of the children respondents have given priority to program content of Gaammee program to the other elements of the program like journalist themselves, the way journalists presents the program and the materials(hardware) of the program.

The majority of children respondents believe that OTV Gaammee children program is presenting about children's rights status, gender equality, entertainment, patriotism and educational program. Their responses are also checked against contents of the 26 Gaammee program. To this end, contents of educational matter, human rights or children's rights, entertainment activities, patriotic contents, gender equality were checked by the coders.

Accordingly, all of the 26 program have included education related issues. On the other hand, 24 program (92.3 Percent) have included entertainment issues. 23 program (88.4 percent) have included patriotism related issues. 14 program (53.9 percent) included human rights status of the child followed by 12 program (46.1 percent) that have not included it at all. 14 program (53.9 percent) have included gender equality issues followed by 12 program (46.1 percent) that have not included it at all.

However, majority of children respondents (56.5 percent of them) said Gaammee is not giving sufficient space for problems children were facing. This has brought some paradoxes as majority of them also said Gaammee is presenting children's rights status, gender equality, entertainment, patriotism and educational program. This might have been because of some factors like children's perceived idea that despite Gaammee is speaking about rights of children; it is not presenting offenses and crimes being committed against the children. Be as it may be, it can be inferred from this that Gaammee is not presenting about child abuse as it is presenting about child protection for one reason or another.

Guidelines for Journalists and Media Professionals depicts that respect for the privacy of children and protection of their identity, the need to give children access to media to express their own opinions; the obligation to verify information before publication; the need to consider the consequences of publication and to minimize harm to children and reducing sexual, violent or victim-focused programming and images that are potentially damaging to children; Stereotypes and sensational presentation of journalistic material are to be disregarded (Guidelines for Journalists and Media Professionals, 2002).

The researcher asked Gaammee program producer Mr. Tajudin Abdi and Gaammee program Editor Mrs. Shito Gemechu about the importance of Gaammee children program. They mentioned

that Gaammee able to exploit the potential of Oromo culture that children are grown upright by knowing their history, culture and societal values in order that they develop a sense of pride about themselves. They added Gaammee program is making children informed about technology and other educating issues. They noted also that program producers work with government offices like Women and children affairs office and Justice Office on teaching society about rights of the children. In doing this it is playing a role of agenda setting except on the objection children raises-absence presentation of problems children are facing(child abuse in this case).

C. Audiences satisfaction on coverage of Gaammee children's program:

The government, the society and other stakeholders have to give attention on the importance of the children's program and work so as to satisfy the needs and expectations of the children. (Kirkorian, Wartella, and Anderson, 2008). According to Eastman and Ferguson (2002) understanding the audience is an important part of programming. Audiences want to be entertained and they want to be informed. According to uses and gratification theory, media use depends on the perceived satisfactions, needs, wishes or motives of the prospective audience member (Mc Quail, 1997).

To identify audience satisfaction a number variables were used. As analyses of the survey shows, most children (98.5 percent of them) are satisfied with Gaammee program. Most of them (81 percent) said they are satisfied with day and time on which Gaammee program is presented. However, about 38 percent said they could possibly make a shift in their interest of watching Gaammee program if they get another more interesting TV program.

In order to identify whether program producers have ever carried out audience analyses, the researcher conducted interview with Gaammee program Editor Mrs. Shito Gemechu, and she said Gaammee program producers have not carried out audience analyses yet. Accordingly, she noted that:

We have not yet conducted audience analyses. This is because of the fact that the OTV organization carry out the overall audience analyses by itself. Hence, we have not done it by ourselves yet. But we are planning to do it in near future. But the program viewers, both children and family of the children, give us comments and suggestions through our fixed lines and through postal service. Also we get feedbacks from the children when we go field for producing the program (Personal Interview, May 15, 2017).

CHAPTER FIVE

5. Conclusion and Recommendations

5.1. Introduction

This is the final chapter of this research work. It constitutes the conclusions and recommendations concerning the coverage of children's issues on OTV Gaammee children program. Accordingly, the conclusion summarizes key findings of the study based on specific objectives. On the other hand, some recommendations that may help make the Gaammee program more appropriate to the needs of the target audience.

5.2. Conclusion

This study was carried out to understand the reception of OTV's Gaammee children's program by its target audience. The study aimed at identifying factors that affect coverage of children's issues on OTV's Gaammee program, assessing the role of the program in placing the issue of child abuse and child protection on the public agenda and identifying if coverage of children's issues in Gaammee was satisfying its audiences or not. Hence, concluding part of this study is presented by was summarizing the findings of the study in line with the specific objectives of this research work.

A. Factors that are affecting coverage of children's issues on OTV's Gaammee program

The study found out some of the factors that are affecting coverage of children's issues on OTV's Gaammee program. The first one is related to contents of the program. As could be learned from the content analyses, Gaammee program gives priority to educational program, entertainment issues, patriotism related issues, human rights status of the child and gender equality issues, among others. When responses of children were analysed, children seem to prefer the contents of related to education, children's rights, entertainment, patriotism, and gender equality for in the order they are listed here. These suggest that there are some gaps between children's preferences and program producers' priority in deciding the contents of the program.

In addition to this, the majority of the children believe that Gaammee is not presenting all problems children are facing. The program content analyses also show the same. This points to the idea that

negligence and misunderstanding of children's needs, interests and learning abilities would result in the failure to meet the goal of the program.

On the other hand, analysis of data from the interviews showed that the contents of Gaammee program are bringing positive changes in the minds of its audience despite many draw backs. As reported by some of the key informants, because of lack of finances and shortage of human power the program could not produce and present contents on diverse issues that can teach children more.

The influences of parents and peers were reporting as one of the most important reasons for encouraging the children to watch the Gaammee shows. That is why the majority of the children respondents said their family encouraged them watch Gaammee program.

The third factor is pressures from other Television channels. As the majority of children respondents indicated, media transmitted from other channels are discouraging them from watching Gaammee program. Gaammee program producer and editor also agreed the new Television channels like Kana Television are creating big impacts on Gaammee program as children prefer program like dramas and films than local program presented to them. This is making Gaammee program lose the target audience

The fourth factor is lack of human resources and budgets. As revealed by the interview with Gaammee program coordinators shows, finances and human resources allocated for TVO are insufficient. In addition to this, the program has no independent budgets. These are making the program unsuccessful on the way to accomplish its objectives. The program coordinators are saying that finance and human resource-related gaps are hindering them from working in many areas of Oromia in order that they may exploit diverse culture of Oromo that they can present their program in the holistic way. That is why the program coordinators say they could not work as they want to work for children audiences.

B. The role of the program in placing the issue of child abuse and child protection on the public agenda

As the survey result showed, most of the children respondents give more priority to contents of Gaammee program than the other elements of the program like journalist personality, the way

journalists presents the program and the materials (hardware) the program producers use in presenting the program. Majority of children respondents believe OTV Gaammee children program is presenting about children's rights status, gender equality, entertainment, patriotism and educational program. When contents of Gaammee program are analysed, all of the Gaammee program are presenting education related issues, entertainment issues, patriotism related issues, human rights status of the child and gender equality issues with different degrees of focus.

It is mentioned that Gaammee is educating children that they are grown being upright by knowing their history, culture and societal values in order that they can develop a sense of pride about themselves. It is also mentioned that Gaammee is helping children to get informed about technology and other educating issues. To this end, program producers are working with government offices like Women and children affairs office and Justice Office on teaching society about rights of the children. However, as can be seen from the responses of children, Gaammee is not presenting about child abuse as it is presenting about child protection. Hence, despite Gaammee is playing a role of agenda setting an objection from children shows there is absence of presentation of problems children are facing(child abuse in this case).

C. Audiences satisfaction on the coverage of Gaammee children's program

As analyses of the survey on children shows, most children are satisfied with Gaammee program. Also, most of them are more satisfied with day and time on which Gaammee program is presented. This is because of the fact that Saturday is the day on which they are free from school and would like to get entertained.

However, the majority of the study participants said they could possibly make a shift in their interest of watching Gaammee program if they get another more interesting TV program. This has its own implication for audience satisfaction as they may shift from one channel to the other to maximize their satisfaction. On the other hand, children want to have their program a little bit longer. This shows that they are entertaining Gaammee to the level that they want to stay more with their own issues.

On the other hand, program producers have never carried out audience analyses. This is because they do not have a separate audience analyses program as OTV organization to carry out the overall audience analyses by itself. They say they are planning to do it in the near future. Generally, it is difficult to say that OTV Gaammee program coordinators are detecting the satisfaction level of their audiences.

5.3.Recommendation

Based on the major findings of the study, the researcher would like to make some recommendations. The recommendation has two parts: the first one is recommendation for the practical action by concerned bodies, mainly OTV Gaammee program producers and the second one is recommendation for further study.

5.3.1. Recommendation for the practical action

- Government, specially the program producers, had better take urgent measures on any program that go against interest of the children. The voices and interest of the program audience need to be inculcated in every action of the program producers.

- Program producers need to make use of good opportunities and minimize consequences of negative factors to make the program effective in its accomplishment of its objective,

- Gaammee program coordinators need to be aware of and understand children's needs, interests, learning abilities and children's perceived priorities to meet the desire and goal of the Gaammee program.

- The program producers need to assess and present problems children are facing in a simple, non-damaging and objective way that children can learn from it and issues of the children gets public attention.

- Also, Program producers had better seek additional sponsors and expand the coverage of children issues. They had better also seek additional separate budgets by discussing with the concerned body.
- They had better also recruit skilled man power that can ardently carry out missions of the program.
- In addition, the program producers need to work with other government bodies to cover child abuse and protection more. In doing this, they can fill the gaps which are drawing back the program from fulfilling its mission like lack of finances and shortage of human power.
- They had better take other Television channels as an opportunity to work had and learn from their weakness.
- As media transmitted from other channels are discouraging children from watching Gaammee program, Gaammee program coordinators must work hard to provide different educational program that can attract their audiences that external influences can be minimized.
- Gaammee program coordinators had better carry out audience analyses at a given time interval. The OTV Gaammee program must carry out audience analyses by itself. They need to plan ahead to analyse views of their audiences at a wide range at the regular time.
- Saying this, government bodies directly related to the works of OTV Gaammee children program, families of children, schools (both private and government schools) and children need to work together to get the Gaammee program better off.
- In addition, residents also need to know about the program and the prevailing condition of the program well. This can help to make both Gaammee program producers and audience adhere contribute much to the mitigation of the overall activities of the program.

5.3.2. Recommendation for further study

- The researcher recommends that the future researchers do expand areas of their study to touch families of the children to analyse the responses and effects of parents on the children in influencing their children in watching Gaammee program.
- In addition to this, the researcher recommends the future researchers to carry out program content analyses to test the effects of television symbols on children as this study mainly focused on the narrative aspects of the program.

5.3.3. Recommendations for preparing OTV Special Media Editorial Policy Targeting Child Audience.

- OTV needs to address special needs of children pursuant to their needs in education, career development, advancement of their knowledge not only on academic perspectives but also on their choice of future professional and career development.
- The OTV can conduct at least once a year, a targeted audience survey on children's program to ensure that the needs of children are properly addressed. It is also important to ensure that children participate on all program that concern them.

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Annex 1

A questionnaire to be completed by children between the age of 8 and 12

Addis Ababa University

School of Journalism and Communication

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Dear student

This research is conducted to study coverage of children's program of OTV's Gaammee program. Your information is needed to make the researcher understand the program and the views of its audience better. In saying this, I hope, you feel free to give your idea for this questions for it is only required for an academic purpose. I am grateful to you for your time and cooperation.

Thank you

Sutume Gesula (The researcher)

I. Personal Information

Sex: Male Female

Age: _____

Educational Level _____

Place of Birth _____

II. For the following questions circle the letter which can explain your idea best

1. Do you know OTV's Gaammee children program?
A) Very much, B) Some what, C) Not at all
2. How did you come to know Gaammee program?
 - a) I came across it by chance
 - b) A friend told me about it
 - c) My parents suggested it to me
 - d) I heard about it at school
3. If you know about OTV's Gaammee children program, how much do you watch it? A) Very often, B) Sometimes, C) Not at all
4. Which program parts of OTV's Gaammee children program attract you more?
A) When it is about human rights/children's rights, B) When it is about entertainment,
C) When it is about gender equality, D) when it is about patriotism, E) when it is about education, F) Others _____
5. From the following parts of the children's Gaammee program, which one attracts you most to watch the program?
A) Journalists who broadcast the program, B) Program contents, C) The way journalists broadcast the program, D) Day on which program is broadcasted, E) Not at all
6. How much do you think OTV's Gaammee children program satisfy your need?
A) Very much, B) Some what, C) Not at all
7. If you decide to stop watching Gaammee program why should you do so?

A) For I lost interest in the program, B)For I am not interested in any television program, C) For I got another interesting television program D)For my family forbid me from watching television program

8) Who do you think should take the highest responsibility for children’s Gaammee program?

A) Children, B) Family of the children, c) the Government

9. Do you think Gaammee is presenting problems (child abuse) children are facing?

A) Very much, B) Some what, C) Not at all

10. Are you satisfied with day and time Gaammee presents the program?

A) Very much, B) Some what, C) Not at all

III. For the following nine questions and ideas, tick in the box which has the choice which captures your ideas about the content of Gaammee program

	Very much	Sometimes	Not at all
11. Rights/children’s rights from children program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. It broadcasts about gender equality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Much entertainment from children program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. It broadcasts about patriotism from children program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. It broadcasts about education from children program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Are your family helping you watch children Program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Do your peers encourage you watch children program?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Do you think external media have negative influence on Children watching Gaammee program in Ethiopia?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Do you think watching external media help children than Watching Gaammee program of OTV television	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Annex 2

(Translation of Annex 1 to Afaan Oromoo)

Universitii Finfinneetti

Muummee Gaazixeessummaa fi Xiinqooqaa(Journalism and Communication Department)

Gaafannoo Barattoota Daa'immanii umriin isaanii 8-12 ta'anitti Bu'ureeffate

Email: Sute.gesula@gmail.com; Mob: +251943977193

Jaallatamaa/Jaallatamtuu Barata/Barattuu

Qo'annoon kun kan bu'ureeffate waa'ee sagantaa qophii daa'immanii televisiyoonii Oromiyaatiin darbuurrattiidha.Odeeffannoon isin naaf kennitanis qo'attuun kun dhimmicha gadi fageenyaan ilaaltee ciminaa fi dadhabina jiru adda baasuudhaaf gargaara.kana gochuudhaanis qaamotni dhimmi ilaallatu hanqinoota qo'annoo kanaan muldhatan adda baasanii beekanii foyya'ina sagantaa daa'immanii irratti fiduu akka danda'aniif eeruu kennuu keessatti gahee guddaa qaba. Kana jechaa yaadi isin naaf kennitan dhimma barnootaa qofa waliin kan wal qabatu tahuu beektanii yaada keessan bilisaan akka naaf kennitan kabajaan isin gaafachaa iccitiin deebii keessanii kan eeggamu tahuu isin beeksisuu fedha.Gaafannoo kana yeroo guuttan maqaa keessan barreessuun hin barbaachisu jechaa bilisa taatanii akka yaada saganticha irratti qabdan naaf kennitan abdiin qaba.Yeroo keessan fudhattanii yaada anaaf kennuu keessaniifis durseen isin galateeffadha.Galatoomaa!

Suutumee Gesulaaa (Qorattuu fi Qo'attuu)

I. Odeeffannoo Dhuunfaa Barataa

Saala: Dhi Dub

Umurii: _____

Sadarkaa Barnoota:Kutaa _____

Bakka dhalootaa _____

II. Gaaffilee kanaa gaditiif qubee isa yaadakee ykn filannookee irra caalaatti ibsuu danda'u filadhu! (Filannoo tokkoo ol filachuun dhorkaadha!)

1. Waa'ee sagantaa daa'immanii Televisizinii Oromiyaa Gaammee jedhamuu hagam beekta?
A) Baayyee B) Haga tokko C) Matumaa hin beeku
2. Yoo waa'ee sagantaa daa'immanii Televisizinii Oromiyaa Gaammee jedhamuu beekta tahe akkamiin beekuu dandeesse?
A) Akka tasaa, B) Hiriyootakoo irraa, C) Maatiikoo irraa, D) Mana Barnootaatti
3. Yoo Sagantaa Gaammee jedhamu kana ni beekta tahe hagam hordofta?
A) Torbee torbee, B) Ji'atti yeroo tokko, C) Ji'atti yeroo lama, D) Waggaatti darbee darbee, E) Matumaa ilaalee hin beeku
4. Yoo sagantaa Gaammee ni hordofta taheef sagantichatti yeroo kam irrasi gammadda?
A) Yeroo waa'een mirga daa'immanii dhihaatu, B) Yeroo bashannanaa,
C) Yeroo waa'een wal-qixxummaa saalaa dhihaatu, D) Yeroo waa'een jaalala biyyaa dhihaatu, E) Yeroo barnootni garaagaraa kennamu
F) Yaada biraa yoo qabaatteef barreessi _____
5. Yoo sagantaa daa'immanii Gaammee ni hordofta taheef qaama gantichaa keessaa isa kamtu baayyee si hawwata ykn fedhiikee kakaasa?
A) Gaazexeessitoota warra saganticha qopheessan matuma isaanii B) Qabiyyee sagantichaa ykn wantota saganticharratti dhihaatan C) Haala gaazexeessitootni ittiin qophicha dabarsan D) Guyyaa fi sa'atii sagantaan daa'immanii Gaammee itti darbu
E) Yaada biroo yoo qabaatteef barreessi _____
6. Yoo sagantaa daa'immanii Oromiyaa Televisinii Gaammee ni hordofta taateef qophichi fedhiikee hagam guutee jira?
A) Baayyee B) Haga tokko C) Matumaa

7. Yoo sagantaa daa'immanii Oromiyaa Televisinii Gaammee hordofuu dhaabuu feete maaliif hordofuu dhiista?

- A)Qophiin Sagantichaa waan natti hin tolleef, B)Teelevisinii kam iyyuu ilaaluuf fedhii waanan hin qabneef, C) Sagantaalee Televiszhinii biroo waanan hordofuuf, D)Maatiinkoo waan naaf hin heyyamneef

8. Waa'ee qophii daa'immanii Gaammee Televizhini Oromiyaa eenyuutu itti gaafatamummaa guddaa fudhachuu qaba jettee yaadda?

- A)Daa'imman, B) Maatii daa'immanii, C) Mootummaa

9.Qophiin Gaammee miidhaa daa'imman irra gahaa jiru dabarsaa jira jettee yaaddaa/

- A) Baayyee B) Haga tokko C) Matumaa

10.Guyyaa fi sa'atiin Qophiin Gaammee itti darbaa jiru si gammachisee jiraa?

- A) Baayyee B) Haga tokko C) Matumaa

III. Gaaffilee lakkoofsa 12 hanga 20tti tarreeffaman erga dubbisteen booda sadarkaa kenniif.Yoo yaadichatti baayyee waliigalteef saanduqa duwwaa bakka Baayyee jedhu jala jiru keessatti mallattoo√ galchi. Yoo yaadichaan haga tokko qofa walii galta taheef immoo bakka Haga tokko jedhu jalatti mallattoo √ galchi. Yoo matumaa yaadichatti walii hin galtu ta'eef immoo saanduqa duwwaa bakka Matumaa jedhu jala jiru keessatti mallattoo √ galchi.(Hubachiisa:Mallattoo √ bakka tokkoo olitti galchuun dhorkaadha!)

Baayyee Haga tokko Matumaa

11.Sagantaan daa'immanii Gaammee waa'ee mirga

daa'immanii ni dabarsa jettee yaaddaa?

12.Waa'ee wal qixxummaa dhiiraa fi dubaraa ni dabarsaa?

13. Sagantaalee bashannansiisoo ni qabaa?

14. Waa'ee jaalala biyyaa(sabboonummaa) ni dabarsaa?

15. Barnoota garaagaraa qindeessee ijoolleef ni dabarsaa?

16. Maatiinke sagantaa daa'immanii Gaammee akka

ati hordoftu ni godhuu?

17. Hiriyyootni kee sagantaa daa'immanii Gaammee akka

ati hordoftu ni godhuu?

18. Miidiyaaleen biyya alaatii tamsaa’an fedhii ati qophii Gaammee
ilaaluudhaaf qabdu irratti miidhaa geessisanii jiru jettee yaaddaa?

19. Miidiyaaleen biyya alaatii tamsaa’an daa’imman biyya keenyaaf
faayidaa ni kennu jettee yaaddaa?

IV. Waa’ee sagantaa daa’immanii Gaammee Televisizhini Oromiyaa ilaalchisee yaadi kan biraan ati kaasuu barbaaddu ykn feetu yoo jiraate barreessi! _____

Annex 3

Interview Guide Questions Address to Gaammee program producers

Addis Ababa University

School of Journalism and Communication

Email: sute.gesula@gmail.com; Mob: +251943977193

Sir /Madam

This research is conducted to study coverage of children's program of OTV's Gaammee program. Your information is needed to make the researcher understand the program and the views of its audience better. In saying this, I hope, you feel free to give your idea for this questions for it is only required for an academic purpose. I am grateful to you for your time and cooperation.

Thank you

Sutume Gesula (The researcher)

Questions address to Gaammee program producers:

1. Do you know of children's program on OTV by the name Gaammee?
2. How is this program important to children? Why do you think the program is important?
3. Which program parts of OTV Gaammee children program do you like more? Why?
4. In your opinion, what contributions has Gaammee children program so far?
5. What are some of the opportunities you think are not well exploited by the audience?
6. What challenges are Gaammee children program facing?
7. How do you explain program contents of OTV Gaammee children program? Which parts satisfy you and which part dissatisfy you? Why?
8. What do you think Gaammee program audiences are saying about the program?
9. Have you ever carried out an assessment on Gaammee program? If so how did you get about it?
10. Have you ever carried out the program contents analyses on Gaammee program? If so how did you get about it?
11. What factors are influencing the success and failure of the program?
12. Do you have suggestions on ways of improving the program? What are the things that need to remain and which parts of the program would you like to see changed?

Annex 4

(Translation of Annex 3 to Afaan Oromoo)

Universitii Finfinneetti

Muummee Gaazixeessummaa fi Wal-quunnamtii (Journalism and Communication Department)

Af-gaaffii Qopheessitoota Qophi Daa'immanii Gaammee Dhaabbata televisiyoona oromiyaatti Bu'ureeffate

Email: Sute.gesula@gmail.com; Mob: +251943977193

Jaallatamaa/Jaallatamtuu Qopheessitoota Qophii Gaammee

Qo'annoon kun kan bu'ureeffate waa'ee sagantaa qophii daa'immanii Televisiyoonii Oromiyaatiin darbuurrattiidha. Odeeffannoon isin kennitanis yaada dhaggeeffattoota qophichaa daran beekuuf gargaara. Kana jechaa deebiin isin naaf kennitan dhimma barnootaa qofa waliin kan wal qabatu tahuu beektanii yaada keessan bilisaan akka naaf kennitan kabajaan isin gaafadha. Gaafannoo kana yeroo guuttan bilisa taatanii akka yaada saganticha irratti qabdan naaf kennitan abdiin qaba. Yeroo keessan fudhattanii yaada anaaf kennuu keessaniifis durseen isin galateeffadha!

Suutumee Gesulaa (Qorattuu fi Qo'attuu)

Gaafannoowwan Qopheessitoota Qophichaatti fuulleffate:

1. Qophii daa'immanii televiyoona oromiyaarra jiru maqaa gaammeetiin beektaa?
2. Qophichi da'immaniif hagam barbaachisaadha? Maalif barbaachisaadha jettee yaadda?
3. Qaama qophii Gaammee keessaa isa kamtu baayyee si gammachiisa? Maaliif?
4. Akka yaadakeetiitti Qophiin Gaammee haga ammaatti bu'aa maalii fidee jira jettee yaada?
5. Carraan gaariin Hordoftootni Gaammee haga ammaatti itti hin fayyadamin jiran maalfaadha jettee yaadda ?
6. Wantootni Qophiin Gaammeetti hudhaa ta'anii jiru jettee yaaddu maalfaadha?
7. Waa'ee qabiyyeewwan Qophiin Gaammee maal jetta? Qabiyyee isa kamtu si gammachiisa? Isa kamtummoo si hin gammachiisu? Maalifimmoo?
8. Hordoftootni Qophiin Gaammee waa'ee qophichaa maal jedhu?
9. Hordoftoota Qophiin Gaammee irratti waa'ee qophichaa ilaalchisee qorannoo ykn xiinxala geggeessitanii beektuu? Yoo geggeessitanii beektu ta'eef maal irraa hubattan?
10. Qabiyyee qophii Gaammee irratti xiinxala geggeessitanii beektuu? Yoo geggeessitanii beektu ta'eef maal irraa hubattan?
11. Taateewwan milkaa'inaa fi kufaatii qophichaatiif sababa tahuu danda'an maalfaadha?
12. Qophicha foyyeessuudhaaf yaadi ati akka furmaataatti keessu jiraa? Qabiyyee isa kam yoo ture feeta? Qabiyyee isa kamimmoo jijjiiruu barbaadha?