

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



**PARENTS' PERCEPTION OF "ETHIOPIS" CHILDREN TV PROGRAM: THE CASE  
OF EBS TV IN ADDIS ABABA**

**BY**

**ELIAS TELEGN**

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

**July, 2019**

**ADDIS ABABA UNIVERSITY**

**GRADUATE SCHOOL OF JOURNALISM AND COMMUNICATION**

**PARENTS' PERCEPTION OF "ETHIOPIS" CHILDREN TV PROGRAM: THE CASE  
OF EBS TV IN ADDIS ABABA**

**BY**

**ELIAS TELEGN**

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

**ADVISOR: YOHANNES SHEFERAW (PhD)**

**Ababa University**

**Addis Ababa, Ethiopia**

**July, 2019**

## **DECLARATION**

I, the undersigned, declare that this thesis is my original work and has not been submitted for an award of any degree in any other university. I have carried it out independently and all the sources of the materials used for the study were acknowledged.

**Elias Tegegn**

**(The Researcher)**

---

**Signature**

**LETTER OF CERTIFICATION**

**Addis Ababa University**

**Graduate School of Journalism and Communication**

This is to certify that the thesis prepared by Elias Tegegn, parents perception of “Ethiopis” children TV program: The case of EBS TV in Addis Ababa City submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Journalism and Communication complies with the regulations of the University. The work is original in its nature and is eligible to earn master’s degree in journalism and communication.

Approved by the Board of Examiners:

Examiner \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Examiner \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

Advisor \_\_\_\_\_ Signature \_\_\_\_\_ Date \_\_\_\_\_

---

Chair of the Graduate School

## **Acknowledgment**

First and foremost, I am very grateful for Mary Mother of God and Her Child for guiding me throughout the entire program and throughout this study. Next, I am very much grateful to my advisor, Dr. Yohannes Shiferaw whose amazing professional support and priceless comments were with me throughout the study. I thank you for your remarkable comments.

I am indebted to my dear mother EheteAbebe and dear sister Mimisho Haile for their significant supports throughout my life. Thank you indeed for your faith on me.

I would like to acknowledge my best friend Sisay G/Mariam for helping me get through the difficult times, and for all the emotional support he provided. I would also like to show my heartfelt gratitude to MahletFeleke, MekdelawitDesalgne, DerejeSeyoum, Habtamu T/selassie and SelamMitiku for meaningfully supporting me in the collection of the data of the research and giving me invaluable suggestions.

Finally, I am very much thankful to my brother and friends who were very much devoted to support me in any means. I owe you.

## TABLE OF CONTENTS

	<u>PAGE</u>
Acknowledgments.....	V
Table of Contents.....	VI
List of Tables.....	IX
Acronyms and Abbreviation.....	X
Abstract.....	XI
<b>CHAPTER ONE</b> .....	<b>1</b>
1 Introduction.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem .....	4
1.3 Objective of the Study.....	5
1.3.1 General Objective .....	5
1.3.2 Specific Objective.....	6
1.4 Research Questions .....	6
1.5 Significance of the Study.....	6
1.6 Scope of the Study.....	7
1.7 Limitation of the Study.....	7
1.8 Organization of the Study.....	7
<b>CHAPTER TWO</b> .....	<b>9</b>
2.Review of Literature .....	9
2. Introduction.....	9
2.1Children and Television: Historical Overview.....	9

2.2 Effects of Television on Children .....	12
2.3 Children and TV Programming .....	14
2.4 Effects of TV violence on children.....	16
2.4.1. Negative Effects.....	17
2.4.2. Positive Effects.....	18
2.5. Parental control on TV programming.....	18
2.6. The Challenges of Producing Children TV Programs.....	20
2.7 Children Television Programs in Ethiopia: Brief Overview.....	21
2.8 Theoretical Framework.....	24
2.8.1 Uses and Gratification Theory .....	24
2.8.2 Social Learning Theory .....	26
2.9. Empirical studies.....	28
<b>CHAPTER THREE.....</b>	<b>30</b>
3 Methodology.....	30
3.1 Research Design.....	30
3.2 Research Area.....	30
3.3 Research Participants.....	31
3.4 Sampling Technique and Sample Size.....	32
3.5 Methods of Data Collection .....	34
3.5.1 Questionnaire.....	35
3.5.2 In-depth Interview.....	36
3.6 Data Analysis and Interpretation .....	36
3.6.1 Quantitative Data Analysis .....	36
3.6.2 Qualitative Data Analysis .....	37
3.7 Validity and Reliability of the Instruments.....	37
3.7.1 Validity .....	37
3.7.2 Reliability .....	37
3.8 Ethical Considerations.....	37
<b>CHAPTER FOUR.....</b>	<b>38</b>
4. Data Presentations and Analysis .....	38

4.1 Introduction.....	38
4.2 Data from the Questionnaire .....	38
4.2.1 Background Information of the Respondents .....	38
4.2.2 Nature of Viewing .....	41
4.2.3 Parents anticipated Perception about children Feeling.....	45
4.2.4 Parental control.....	49
4.2.5 Data from the Interview.....	54
<b>CHAPTER FIVE.....</b>	<b>59</b>
5. Summary, Conclusions and Recommendations.....	59
5.1 Introduction.....	59
5.2 Summary of the Study .....	59
5.3 Conclusion.....	61
5.4 Recommendation .....	63
<b>Reference.....</b>	<b>65</b>
<b>Appendix.....</b>	<b>68</b>

**LIST OF TABLES****PAGE**

Table 1. Sub cities of Addis Ababa and Targeted Schools.....	33
Table 2. Gender of the respondents.....	39
Table 3. Age of the respondents.....	39
Table 4. Education level of the parents.....	40
Table 5. Field of the parents.....	40
Table 6.1. I always watching Ethiopis.....	41
Table 6.2. watching the entire program from the program aired twice a week .....	41
Table 6.3. I making watching discussions on children programs.....	42
Table 6.4. Attractiveness of the program.....	43
Table 6.5. Concepts of the program are relevant to children.....	43
Table 6.6. The program is the first choice of children.....	44
Table 6.7. Entertaining of the program.....	44
Table 7.1. Importance and relevance of the issues to children.....	45
Table 7.2. The program initiates children to creativity.....	46
Table 7.3. The role of the program in children language acquisition.....	46
Table 7.4. “Ethiopis” is supporting children development properly and ethically.....	47
Table 7.5. Role of the program in supporting children reading skill.....	47
Table 7.6. Role of the program in supporting children listening skill.....	48
Table 7.7. Improving parent-children relationship .....	48
Table 7.8. The program makes my children curious.....	49
Table 8.1. Appropriateness and simplicity of the program.....	50
Table 8.2. Contents of the program is considering Ethiopian lifestyle .....	50
Table 8.3. The program initiates children self-confidence.....	51
Table 8.4. Appropriateness of the time.....	51
Table 8.5. The program is an instructive .....	52
Table 8.6. The program teaches me what my children requires.....	53

## **ACRONYMS & ABBREVIATIONS**

ARTS- African Renaissance Television Service

CBB- Central Broadcasting Bureau

EBC- Ethiopian Broadcasting Corporation

EBS- Ethiopian Broadcasting Service

ESAT- Ethiopian Satellite Television

ETV –Ethiopian Television

NTA -Nigerian Television Authority

PLC- Private Limited Company

TV- Television

USA – United States of America

Procl- Proclamation

## **Abstract**

*Children have the right to get a regular, quality and diverse media programs that can enhance their physical, social and mental development. The study aims to examine parents' perception of "Ethiopia" children TV program: The case of EBS TV in Addis Ababa. The study specifically attempts to examine the perception of parents on programs of children on EBS television, identify program preference of parents for their children and explore the challenges of program producers at EBS in production of children programs. The study employed descriptive research design. The study used questionnaire and in-depth interview as instruments for data collection. Multi-stage followed by systematic random sampling was used to select a sample of 84 parents for the survey. Additionally, 4 children program producers were purposively selected for the in-depth interview. Collected data was coded, cleaned and categorized manually by researcher and transferred to computer sheet and processed manually. The data were then analyzed using basic statistics such as frequency distribution and percentages. The findings of study showed that from 84 respondents 47(56%) of parents' mostly and attentively watch "Ethiopia" program on EBS and make discussions with their children after watching the program. Besides, it was found that 69 (82.1%) of the parents had positive perception towards the attractiveness of the program. The study concluded that parents had positive attitude towards "Ethiopia" Children TV program with all its limitations. The study recommends broadcasting authority to control appropriateness and relevance of children's programs; Children program producers to consider the level of their program based on the life style of the majority, parental involvement in television watching in order to offer guidance and consideration of policy that provide capacity building for children program producers in areas relating to advertising proclamation on children programs.*



# CHAPTER ONE

## I. INTRODUCTION

### 1.1 Background of the Study

The advancement of technology brings a lot of change in our universe. Of course the level of the change may vary from society to society; however, our world is still transforming. For instance, the creation of television by itself was a topic of wonder in 1940's. In the time since television first became widely available, nearly half a century ago. The medium has grown to play a major role in the lives of people including children. Early studies of communities recently introduced to television found that, among families that had television sets, the average amount of time children spent watching television ranged between 1 hour, 36 minutes and 2 hours, 54 minutes per day- the equivalent of approximately 11 to 21 hours per week (Schramn, Lule, and Parker, 1961).

Television was introduced in the late 1940s as American industry shifted production from tools of war to tools of leisure and tried to meet the growing demand for household goods. The technology of television had been ready prewar but was put on hold. After World War II, it was quickly introduced. By 1954, 7 years after its introduction, 55% of households had television. Women who had taken the place of men in the workforce during the war years were encouraged to return to the home, which was often now in a new suburban development, and to raise a family. This idealized image of the family—White, middle-class, suburbia with mom in the kitchen and dad at work—was often perpetuated by the new television programs, such as *Father Knows Best*. Preschool was a limited concept and many children did not enter school until first grade. When children did reach school age, they often walked home for lunch, arriving in time (Pecora, Murray, and Wartella, 2007).

Luke, (1990) explains that, although the first commercial station began broadcasting telecasts in 1930 and the first regular program schedule was in effect by 1939, wartime freezes on commercial broadcasting, followed by postwar equipment shortages, and suspended the large-

scale introduction of commercial TV until 1948. Studies on TV's effects did not appear in significant numbers until the early 1950s.

Families reported that TV brought the family together, that new friendships had been formed since the acquisition of a set, and that families were experiencing a renewed sense of family unity. "Regardless of length of ownership, the changes reported by TV families are entirely in the direction of increased sociability."

Yet again, Luke (1990) reminds us that, Commercial TV in the early 1950s was heralded optimistically. TV was said to bring the family together and to increase social contact among friends and within communities, to help students with their homework and to generate interest in topics which would promote reading, and to help the general public become more widely informed. TV as a medium of information and entertainment, in so far as it was discussed in relation to children, was defined in terms of programs. Illustrated by the early program preferences and viewing habits studies and the preoccupation with programs at the exclusion of considerations of TV's symbolic and ideological form and content led to a superficial and one-dimensional conceptualization of TV. This conceptualization underpinned claims made by many that effects are a function of content.

Gunter and McAleer (2005) have asked how mothers use television to occupy their child's attention. How widespread is television's use as a babysitter? Do parents talk to their children about television, and in what way? Do mothers rate television highly as a babysitter? In one American survey, mothers generally believed that television is used quite widely as a babysitter, but they saw it as something which goes on in other families rather than their own. These mothers did not condone habitual television viewing and felt that it is not something they would like their own children to spend all their time doing. Playing with friends was usually seen as preferable to watching television and most of the mothers tended to feel that their kids would rather watch television than play on their own. When asked what they usually told their children to do when they needed to cook, do some housework or relax, television was mentioned as often as friends, though they claimed to ask their children to help with the chores more often. Many, however, simply told their child to do whatever he or she wanted to do, or to 'get out of mummy's way'.

Television constitutes important and influential aspects of young children's developmental environment (Singer, 1990). The most likely source of positive influence of television on children's development is the educational programming that is specifically designed to increase school readiness and social competence in young viewers

Zhao (2013) cited (Wexler, 1987) describes that the cinema, radio, and TV changed in irreversible ways the social location and practice of leisure and public entertainment. These media produced a historically different kind of subjectivity, one organized in mass-produced and -consumed collective symbolic structures. More significantly than in movies and radio, today "the mass discursive definition of the subject occurs quintessentially in television-watching" (Wexler, 1987:159).

On the other hand, Tseganesh (2009) explains that Children program is a program that is designed to appeal to a particular segment of the public – children. It should reflect the fundamental nature of childhood. Children program should be as attractive as other programs of particular media. In modern societies, different television channels offer different programs or segments that aimed especially at children. Ethiopian Television Amharic children's program is one of them. Children need special care. Their attention span is short and they easily get bored. They watch television because there is something that they want to see. If they are not interested in, they stop watching. 'Individual personalities' and 'current moods' will have a contribution on how and why children select specific programs to view.

Gunter & McAleer, (1997) argue that Children's viewing styles can vary with the type of program they are watching. Children have obvious program preferences—some programs are watched more often and liked more than others. Levels of attention vary, too, across different kinds of programs. In examining the levels of viewing devoted by children to different types of programs, the role of parental influence cannot be ignored. The amount of television parents themselves watch, together with their reasons for doing so, can shape children's viewing patterns. The extent to which parents and children view television together, however, does vary with program type. As toGunter & McAleer, children will tend to watch programs designed for a general audience with their parents, while for programs aimed at the children's audience they will tend to watch much more often on their own. As they grow older, children will watch less and less with their parents, but when the family does watch together, parental choices will tend to

dominate. When children watch their own, however, there appears to be very little carry-over of this parental effect, and this is already true by the age of 7 (Günter and McAleer, 1997).

Ethiopian broadcasting service (EBS) TV is a private satellite TV channel. Launched in 2008 in Silver Spring, Maryland, USA to provide a niche transmission programming that targets the booming Ethiopian market globally. The channel is based in Ethiopia with correspondents both in United States at its headquarters in silver springs, Maryland, U.S.

EBS aims to promote Ethiopian and other African countries' values, cultures and traditions on a global scale. The much-needed information provided by EBS would help bridge the cultural divide and narrow the communication gap for Ethiopians residing in North America and around the world. EBS prides itself on providing quality programs pertaining to the rich cultural heritage of Ethiopia, its history, tradition, socio-economic development, business, tourism and current affairs.

At EBS, the mission is to be the leader in entertainment and infotainment mass media, serving Ethiopians residing around the world. The television platform will play a great role as a tool for businesses and various organizations to reach the Ethiopian community globally. (EBS, 2019)

Ethiopia's children show is produced by Amarach Media and Entertainment P.L.C and broadcasted on EBS television. And it is the first children show in the history of Ethiopia's private broadcasting industry.

Ethiopia's can simply be described as a "Muppet" that helps Ethiopian children know their country, culture, identity and thereby contribute to their healthy, physical, cognitive and psychosocial development.

## **1.2 Statement of the Problem**

From the trends and norms of Ethiopia, it is possible to see that parents need their children to have an ethical and moral character, and this is the result of the cultural practices of Ethiopians living through. Parenting in Ethiopia context is about preaching children to obey their elders, religion and other societal habits.

Tseganesh (2009) in her thesis entitled “Audience satisfaction with ETV children programs” found that ETV Amharic children’s program is not in the position to gratify its viewers. The responses of the respondents reveal that the needs and/or preferences were not fit with the content and presentation of the program. Even if the audiences have lots of reasons to watch it, they didn’t achieve what they want and expect. And the majority of the respondents lost interest toward the program because the program did not gratify their needs.

On the other hand, Gasula (2017), conducted a research on assessing coverage of children issues on Oromia TV children program “Gaammee” and found that there are gaps between interests of children audiences and “Gaammee” program producers on prioritization of contents of the programs, influences of parents and peers and pressures from other Television channels were factors that are affecting “Gaammee” program. Also, 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.

In this study, the researcher thought that Children should grow with special attention and care. And to fulfill this carefulness, everyone has a duty. For instance, Parents must care for the actions they show in front of their children; teachers should be wise enough for the examples they use in the classroom. Furthermore, children television program producers expected to be tactful for the programs they produced for children.

Ethiopian children should get the access to children programs that help to improve their learning results and fit to their age and level of thinking. Because, for children what they watch and listen drive their motivations. Children language acquisition and school readiness increase with the help of children television programs. In considering the above notions, the researcher asks the extent to which children television programs are attractive and leads children to creativity and self-expression. Keeping this in mind, again the researcher asked some parents informally and the responses of the parents illustrate that there are gaps. So, this study attempted to show the perception of parents on programs of children on television with specific reference to EBS channel.

## **1.3 Objective of the Study**

### **1.3.1 General Objective**

The main objective of the study was to examine parents' perception of "Ethiopia" children TV program with specific reference to EBS TV channel.

### **1.3.2. Specific Objectives**

The specific objectives of the study were to:

- Evaluate parents' perception about programs presented on EBS channel.
- Examine program preference of parents for their children.
- Explore the challenges of program producers at EBS in production of children programs.
- Identify gaps between children's preference and parents' choice in TV program.

## **1.4. Research Questions**

The study was attempted to answer the following questions:

1. In what manner do parents perceive children programs of EBS TV channel?
2. What are the program preferences of parents on contents, formats, presentation and style of "Ethiopia" children TV program?
3. What are the challenges of EBS children program producers in producing the TV program?
4. How do the gaps between children's preference and parents' choice set on?

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

The researcher intended that when the full thesis project is accomplished, it be distributed to the concerned stakeholders and the study may have a great significance for children program

broadcasters of government and private media get insight on how to produce a creative children TV programs with consideration of parents' and children's interest. It may also be valuable to the producers of the children program in understanding the perception of the parents towards children television shows.

Governmental institutions working on issues of children and policy makers of the government organ could also use the results of this study as a source in conducting children and related activities. Additionally, non-governmental organizations which are established for children affairs may address the results of this study as input for the implementation of influence of television programs on children.

Furthermore, the study may be valuable to researchers working on children and influences of children programs.

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

The study mainly concerns only one television station known as Ethiopian Broadcasting Service (EBS). For the purpose of this study only "Ethiopia" children program selected as a focal destination of the study. This was because; it was the first children show in the history of Ethiopia's private broadcasting industry. Significantly the research addressed children program of the station called "Ethiopia".

Furthermore, the research was also covered only the viewers of Addis Ababa have selected sub cities. The sub cities were selected systematically. The Respondents were parents who had access to "Ethiopia".

## **1.7 Limitation of the Study**

While this research was conducted, some parents were delay in returning the questionnaires. After the researcher explaining directions on how to fill the questionnaire, parents were well-ordered to take the questionnaires in to home and bring the next day. However, some of the respondents were not return the questionnaires in time. In addition to this, the variety of

respondents and their scattered sub cities had impacts during the collection of the questionnaires and that had some impacts on the study to some extent.

## **1.8 Organization of the Thesis**

The thesis consists of five chapters. The first chapter includes background of the study, objectives of the study, research questions, significance of the study, limitation of the study, scope of the study, and organization of the thesis. Chapter two is a literature review. In this chapter, different issues that have direct or indirect relations with the study are reviewed. Scholars 'findings and other researches and journals are reviewed in this chapter. Chapter three is where methodological issues have raised. In this specific area, the different methods, procedures and techniques used in the thesis are discussed. This chapter has also give justifications for the techniques used in the study. Chapter four is where the collected data is analyzed and presented. In this section, analysis of both the qualitative and quantitative data has presented. The last chapter, chapter five, is providing a conclusion and recommendation based on the finding. It has also suggested the direction for further research.

## **CHAPTER TWO**

### **II. REVIEW OF RELATED LITERATURE**

#### **2. Introduction**

This chapter presented a review of related literature on “Ethiopia” children television programs in Addis Ababa. It is organized under the following key sections: children television programs in Ethiopia; effects of television on children; children and TV programming and challenges of producing children TV programs, Empirical studies and theoretical framework.

#### **2.1. Children and Television: Historical overview**

Children counted as white paper for their pureness and reception of behaviors. They acquire different social activities from their surroundings. For instance, television is one of the means of communication and new behavior concerning to children. As to Hanley (2000, p10) the early days are remembered as follows:

It should come as no surprise, then, to find that programming for children also began in the days when television was just a crazy idea some mad scientists were working on in their secret laboratories. As in television, there were many network children's radio shows (Little Orphan Annie; Jack Armstrong, the All American Boy) and even some that were "bicycled" from station to station in the form of sixteen-inch transcription disks, the equivalent of today's syndicated fare. And there were local kid shows as well. Although no one was keeping up with such activity at the time, broadcasting historians eventually determined that the most likely contender for first local radio show for kids was Uncle Wip, which debuted in Philadelphia in 1921.

To know about the background of children program package, it asks to go more than 90 years back. Particularly the beginning of these children programs rested in the United States of America. Hanley (2000) reminds us that by the mid-1920s, locally hosted kid shows were beginning to catch on across the country, particularly in the major radio markets (which, not coincidentally, would become the major TV markets some twenty-five years down the highway). By 1926, station WMAQ in Chicago featured Russell Pratt as the host of Topsy-turvy Time. One

of the few things known about this primitive production is that it featured the host reading favorite children's books to the listening audience, a routine that would eventually be transferred to the video era with great success. Among the stories read by the "Topsy-turvy Time Man" were the famous Oz books, which were enjoying the height of their popularity at the time. The radio broadcasts were noted by the books' publisher, the Reilly and Lee Company of Chicago, which issued the following challenge to the stories' young fans: "Write a letter to your own broadcasting station having a Children's Hour, and ask the Radio Man to broadcast the Oz stories, so you can hear them read every day. And tell your little friends to do the same. And if enough children ask Mr. Radio Man, he will do as he is asked. Try it and see."

Children considered television to be one of life's necessities. Exposure to it was usually extensive – before school, after school, during homework, at weekends, with or without friends. Many had access to cable and satellite channels as well as terrestrial, plus videos, and there was little mention of supervision by parents. They enjoyed a variety of programs for their entertainment value, including some which were educational (particularly documentaries or programs featuring animals) and some which activated their imaginations, or were based in fantasy (often featuring witches). Teenage girls enjoyed the soaps, which were gossip fodder and seen as based on 'real life'. Films were popular with older teenagers (Hanley, 2000, p 19).

Children need each and every day examples and activities to be symbolic, pictorial and full of demonstration. That is why Cartoons Were Very popular Across the Age Range, Particularly Those Considered 'Funny'. Humor Was Often Identified as an Essential Ingredient in Making Programs Appealing. The other experience for the better understanding of children television program's history is drive to look the world populated country china.

It almost 66 years back since children television program broadcasted in china. As Zhao (2013) noted, the history of television broadcasting in china can be dated back to the year 1953, when the central broadcasting bureau (CBB) sent their cadres abroad to study television technology. In February 1955, the bureau submitted a report to the state council, planning to build a television station in Beijing in 1957. As a result, the first signal transmission was made on the international Labor Day – the 1st of May, 1958 in Beijing. Shanghai followed suit and started its television broadcasting in October of the same year. Two months later, Harbin – the capital city of Heilongjiang province, bordering Soviet Union's Far East, also established its regional television

station. In the following two years, an increasing number of provincial stations were set up. The establishment of a television broadcasting network in China in the late 1950s, as with the development of its satellite technology and nuclear power in the late 1960 and early 1970s, was marked by the particular dynamics of the cold war era (Zhao 1998).

Television broadcasting was therefore seen as a significant political event as well as a technological innovation. The final decision on when exactly to start transmitting the first television signal was made only upon knowing that Taiwan, ruled by the rival Kuomintang, was planning to build a television station with technical support from the United States Radio Corporation of America and in particular that they would start transmissions on the 10th of October 1958, the national day of Taiwan. The initial establishment of television stations was therefore more of a symbolic gesture than a practical strategy. This can be seen from the fact that there were a mere 20 receivers when transmissions first started. (Zhao, 1998).

In another moment the Chinese scholar reminds us that children's programming started immediately after the beginning of television broadcasting in May 1958. In the early days it consisted mainly of news reportage on organized children's social activities, puppet shows, and more than anything else, cartoons made by the Shanghai cartoon studio. Transmission of children's programs on a regular basis – once a week – started in September 1958. But in fact the child audience in the early days of television broadcasting consisted only of a very small handful of privileged children with direct access to television sets. 1961 and the years immediately following saw a major growth in the amount and variety of children's programs. Fairy tales, *kuaiban* (rhythmic talk with the company of a pair of clicking bamboo pads), and children's television-dramas were added to the already established genres. More columns were made and broadcast. In this way, they could actively participate in the television programs. In 1963, CCTV organized competitions among children on Chinese calligraphy and, which was met with much enthusiasm among its audience (Zhao, 2014).

When the history of children TV program delivered in Africa, it is good to raise the experience of Nigeria. Omotosho, Oyero & Salawu (2015) points out the experience of Nigerian children TV programs and explained that the state of children's television in Nigeria One could be proud of television programs on Nigerian Television Authority (NTA) in the 1980s and early 1990s.

Then, all television stations were owned by the government, and it was normal for every child that had access to television to stay glued to NTA on week days from 4pm till the next three hours. On weekends, there were exciting programs, especially the Sunday evening when Tales by Moonlight is aired. The NTA of those days succeeded in featuring good quality television programs both local and foreign. The programs then focused on good values, containing educational contents and those that teach morals. There was a happy balance between the foreign and local television programs (Nwabia, 2012). The programs did not leave entertainment behind as children were treated to good fun.

Omosho, Overo & Salawu added that unfortunately, from the middle of 1990, children's TV programs began to nosedive both in quantity and quality. Though private television stations have begun to emerge at this point, they did not contribute to the expected values of children's programs enjoyed in the 1980s. The private stations especially relied on imported children's TV content that has less value, thus stiffening the space for the production of good local programs. Nigerian children today are more familiar with Ben10, Dora the explorer, Barney than they are with Tales by Moonlight.

While, in recent times, some efforts are being initiated to inject fresh air into children's television programming, the efforts have not yielded positive results. Many of the programs are predominantly entertainment in nature and do not reflect the situation of an average Nigerian child because the programs are too elitist featuring children from highbrow urban schools.

## **2.2. Effects of Television on Children**

Effect is about looking a result or an outcome of something. What an individual applies everyday may lead him /her to acquire a behavior. Likewise, television especially in lifecycle of children generates a great amount of effects.

Montgomery (2003) demonstrates about one discourse entitled "**Tabula-Rasa**". The "**Tabula-Rasa**" discourse considers childhood as a time of charming. This discourse implies that a child is born with a potential, which can be shaped through proper guidance and experiences. Children are trained and shaped through education. They are neither intrinsically good nor bad, but rather a product of their environment, which has to be shaped by adults to provide a brighter future for children.

In Ethiopia, there is a social tradition which claims children should spend their time at home, school and church for proper shaping of their mind. Therefore, in the “tabula rasa” discourse, children are not responsible whenever they behave correctly or wrongly; rather, it is failures within the environment, which should provide moral teaching for the children, that is responsible for their behavior.

According to Turow (1985, p.151), outcomes scholars attribute strongly to television are: Increasing immediate gratification, reinforcing social values, increasing pro-social behaviors, increasing unfriendliness, increasing interest in sex, increases world knowledge, increases disaffection, increases verbal ability, increases curiosity and increasing aggressive behavior and decreasing physical activity

On the other side television can also reduce the following facets: Breaking down in social values, decreases in reading ability, decreases in creativity, decreases in physical activity and Decreases in attention span

Although certain aspects of television were seen as having the potential to promote or reinforce negative behavior and attitudes, some children’s programs and advertising were felt to positively encourage constructive play and stimulate awareness and discussion of important issues. Examples given included art attack and the ‘hedgehog’ road safety campaign, along with a range of others. (Hanley, 2000, p 23)

In addition, Turow, (1985, p.151) state that scholars exhibited a good deal of certainty and conviction that television plays an important causal role in expanding children's views of the world, decreasing their reading behavior, increasing their propensity to engage in sex stereotyping, reducing their overall physical activity, and promoting excessive materialism. Most scholars placed television's ability to increase aggression rather low on the ladder of their concerns about television.

According to Hanley (2000, p23) although certain aspects of television were seen as having the potential to promote or reinforce negative behavior and attitudes, some children’s programs and advertising were felt to positively encourage constructive play and stimulate awareness and discussion of important issues. Examples given included art attack and the ‘hedgehog’ road safety campaign, along with a range of others.

Louise (2004) conducted a meta-analysis of 34 studies of the positive effects of television on children's social interactions, levels of aggression, altruism, and levels of stereotyping (a total of 108 effect sizes, 5,473 children). Louise illustrated that researchers for the national television violence study (1996, 1997, and 1998) reported that about 60% of programming broadcast between 6 a.m. and 11p.m. contained violence. Moreover, children's shows were more violent than many other types of programming—66% of the children's programs sampled contained violence. Violence was often performed by heroic figures in the pursuit of justice without causing realistic pain or suffering to the victim and was frequently depicted as humorous.

According to Louise, (2004) The Annenberg Public Policy Center has conducted annual content analyses of all children's programs aired over the course of a composite week in Philadelphia, a large urban media market. Woodard (1999) examined the frequency with which programs contained social lessons about interpersonal skills such as acceptance of diversity, altruism, and cooperation. In the 1998–1999 sample, 25% of all children's shows contained at least one such social lesson, although most appeared in programming for pre-school children. How much pro-social content do children actually see? Out of the 20 shows with the highest Nielsen ratings for children between the ages of 2 and 17, only 2 contained pro-social lessons as defined in this study, and only 1 of those was designed for children.

### **2.3. Children and TV Programming**

Although the vast majority of TV-reared baby boomers are unaware of the fact, most of the programming formats that became standard for television actually had their roots in the glorious days of radio. From roughly the early 1920 to the late 1940, this wondrous piece of talking furniture poured forth a variety of entertainment that, although now forgotten by the general public, continues to influence show business today. The ever-popular situation comedy was born from radio shows such as Fibber McGee and Molly, in which a set cast of eccentric characters got into new predicaments each week. The highly successful "rural" form of this genre, as exemplified by *The Andy Griffith Show* and *The Beverly Hillbillies*, was rooted in radio's saga of life in Pine Ridge, Arkansas, Lum and Abner. Television movies had their radio counterparts in dramatic anthologies such as *The Lux Radio Theatre*, *The First-nighter*, and many others. As

in television, there were many network children's radio shows (Little Orphan Annie; Jack Armstrong, the All-American Boy) and even some that were "bicycled" from station to station in the form of sixteen-inch transcription disks, the equivalent of today's syndicated fare. And yes, more to the point at hand, there were local kid shows as well. Although no one was keeping up with such activity at the time, broadcasting historians eventually determined that the most likely contender for first local radio show for kids was Uncle Wip, which debuted in Philadelphia in 1921. His name, derived from the radio station's call letters, WIP, makes Uncle Wip one of the first hosts ever to follow the custom of being named after the station's ID—or, in television, the channel number—one of the most creative concepts to be found in the business. The original Uncle Wip was Chris Graham. He played the role until 1933, at which time he contracted tonsillitis and passed away.

Gachuru (as cited Espinosa, 2002) and described that in early childhood, children make transitions into new environments. The opportunity for social interactions with others is very important for the development of all children. According to Linebarger and Chernin (2003), through social interactions, children begin to establish a sense of "self" and to learn what others expect of them. Although social interactions for very young children primarily occur within the family, as children grow and develop, they become more and more interested in playing and interacting with other children. In addition, while interacting with their peers, young children learn communication, cognitive, and motor skills. Children who learn appropriate social skills often have a higher self-esteem and show a greater willingness to interact with their environment as they grow.

Language and communication are a significant part of social interaction skills. Typically developing children learn language through engagement with an environment filled with naturally occurring opportunities for social interaction (Sharman & Butterworth, 2002). Tsion (2008, p 17) indicated that in talking about educational television for children, it becomes important to define what is to be considered an educational program because most often than not, the programs that are considered educational and informative by broadcasters do not match with what scholars believe are educational (Huston & Wright 1998:11).

## **2.4 Effects of TV violence on children**

According to Hodzic&Masic (2005) TV can be an ‘educator’ on the grounds that it often conveys very useful information e.g. news programs. Some viewers may also ‘learn’ new skills such as a new language from this electronic information source. They asserted that, there is strong academic evidence that children’s programs like ‘Sesame Street’, developed to teach social and academic skills, help children learn more effectively. In the explanation it is portrayed that Television has the audiovisual capacity of portraying everything as reality. This poses a problem in child’s ability to differentiate the real from the unreal.

Kunkel (2007) added that television significantly created effects on children and most of the effects may destruct the behavior of children. These harmful effects are grouped into three primary categories:

- (1) Children are learning of aggressive attitudes and behaviors;
- (2) desensitization or an increased callousness towards victims of violence; and
- (3) Increased or exaggerated fear of being victimized by violence.

Most violence on television is presented in a manner that increases its risk of harmful effects on child-viewers. More specifically, most violence on television follows a highly formulaic pattern that is both sanitized and glamorized.

According to Hodzic&Masic (2005, p.115) There are different types of screen violence, such as real life violence (i.e. clips of war, real world violence shown on the news) and fiction violence (i.e. stylized fictional violence with stuntmen and numerous special effects violence shown in movies, soap operas etc). Fiction violence includes sexual aggression, violent sports such as kick-boxing, martial arts, armed robberies, bullying and the act of killing through self defence, war or crime. Children are exposed to both types of violence.

Children view TV more frequently during school vacations and weekends, because they have more free time. TV viewing on Saturday mornings is particularly high, due to mainly child orientated programs (i.e. cartoons) being broadcasted.

In addition, Television has become a technical asset that is deeply integrated into society. Recognition of television as a powerful information source has led to its customization through the development of new technology. Television program content affects the viewers, especially children's, subsequent behavior.

Watching large amount of television violence results in increased anti-social and aggressive behavior amongst children is accepted. Since, children face difficulty in differentiating fantasy from reality, they learn by observing and imitating. Children envision a society rich in violence and become attached to violent characters as role models. Thus, it is often argued that TV violence is related or responsible to increased juvenile crime. (Hodzic&Masic, 2005, p.115)

As it is observed one of the way that Violence is performed by attractive role models who are often justified for acting aggressively and who suffer no remorse, criticism, or penalty for their violent behavior. Most of the violence is committed by attractive characters

In explaining about the effects of violence TV (Hodzic&Masic, 2005) supports TV violence often cultivates fear in people, resulting in obedience of laws. Also, television exposes real life dangers with means to void them, as well as, portrays that violence is unethical and should be circumvent. Parents, authorities and governments have taken some action with reference to the negative impacts of TV violence by censorship, video technology, electronic chip technology and rating systems.

Children who watch significant amounts of television and movie violence are more likely to exhibit aggressive behavior, attitudes and values. Various studies indicate that children are very vulnerable to TV violence, especially during the "sensitive period" between the ages of 8 and 12. The two effects of TV violence on children are:

#### **2.4.1. Negative Effects**

Aggressive behavior, attitudes and values are caused by Viewing large amounts of violence on television and a disruptive force in child's development. This refers to the increased anti-social and destructive behavior in children. In stating the negative influences of violence on

television, Hodzic & Masic, demonstrated that Children suffer from psychological traumas, primarily triggered by heavy viewing of disturbing TV contents such as violence and sex said to be responsible for juvenile crime.

There are several economic and legal factors relating to aggressive children in the society. School children, who become more aggressive due to extensive violent TV viewing, require special support and sometimes segregation from other students. Children find it hard to differentiate fantasy from reality and therefore learn by observing and imitating. By looking at unpunished violence and portrayal of TV criminals as heroes, they begin to accept violence as a justified way to settle conflicts as well as view TV action heroes as role models. Moreover, children who see these 'cool' movie characters get what they want through violence, have a higher probability to imitate and act out violence perpetrators of violence are considered as attractive and therefore very appealing to the public. (Hodzic & Masic, 2005, p.117)

#### **2.4.2. Positive Effects**

It cannot disregard the fact that television is an educational communication tool. Children learn from what they see on the television. Therefore, images can be used to portray that violence in real life, such as war, is not good

Additionally, violent acts on television teach children that they do not live in an ideal society. TV violence provides information about the real life dangers which may teach children how to void them. Children could experience the world as a meaner place, and therefore start obeying the laws and authorities. This would reduce violence in society.

### **2.5 Parental Control on TV programming**

Over the past several years, an increasing number of writers have emphasized that children's learning can be facilitated, channeled in certain directions, or counteracted through parental guidance of their child's viewing. There seems to be general agreement among researchers that orienting children toward pro-social programs as well as toward non-television activities will limit the potential harmfulness of the home tube. In addition, several investigators have claimed that parental discussions with children about what they are watching can mitigate "antisocial"

lessons of television shows and encourage "pro-social" learning. (Bybee, Robinson & Turow, 1982)

Scholars indicated that no research could be found on attitudinal factors that predict certain kinds of guidance. Parental concerns about television's role in child socialization might be fundamental predictors of control over child viewing. They did not suggest the precise nature of this relationship, but it is true that concern with detrimental (rather than beneficial) effects of television is the dominant rationale groups such as Action for Children's Television present for guiding youngsters' viewing.

From smart phones to tablet computers, to the hundreds of channels and thousands of on-demand video offerings on TV, consumers have never had more options for how to spend their time. For parents, however, the amount of content that is out there can often lead to anxiety – about what their children watch on TV, what Web sites they are visiting and who they are talking to from behind all those electronic screens. So what's a concerned parent to do? To address this issue, many communications carriers have created technology that gives parents control over their kids' use of their devices and services. "Parental control technology" describes a wide variety of software and hardware solutions that parents and caregivers can use to restrict the content their children can access and the people they can communicate with. The challenge is that, depending on the technology, medium, and service provider, parental control options vary quite a bit, so finding the most effective way to protect your children from adult content you'd rather not let them access can be tough. The use and accessibility of smart phones has skyrocketed in recent years, as more and more. (NCL, 2011)

Bybee, Robinson & Turow (1982) added that, the possibility exists that parental attitudes about television may not by themselves have a direct impact on the implementation of guidance. It may be that parental attitudes act as motivational forces for guidance only under certain circumstances. For example, parents who feel viewing television has harmful effects may nevertheless refrain from exercising guidance because they believe their children are old enough to make their own viewing, as well as their own moral, decisions. Other parents with negative attitudes about the television viewing experience may guide their female children but not their

male children because those parents hold values about the differing sensitivities of the two genders.

With so many channels and programs to choose from these days, many parents are increasingly concerned about children finding unwanted content. Below are some tools and resources to help you navigate TV programming, and keep unwanted content out of your home.

## **2.6 The Challenges of Producing Children TV Programs**

Designing a good children television program is not such a simple task, because, it asks all the patience, techniques and artistic manner of the program broadcaster. Each and every action of the producers should be exemplified and naive.

Audience behavior, new and changing technologies, different business models, and legislative or regulatory interventions are all likely to influence the different creative and strategic decisions made by free-to-air, pay TV and subscription content services.

All the challenges cited for radio also apply to the television sector. The fact that establishing a television station is expensive and the advertising market is small may discourage investment, and there is a chronic shortage of TV professionals. (Ofcom, 2017)

According to Burton (2010, p 126-127) Programming has also been based on sets of assumptions about cultural patterns of behavior and about parents' needs. Very young children have an afternoon slot, after morning school. Older children have an end of afternoon slot, after a full school day. Most children will be put to bed by 9.00p.m children want to watch TV on Saturday mornings. The scheduling is about parenting. The nature of the programs is about composite views of education and children's entertainment. There are embedded beliefs that material can be influential on children's development, influential on a 'healthy' family life, influential on children's developing sense of what is information and entertainment. Those beliefs are further underpinned by the terms of the various codes of practice. These do, for example, ban ads for female sanitary protection devices before 9.00 p.m., though this seems somewhat perverse when one considers that on average girls from the age of 11 years has a need for these.

In conducting an interview with children TV broadcasters in Nigeria Omotosho, Oyero& Salawu (2015) attempted to find out the problems the stations were having in production of children's programs. The interviewees identified the problems confronting them as regards production of children's programs to include inadequate funding, government interference, commercial factor and preference of audience for foreign children's programs.

Added points raised in the above one of the issues are the influx of foreign children's programs; in NTA, they try to have more number of local children's programs than the foreign ones. The problem is that no matter how good our local programs are, children still prefer the foreign cartoons, which makes it kind of difficult for them in producing quality programs.

Another challenge is government interference, because the time belt for children's programs is 4 -7 pm and they may have to broadcast political programs at this time. And then the issue of funding which is why it's difficult to have quality children's programs, they pump money into political issues in NTA rather than children's programs. (Omotosho, Oyero& Salawu, 2015.p.147)

According to the study finding the other major problem faced in providing children's programs is the cost and funding. Program producers stated that It's difficult finding people that are willing to sponsor children's programs, they rather invest it in other programs than in kiddie's programs and the cost of producing local programs in general are very expensive and time consuming, especially children's programs because the techniques must be put right to achieve an excellent work and they have less personnel that are willing to work on kiddie's programs.

Sponsorship is a major problem because they are profit driven, likewise all stations too; they live and grow based on adverts like other stations too. Fund to produce children's programs is a problem and normally, kids are rowdy so it's difficult putting them together for the shows. (Omotosho, Oyero& Salawu, 2015.p146-147)

## **2.7 Children Television Programs in Ethiopia: Brief Overview**

Though the print media began under Menelik II in 1890, television is relatively a recent phenomenon. The beginning of this medium is attached with the 33rd anniversary of Emperor Haile Selassie I.

Television broadcasting started on November 2, 1964 (MOI, 1966). The purpose of the medium, according to MOI (1966: 12), was believed to be “to inform, entertain and educate.” It may be possible to say that through its existence, ETV had undergone many changes in terms of structural organizations, manpower development as well as logistics supplies. Moreover, logistics facilities have been improved: from one studio to three and more studios including mobile van studios, from black and white laboratory to full color labs, from rental office to its own building. It is believed that these improvements and investments are held in order to fulfill citizens’ information, education and entertainment needs. (Abel, 2005 p.8)

Yet again, Abel (2005, p 10) clearly describe that Programs of ETV at the beginning of the monarchy, the programs focused on news, national and international developments, economic and agricultural developments, health, educational lessons and arts. These programs were designed mainly to attract educated and international elites who were working at ECA and OAU (MoI, 1973). The programs were prepared both in Amharic and English languages.

During the military dictatorship, on the other hand, the programs mainly focused on propaganda and development issues. These programs were socialist oriented in their nature. They showed the ultimate power of the military, the contribution of socialism to the development and enhancement of agriculture and agricultural products.

Right after the fall of the Derg regime, the programs of Ethiopian television have been improved by including other languages spoken in the country and extending airtime. Many new programs like “120” entertainment, Tigrigna and Oromipha language programs have been included. Besides, the airtime includes Saturday and Sunday day times. Moreover, unlike the Derg, the programs have become free from censorship officially (Procl. 34/1992 and the 1995 Ethiopian Constitution<sup>3</sup>).

On the other side Tseganesh (2009, p, 7) argue that, there is no record when and how children’s program started in Ethiopia. Tseganesh witnessed Ato KefelgnGetahun, chief-editor of the program,

When the program started transmission and until recent time, the program has been recorded not digitally. This is one of the reasons that the station did not have enough

record on how the program begins. The program is under the bureau of social affairs of the station. The ETV Amharic children's program is composed of music, films, news for children, a segment where letters from the children presented and other special programs that are prepared for the audience.

According W/roAynalemBalcha, one of the producers of the program, the target audience is not officially set but it is supposed to have children between the ages of 3-15. The program aired on Saturday and Sunday mornings between 8:30 a.m. and 9:00 a.m. From the outstanding hosts of the program, Ababa Tesfaye was one of them. There is no evidence about exactly when and how he and his responsibilities to children who attend the program started. According to W/roAynalem, he was in the program for more than forty years. On the time when he was the major presenter of the program, children were eager to attend the program because of him. He told many stories and advices that educate and entertain the children. Even if there was no a single research on the impact of his words, stories and advices on the viewers, it is supposed to have a great impact (positively) on the attitudes and behaviors of the children.

In the last five years there is a tremendous change in exploring and launching new satellite TV channels. Even without including the regional and religious TV channels. There are more than 17 satellite TV stations broadcasted programs. Of course some of the channels are at interim transmission duty.

- |              |                     |
|--------------|---------------------|
| 1. Asham TV  | 9. Aleph            |
| 2. Addis TV  | 10. LTV             |
| 3. ESAT      | 11. Fana TV         |
| 4. ARTS TV   | 12. EBS             |
| 5. Bisrat TV | 13. Walta TV        |
| 6. Kana TV   | 14. Afri- Health TV |
| 7. Nahoo     | 15. ETV             |
| 8. JTV       | 16. Ahadu TV        |

Although the numbers of the TV channels highly increasing the priority they give to children TV programs is below the expectation. It seems the channels ultimately designed for adults only. The stations that have a children program are nearly three.

ETV; EBS and Fana are the stations with formal children TV program. Even those of the stations with children programs are not preparing a children program that fulfills the interest of children. Except EBS's Ethiopia children program the rest are prepared by under the instruction and direction of the TV stations. While Ethiopia children TV program is privately produced by Amarach multimedia and entertainment and broadcasted at EBS TV channel twice a week

## **2.8. Theoretical Framework**

It is known that, there are many theories of media. But, For the purpose of this study, uses and gratification, and the social learning theories are used as theoretical frameworks.

### **2.8.1 Uses and Gratification Theory**

Practitioners of the uses and gratifications theory study the ways the public consumes media. This theory states that consumers use the media to satisfy specific needs or desires (Chaney, 1972).

Again Chaney, D (1972) explains that, a typical uses and gratifications study explores the motives for media consumption and the consequences associated with use of that media. By examining the motives behind the consumption of a particular form of media, researchers can better understand both the reasons for that medium's popularity and the roles that the medium fills in society. Keeping this in memory the researcher will evaluate EBS's children television program role on the eyes of parents

According to Rubin (2009, p165-166) the principal elements of uses and gratifications include our psychological and social environment, our needs and motives to communicate, the media, our attitudes and expectations about the media, functional alternatives to using the media, our communication behavior, and the outcomes or consequences of our behavior. In 1974, Katz, Blumler, and Gurevitch outlined the principal objectives of uses and gratifications inquiry:

- (a) To explain how people use media to gratify their needs,
- (b) To understand motives for media behavior, and
- (c) To identify functions or consequences that follow from needs, motives, and behavior.

Besides, Uses and gratifications focus on: the social and psychological origins of needs, which generate expectations of the mass media or other sources, which lead to differential patterns of media exposure (or engagement in other activities), resulting in need gratifications and other consequences, perhaps mostly unintended ones” Rubin (2009) quoted (Katz et al., 1974, p. 20).

A contemporary view of uses and gratifications is grounded in five assumptions:

- Communication behavior, including the selection and use of the media, is goal directed, purposive, and motivated. People are relatively active participants who choose media or media content. That functional behavior has consequences for people and societies.
- Media use may respond to needs, but also satisfies wants or interests such as seeking information to solve a personal dilemma.
- Social and psychological factors guide, filter, or mediate behavior. Predispositions, the environment, and interpersonal interactions shape expectations about media and media content. Behavior responds to media and their messages, which are filtered through social and psychological circumstances such as personality, social categories and relationships, potential for interaction, and channel availability.
- The media compete with other forms of communication or, functional alternatives such as interpersonal interaction for selection, attention, and use to gratify our needs or wants. There are definite relationships between personal and mediated channels in this process. How well the media satisfy needs, motives, or desires varies based on individuals’ social and psychological circumstances.
- People are typically more influential than the media in this process, but not always. Individual initiative mediates the patterns and consequences of media use. Through this process, media may affect individual characteristics or social, political, cultural, or economic structures of society, and how people may come to rely on certain communication channels (Rosengren, 1974; A. M. Rubin & Windahl, 1986).

In the early 1970s researchers sought to identify the motives of audience members for using the media, developing typologies of how people used the media to gratify social and psychological needs (Katz et al., 1973). Needs were related to social roles and psychological dispositions and

often took the form of strengthening or weakening connections with self, family, or society. Katz et al., for example, developed a typology of the helpfulness of media in satisfying needs: strengthening understanding of self, friends, others, or society; strengthening the status of self or society; and strengthening contact with family, friends, society, or culture. Lull (1980) addressed links between personal and mediated communication by observing the behavior of families when watching television. He developed a typology of the social uses of television. He suggested that television could be used structurally—as an environmental resource (e.g., for companionship) or as a behavioral regulator (e.g., punctuating time)—or relationally—to facilitate communication (e.g., an agenda for conversation), for affiliation or avoidance (e.g., conflict resolution), for social learning (e.g., behavioral modeling), or for competence or dominance (e.g., role reinforcement).

### **2.8.2 Social Learning Theory**

This study is based on Albert Bandura's (1976) social learning theory. Gachuru (2012 p.13) quoted Bandura and explained that, social learning theory emphasizes that an individual's behavior is both influenced by the environment and characteristics of the person. According to Bandura, observational learning can occur in relation to three models: Live model, verbal instruction and symbolic aspects. Bandura goes further and states that response information can be conveyed through physical demonstration, through pictorial representation, or through verbal description. Much social learning occurs through casual or direct observation of performances by real-life models, and imitative learning in young children depends almost entirely upon behavioral modeling.

The social learning theory fits this study because it assesses how children watch Ethiopian television program and what variety of behaviors do they obtain.

Gachuru (2012 p.13) reminds us that, Parents have the ability to significantly influence their children's lives and future. This may start by simply providing structured and clear limitations on television viewing. Take the time to plan what their child watches and then watch the program with their child. Talk with their child about the message of the program and what was learned. Teach children to question, analyze, and evaluate television messages. Children are like sponges and often learn through modeling (Bandura, 1997).

According to Gunter and McAleer (1997:72), “Children have to learn how to behave in different social situations. Society requires its citizens to follow certain norms or conventions and to adopt appropriate and accepted social roles. In other words, as they grow and develop, children become socialized.” This socialization of the child come from learning about living in the world and it acquired through watching and listening to families, peer groups, teachers and other adults. Socialization is a process during which people (and young children in particular) learn what to expect from the world and what the world expects from them. It has also been defined as the process of learning how to live in human society or as the process by which human behavior is learned and maintained.

Television is another prevalent potential source of social learning. Characters on television can provide role models whom children may strive to emulate. Even if they do not directly copy their favorite characters, children may acquire certain values, attitudes or rules from them. This means that television can play a fundamental role in the social development of a child. (Tseganesh, 2009, p 14)

Yet again, Tseganesh, (2009, p 14) quoted McQuail, stating that media especially television has an advantage in the child’s social interaction. Through television, children learn about the wider world, helps informing an identity and learning of pro-social attitudes and behaviors. One of the social uses of the media is social learning and identification with role models. (2005:493) the basic idea of Bandura’s social learning theory is that learning takes place through watching other people model various behaviors. A child can observe someone engaged in certain behavior on television and can then practice that behavior in his or her own life. In other word, children can learn behaviors by observing it from the mass media especially television. In addition to parents, brothers, sisters, friends, teachers, and others, television has socializing effects on children through the adoption of various models of action. (Ibid)

It is believed that television has its own importance in the social interaction and integration. In relation to this, the following typologies are presented by McQuail (1987):

- Gaining insight into circumstances of others or social empathy;
- identifying with others and gaining a sense of belonging;

- finding a basis for conversation and social interaction;
- having a substitute for real-life companionship;
- helping to carry out social roles;
- And enabling one to connect with family, friends and society.

## **2.9 Empirical Studies**

Formerly Gachuru (2012) conducted a research on the issue of children and television and examine how television programming influences early childhood social development, among pre-school children in Westland's District, Nairobi. The objectives of his study was to find out the type of programs that preschool children watch and their effects on social development, establish the duration children spend watching the television programs and to assess the kind of social interaction associated with TV viewing among pre-schoolers. He found that Television is a real instrument of change among the preschoolers. It has the power to influence their mindset, negatively and positively. The study also found evidence that, are not only captive to viewing television, its consequences are as broad in the social development of children.

As a recommendation Gachuru proposed that exposure of children to a wide variety of positive and captivating recreational options, parental involvement in television watching in order to offer guidance, consideration of policy that provide capacity building for preschool teachers in areas like guidance and counseling to better manage the children who show aggressive behavior towards other children. Another time Tseganesh (2009) inspected and depicted audiences' satisfaction with ETV children programs as follows:

The major outcomes of the research are that the respondents regularly watch Ethiopian Television Amharic children's program as they were selected. This is mainly because they don't have any other options; they have the feeling of belongingness to it; they understand the language better than other programs; they expect the program to present cultures of other nations or states and so on. Some of these respondent's watch the program irrespective of whether they are satisfied or not. The other finding of her research is that the children watch the program for:

companionship, entertaining, learning, to pass the spare time or as a habit and communicating with their friends. They also have their own program preferences or choices.

And she recommended that, from the findings of her study, Ethiopian Television Amharic children's program should reconsider the interest of its audiences by making them contented with what it presents. Any program that is intended to a particular audience has the duty to satisfy its audience. This is mainly done by reconsider the needs and wants of the audience. Thus, ETV children's program regularly assesses the needs and expectations of the children so as they achieve satisfaction. By taking other effective children's program as a model, like Sesame Street9, the program should participate the children in program – making the media has a role to play to reveal the children's needs. From the results the researcher finds in her study, many children watch or attend this program because they don't have any access to other media. This shows that the program has a lot to do in attracting the children. ETV has to give due attention to such research work to smooth its relation with the audiences – the children.

The other study conducted towards television effect was done by Daniel Erena. Daniel (2018) examined perceived effects of watching kana TV movies by students, teachers and administrators and in his finding he suggest that most of the participants from both groups (students as well as teachers & administrators) express themselves as heavy viewers of Kana TV movies. This similarity of viewing habit is an indication that the teachers and the administrators may not be bold enough in advising their students not to waste much of their time on these movies. Regardless of their heavy viewing habit, most of the teachers and the administrators showed negative perception towards the Kana TV movies.

The findings of his study also indicate those customary times of a day the students spend watching Kana movies are actually the times in which they would normally be engaged in their homework and studying their subjects. Thus, these students are susceptible to wasting their academically productive time. This can in turn contribute to a decline in the students 'academic performance. So, regardless of the other social and cultural effects mentioned in use and gratification theory, this would affect students 'ultimate intellectual achievements from the world of academics.

# **CHAPTER THREE**

## **III. Research Methodology**

### **3.1 Research Design**

For this study, both qualitative and quantitative approaches were used. Thus, researcher applied a mixed research approach. The central premise of mixed research approach is that it provides a better understanding of research problems than either approach alone. Moreover, it gives priority to one or both forms of data (Hui, 2016). By employing quantitative data analysis; simple statistics like frequency distribution were used. Quantitative research is basically explanatory in nature and mostly involves surveys. Such studies attempt to use precise statistical models to achieve comprehensive understanding of communication behavior.

On the other side, qualitative research examined the complex occurrence experienced by the participants by observing people's action in a natural setting. And this was done through observations and interviews. These methods depend on description and interpretation of meanings of communication messages by way of subjective treatment. Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social contexts of particular populations (Mack, Wood song, Macqueen, Guest and Namey, 2005).

### **3.2 Research Area**

The research was mainly focused on some areas in Addis Ababa that have many school distributions. This was because, as parents are widely found in school areas, and it was easy to access information on the topic. Scientifically, sub cities of the city were selected using systematic random sampling. The sub cities have listed top to bottom randomly as follows and every second from the first number of the list was selected as targeted body or research center of the study. Schools where parents of children found randomly selected from each of the sample sub cities.

1. Addis Ketema }
 - 2. **KirkosKirkos** }
- 3. Gulele }
 - 4. **LidetaLideta** }
- 5. Bole }
 - 6. **AradaArada** }
- 7. Kolfe -Keranio }
 - 8. **Nifas- Silk LaftoNifas- Silk Lafto** }
- 9. AkakiKality }
 - 10. **YekaYeka** }

### 3.3 Research Participants

Parents selected from the sub cities of Addis Ababa and those who watch EBS’s Ethiopis children programs were the main participants. One of the main reasons to select children parents is because, the researcher believed that parents are the one who follow and select children TV programs to their children. Besides, from the researcher experience, parents are the closest inspector of their children interests.

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

- Parents who have a child in kindergarten and primary selected schools. Therefore, only parents from the selected schools and level of grade were included.
- A vigorous viewer of EBS’s children program. As it was anticipated most parents in existing schools were able to participate in the study.
- Motivated to improve their children need of children television programs.

Ethiopis children program originators and producers were also the other research contributors. The challenges of producing children television shows were examined in inviting these stakeholders.

### **3.4 Sampling Technique and Sample Size**

The population for this study comprised the parents of children from selected five sub-cities of Addis Ababa. For the purpose of sampling, respondents were selected on the basis of their encounter with the children programs of EBS Television and for that; purposive sampling took the umbrella role with the collaboration of multistage sampling.

Multistage sampling entails two or more stages of random sampling based on the hierarchical structure of natural clusters within the population clusters are natural groupings of people. Systematic random sampling is the random sampling method that requires selecting samples based on a system of intervals in a numbered population. Additionally, systematic random sampling must still ensure that all outcomes are given equal chance of getting selected in the sample. And all choices are independent of one another. Furthermore, it gives each possible sample combination an equal probability of being chosen.

This procedure is useful when sampling frame is available in the form of a list. In such a design the selection process starts by picking some random point in the list and then every *n*th element is selected until the desired number is secured.

The aim of the systematic random sample is to reduce the potential for human bias in the selection of cases to be included in the sample. As a result, the systematic random sample provides the researcher with a sample that is highly representative of the population being studied; assuming that there limited missing data (Kothari, 2004, p.62).

The quality of any research is influenced by the appropriateness of methodology, instrumentation and suitability of the sampling strategy that has been adopted (Manion, 2001). The researcher uses Systematic random sampling to select the sample size. There are 10 sub-cities in Addis Ababa city administration. The selection of sub-cities was done using purposive sampling techniques. For the purpose of this study Systematic random sampling was used and a sample size of 5 sub-cities was selected.

The sub cities have listed top to bottom randomly and every second from the first number of the list was selected as targeted body of the study. Then again, nine Schools were purposively

selected from each of the sample sub cities. One of the reason to select the nine schools from each sub-cities was the school community of these schools were really positive and had the desire of watching a better children TV channel. The multistage process portrayed as follows.

Table 1. Sub cities of Addis Ababa and Targeted Schools

<b>Subcities of Addis Ababa</b>	<b>Selected Sub cities</b>	<b>Target Schools</b>
1.Addis Ketema		
<b>2.Kirkos</b>	<b>Kirkos</b>	<b>1.Dandiboru No-1 &amp; 2.Dandiboru No-2 schools</b>
3.Gulele		
<b>4.Lideta</b>	<b>Lideta</b>	<b>1. Mezgebe-berhan school</b>
5. Bole		
<b>6.Arada</b>	<b>Arada</b>	<b>1. Jacaranda No-2 school</b>
7.KolfeQeranio		
<b>8.Nifas silk Lafto</b>	<b>Nifas silk Lafto</b>	<b>1.Efrata school 2.Yabqal school 3.Fenoteloza school</b>
9.AkakiKality		
<b>10.Yeka</b>	<b>Yeka</b>	<b>1.Qebena Adventist school 2. Jacaranda no-1 school</b>

Since the units selected for inclusion within the sample are chosen using probable methods, systematic random sampling allows again the researcher to make statistical conclusions from the data collected that will be considered to be valid (Patton, 1990).

In the same context Patton (1990) explain that using a systematic procedure can be viewed as superior because it improves the potential for the units to be more evenly spread over the population. An element of randomness is introduced into this kind of sampling by using random numbers to pick up the unit with which to start. In systematic sampling only the first unit is selected randomly and the remaining units of the sample are selected at fixed intervals (C.R. Kothari, 2004).

In this research, samples of 90 volunteer respondents that comprise both male and female parents of the sample schools were purposely selected on the basis of purposive sampling technique with the help of school teachers to fill the questionnaire. There was also Ethiopia children program crew, this was because, and the challenge of producing children television programs was clearly answered by these stakeholders. For the purpose of understanding the encounters of making children television programs, the researcher applied an in depth interview with nearly four respondents of the program producers crew.

### **3.5 Methods of Data Collection**

The following research instruments were developed and used in this study: questionnaire for parents and an in-depth interview for Ethiopia program producers. Quantitative research attempts to isolate specific elements and it uses numbers and numerical correlations within value-free environments to measure and analyze the “causal relationships between variables” (Denzin & Lincoln, 1998). Because it uses numbers to quantify data, quantitative research is often considered more reliable, important and scientific. For some, numbers are seen as more reliable than thoughts. As one statistician suggests, some people “worship the statistician as someone who, with the aid of his magical computing machine, can make almost any study scientific” (Blalock in McKee, 2003, p. 123).

In contrast, qualitative research is interdisciplinary, interpretive, political and theoretical in nature. Using language to understand concepts based on people’s experience, it attempts to create a sense of the larger realm of human relationships. As Kvale, S. (1996) explains, the subject matter of qualitative research is not “objective data to be quantified, but meaningful relations to be interpreted”. Qualitative researchers consider alternative notions of knowledge and they understand that reality is socially constructed. They showcase a variety of meanings and truths, and draw on a belief in and support of a researcher’s active role in the research process (Bonnie, 2013).

Quantitative research is generally used to explain, predict, and control phenomena that can be generalized to other persons and places (Leedy & Ormrod, 2005: p100). It does not attempt to detect cause-and-effect relationships in an effort to change or manipulate phenomena.

### 3.5.1 Questionnaire

Willem and Irmtraud (2007) have noted that, survey questionnaire is a type of data gathering method that is utilized to collect, analyze and interpret the different views of a group of people from a particular population.

Surveys can employ either open-ended or closed-ended questions. Open-ended questions require the participant to generate answers in their own words, while closed-ended questions force the participant to select an answer from a list. Although open-ended questions allow for a greater variety of answers, the results of closed-ended questions are easier to tabulate. Although surveys are useful in media studies, effective use requires keeping their limitations in mind.

The researcher was largely used close-ended questions but at the end of the questionnaire spaces provided to the respondents to comment extra ideas and that made it a little bit open ended. The close ended ones required respondents to specify the extent of their agreement to a particular statement. The open-ended ones were used to gather attitudes, beliefs, perceptions and wider views of the respondents. The data from questionnaires described the participants and their needs and determined the knowledge gained. As it is mentioned in the above, all questionnaire items were designed to be filled by children's parent. So that, the researcher used survey questionnaire in order to get attitudes and preferences of parents regarding to their children TV watching habit and behavior.

The questionnaires were designed to answer the research questions and therefore stated the aims as follows:

- Demographic information for the description of the parent's,
- Information regarding the parent's values, attitudes, and their expectations of Ethiopis children television program,
- The parent's experience of the program,
- Determining whether the parents' expectations regarding the television program of some topics have been met,
- Determining parents' perception of gains from Ethiopis program in terms of knowledge, skills, and confidence of children,

- Defining parent's needs of the television program regarding some specific children-oriented topic.

### **3.5.2 In-depth Interview**

An in-depth interview was conducted with selected children television program producers to capture their challenges and the hurdle of presenting a children television program. In-depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program, or situation. For example, we might ask participants, staff, and others associated with a program about their experiences and expectations related to the program, the thoughts they have concerning program operations, processes, and outcomes, and about any changes they perceive in themselves as a result of their involvement in the program. (Boyce and Neale, 2006.)

In-depth interview is a technique designed to elicit a vivid picture of the participant's perspective on the research topic. During in-depth interviews, the researcher's interviewing techniques are motivated by the desire to learn everything the participant can share about the research topic. Interviews are appropriate for bring out individual experiences, opinions, feelings and in addressing sensitive topics.

## **3.6 Data Analysis and Interpretation**

Qualitative and quantitative data were collected and classified based on their similarities for demonstrating the results and providing interpretations.

### **3.6.1 Quantitative Data Analysis**

The collected data of the questionnaire was first presented using tables. Frequencies and percentages were used to analyze the data classification and inquiry. In doing this, the evidences gained from parents and program contents were presented quantitatively. The data were then analyzed using a range of different statistical methods manually.

### **3.6.2 Qualitative analysis**

Qualitative data gained from an in-depth interview with Ethiopis program producers was thematically categorized and interpreted. Transcription of recordings and typing was beginning as soon as possible after the data collection event. Tape of interviews was processed as soon as they were archived.

## **3.7 Validity and Reliability of the Instruments**

### **3.7.1 Validity**

Validity is concerned with the extent to which a measuring instrument measures what it is supposed to measure. For validation of the research instruments, the researcher ensured external validity. External validity refers the results of our study apply to different populations, settings, or sets of circumstances. For instance, in this study the questionnaire tested by sample respondents. Moreover, the valuable comments and suggestions from the advisor, teachers and friends who conduct a research on similar topic enabled the improvement and validation of the instruments.

### **3.7.2 Reliability**

The researcher carried out a pretest of the instruments to ascertain possible weaknesses, inadequacies and ambiguities of the research instruments. Ten Parents in the compound of the researcher were selected randomly for the pretesting. And that may help as a significant representative sample.

## **3.8 Ethical Considerations**

The researcher obtained a consent letter from Addis Ababa university journalism and communication school and ensured that all ethical standards relating to the research were adhered too, which include confidentiality, consent from the school's head teachers and teachers and informing the parent about the study through the teacher

## **CHAPTER FOUR**

### **IV. Data Presentation and Analysis**

#### **4.1 Introduction**

This chapter presents the research findings, analysis and discussion of the same. Descriptive statistics are used to describe the data collected in research studies and to accurately characterize the variables under observation within definite sample. This provides information about the overall representativeness of the sample, as well as the information necessary for other researchers to replicate the study, if they so desire (Marczyk, DeMatteo & Festinger, 2005, p 209) the main purpose of this study were to examine the perception of parents on children programs of EBS TV channel. The subject knowledge was captured through questionnaires distributed in selected kindergarten and primary schools found in five sub cities of Addis Ababa with parents' knowledge concerning their children viewing habit. On the other hand, information was gathered from Ethiopis program producers and presenters through interview.

The total numbers of the respondents for the distributed questionnaire was 90. Six of the parents did not return the questionnaire on time. So that, the exact respondents of the questionnaire were 84(93.3%) in total. On the other hand, nearly 3 people were interviewed from Amarach media and entertainment which is the legal broadcaster of Ethiopis children TV program at EBS TV channel.

The study was based on the assumption that parents in Addis Ababa prefer different children TV programs. But, except "Ethiopis" and some few programs there is a shortage of children TV show. Therefore, parents need some more children TV shows. Until that, they examine EthiopisTV program in different ways. The results obtained are discussed below

#### **4.2. Data from the Questionnaire**

##### **4.2.1 Background Information of the Respondents**

This section dealt with the background information of the respondents. The features discussed included gender, age, and level of education and field of work.

#### 4.2.1.1 Gender

Table 2. Gender of the respondents

	Frequency	Percent %
Female	49	58.4 %
Male	35	41.6 %
Total	84	100%

The parents who were purposely selected to fill the questionnaire for the study were both females and males. From the findings, majority of the parents 58.4% were female while 41.6% were male. In general, it emerged that there were more female respondents' than their male counterparts in this study. This complements the assumption that more women in Ethiopia context are caretakers of children at a household level.

#### 4.2.1.2 Age

Table 3. Age of the respondents

Age of the respondents	Frequency	Percent
18-25	11	13.0 %
26-35	38	45.2 %
36-46	29	34.5 %
47>	6	7.1 %
Total	84	100 %

Above indicate that, in relation to age of the respondents, 45.2% of the parents were between 26-35 years of age while 34.5% were among 36-46years. There were also parents who cover 13.0% of the respondents aged between 18-25. However, only 7.1 % were aged 47 and more years. Here the results revealed that the majority of respondents were young and between 26-35 years of age.

#### 4.2.1.3 Education Level of Parents

Table 4. Education level of the parents

Level of Education	Frequency	Percent
N <sup>o</sup> schooling	1	1.2%
Primary	1	1.2%
Secondary	8	9.5%
Certificate	17	20.2%
Diploma	21	25%
Degree	36	42.8 %
Total	84	100 %

The study sought to establish the education level of parents. Out of the 84 respondents who participated in this study, majority of the respondents 42.8% had bachelor and more.25% of the parents were diploma holders. Yet again 20.2% of awarded certificate. While 9.5% of parents accomplished high school. Only one respondent had no schooling 1.2%. Similarly, 1 parent 1.2% had primary level of education. In general according to the data the majorities are more concerned with their children's TV viewing behavior.

#### 4.2.1.4 Field of Work the Parents

Table 5. Field of the parents

Field of work	Frequency	Percent
Private	55	65.4
Governmental	21	25 %
Housewife	6	7.2 %
Other	2	2.4 %
Total	84	100 %

Overhead indicate that, in relation to livelihood of the respondents, 65% or the majority of the parents' work in private business while 25% or one fourth of the respondent's was government

employees. There were also parents which cover 7.2% of the respondents that were housewife. Furthermore, from the respondents 2.4 % were embarked on other activities as their source of income.

#### 4.2.2. Nature of Viewing

In this section, the purpose of the questions is to know the nature of viewing of the parents in line with frequency of their watching habit, appropriateness of the contents, and relevance of the concepts presented in the program and if the programs are entertaining.

Table 6.1 Always watching “Ethiopis” children TV program on EBS

Nature of viewing												
N°		Strongly Agree	%	Agree	%	Neutral	%	Disagree	%	Strongly disagree	%	Total
	I always watching “Ethiopis”	15	17.8%	40	47.7%	18	21.4%	4	4.8%	7	8.3%	84

Table 6.1 shows parents’ frequency of watching “Ethiopis” program on EBS. From the findings, it is evident that majority of the parents 47.7% watch Ethiopis program attentively and 17.8% of the respondents strongly agreed with the statement and that they spend their time watching Ethiopis. Another 21.4% were neutral. While 4.8% of them reported that they watched the program less attentively. And the rest 8.3% stated they strongly disagree with the statement.

Therefore, the analysis indicated the majority of parents’ watch “Ethiopis” program on EBS most of the time.

Table 6.2 watching the entire program from the program aired twice a week

Nature of viewing												
N°		Strongly Agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Agree	%	Total
	I watch all the program aired twice a week	11	13.1%	36	42.9%	14	16.7%	16	19%	7	8.3%	

Table 6.2 requests respondents if they watched all the programs aired twice a week. Majority 42.9% reported that they watched the program aired twice a week by agreeing with the statement. There were 13.1% of respondents who strongly agreed with the statement. 16.7% of parents were neutral. On the other way 19% of the respondents conveyed their level of disagreement. And the rest 8.3% of respondents strongly disagreed.

This indicates that there were parents who watch “Ethiopia” frequently just about one fourth of respondents declared that they did not watch the entire program aired twice a week.

Table 6.3 Making discussions on children programs

Nature of viewing												
N°		Strongly Agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Disagree	%	Total
	making discussions on children programs	28	33.3%	26	31%	12	14.2%	10	12%	8	9.5%	

Table 6.3 presents data on whether parents discuss with their children’s on the program. Most parents 33.3% strongly agreed stating that they make discussions with their children after the program. 31% of the parents also agreed indicating that they had a similar habit as the previous ones. 14.2% of the parents were neutral. On the other way 12% of the respondents suggested that they did not have discussion. While 9.5% responded they strongly disagree with the statement indicating that they had no tradition of discussing with their children after watching Ethiopia program.

In general, the analysis indicated that there were 61.3% (in total) parents who make discussions with their children after watching the program. As reflected in the scoring table discussions has become a tradition among parents. As a matter of comparison, however, there were parents ‘who were not having the tradition of discussing the issues after watching “Ethiopia” program.

Table 6.4 Approaches of the program

Nature of viewing												
N°		Strongly Agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Disagree	%	Total
	Approaches of the program attracts children	43	51.1%	26	31%	5	6%	6	7.1%	4	4.8%	

Table 6.4 depicts perception of parents on whether programs attract their children. Majority 51.1% stated that they strongly agree with the statement. Another 31% of parents agrees with the statement indicating that contents of the program attract their children. However, a total of 6% they were neutral on the statement. On the other hand, 7.1% indicated their disagreement on the attraction of the program to their kids. While 4.8% of parents strongly in disagreement with the statement. This shows that the majority of the respondents believed that contents of the program attract their children.

Table 6.5 Contents of the program are relevant to children

Nature of viewing												
N°		Strongly Agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Disagree	%	Total
	contents of the program are relevant to children	45	53.6%	21	25%	7	8.3%	7	8.3%	4	4.8%	

Table 6.5 shows parents’ perception on the relevance of the concepts presented in the program. Accordingly 53.6% strongly agree stating that the concepts of the program are relevant. 25% of parents agree on the significance of the program. Another 8.3% stated their neutrality on the issue. Similarly, 8.3% respondents were expressed disagreement on the relevance of the concepts rose in “Ethiopia”. Only 4.8% stated that concepts presented in the program were not relevant to children. Therefore the analysis indicated that the majority of the parents likes the concepts and agree on its relevance to their children.

Table 6.6 The choiceness of the program

Nature of viewing												
N°		Strongly Agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Agree	%	Total
	the program is the first choice of children	35	41.9%	32	38.0%	6	7.1%	9	10.7%	2	2.3%	

Table 6.6 requests respondents whether the program is in minds of children or not. Majority 41.9% reported that their children prefer the program. There were 38.0% of respondents who agreed with the statement. 7.1% of parents were neutral. Program aired twice a week by agreeing with the statement. On the other way 10.7% of the respondents conveyed their level of disagreement. And the rest 8.3% of respondents strongly disagreed.

This indicates that most parents agreed on the first choiceness of the program.

Table 6.7 Entertaining of the program

Nature of viewing												
N°		Strongly Agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Agree	%	Total
	“Ethiopsis” is good enough in entertaining children	31	37%	30	35.7%	11	13.1%	6	7.1%	6	7.1%	

Table 6.7 presents data on whether the program is entertaining. Accordingly, Most parents 37% strongly agreed stating that the program is interesting. 35.7% of the parents also agreed indicating that they had a similar feeling as the previous ones. 13.1% of the parents were neutral. On the other way 7.1% of the respondents disagreed with the issue. While 9.5% responded they strongly disagree with the statement indicating that they did not accept the program is entertaining. Had no tradition of discussing with their children after watching “Ethiopsis” program.

In general, the analysis indicated that there were 72.7% (in total) parents entertain with their children in watching the program. As a matter of comparison, however, there were parents ‘who were not entertained after watching “Ethiopsis” program with their children.

#### 4.2.3. Parents Anticipated Perception about Children’s Feeling

In this section, the purpose of the questions is to know the insight level of parents on children feelings about “Ethiopsis” children TV program. Under this category, importance and relevance of the program, the issue of children creativity, children language acquisition, ethics, children curiosity and parent-children relationship issues were raised. Respondents ranked the questions according to their children satisfaction of “Ethiopsis” television program.

Table 7.1 Importance and relevance of the issues to children

Perception about children feeling												
N°		Strongly Agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Agree	%	Total
	Issue of the program is important and relevant to children	46	54.7%	24	28.6%	8	9.5%	3	3.6%	3	3.6%	

Table 7.1 conducting discussion with Importance and relevance of the issues of the program, most of the parents, 54.7% strongly agree with issues of the program. Similarly, 28.6% of the respondents were agreeing with the statement. Apart from 9.5% of the respondents who showed neutrality towards the importance of “Ethiopsis” TV program the rest 3.6% of the parents showed strong disagreement consecutively.

This implies the importance of the children program in the majority of the parents. Even though most parents indicating that the importance of “Ethiopsis” TV program is high; there may also other respondents with level of disagreement.

Table 7.2 The program initiates children to creativity

Perception about children feeling												
N°		Strongly Agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Agree	%	Total
	The program initiates children for creativity	31	37%	32	38%	11	13.1%	7	8.3%	3	3.6%	

Table 7.2 requests respondents whether the program initiates children to creativity. Majority 37% reported that their children initiated to creativity due to the program. There were 38% of respondents who agreed with the statement. 13.1% of parents were neutral. On the other way 8.3% of the respondents conveyed their level of disagreement. And the rest 3.6% of respondents strongly disagreed.

This indicates that most parents agreed on the initiation of the program towards the creativity of their children.

Table 7.3 The role of the program in children language acquisition

Perception about children feeling												
N°		Strongly Agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Agree	%	Total
	The program really support children language acquisition	28	33.3%	26	31%	12	14.2%	10	12%	8	9.5%	

Table 7.3 shows role of the program in children language development. From the findings, it is evident that majority of the parents 33.3% strongly agreed on the statement and 31% agreed with the statement indicating the program has a role in language development. Another 14.2% were neutral. While 12% of them reported their disagreement towards the role of the program in supporting children language development, the rest 9.5% stated they strongly disagree with the statement. Therefore, the analysis indicated the majority of parents' approved that watching the program helps children language development.

Table 7.4 “Ethiopsis” is supporting children development properly and ethically

Perception about children feeling												
N°		Strongly Agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Agree	%	Total
	“Ethiopsis” is supporting children growing with moral and ethical manner	43	51.1%	26	31%	5	6%	6	7.1%	4	4.8%	

Table 7.4above presents data on whether the program shapes children ethics. Accordingly, more than half parents 51.1% strongly agreed stating that the program supports children moral values.31% of the parents also agreed indicating that they had a similar feeling as the previous ones.6% of the parents were neutral on the topic. On the other way 7.1% of the respondents disagreed with the importance of the program in shaping children ethics. While 4.8% responded they strongly disagree with the statement indicating that they did not accept the program is supporting children’s ethical manners.

In general, the analysis indicated that there were 82.1% (in total) parents agreeing on the contribution of the program in supporting children grow with moral and ethical values.

Table 7.5 Role of the program in supporting children reading skill

Perception about children feeling												
N°		Strongly Agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Agree	%	Total
	“Ethiopsis” is supporting children reading skill	45	53.6%	21	25%	7	8.3%	7	8.3%	4	4.8%	

Table 7.5presents’ data on whether the program supporting children reading skill. Accordingly, most parents 53.6% strongly agreed stating that the program is assisting children’s reading desire.25% of the parents also agreed indicating that they had a similar feeling as the previous

ones.8.3% of the parents were neutral on the issue. Similarly, 8.3% of the respondents disagreed with the question. While 4.8% responded they strongly disagree with the statement indicating that they did not accept the program is supporting children’s reading desire.

In general, the analysis indicated that there were 78.6% (in total) parents appreciating the program due to its contribution regarding to children reading habit. As a matter of comparison, however, there were parents ‘who were not agreeing with the statement.

Table 7.6 Role of the program in supporting children listening skill

Perception about children feeling												
N°		Strongly Agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Agree	%	Total
	Role of the program in supporting children listening skill	35	41.9%	32	38%	6	7.1%	9	10.7%	2	2.3%	

Table 7.6 presents’ data on whether the program supporting children listening. Accordingly, Most parents 41.9% strongly agreed stating that the program has making children a good listener .38% of the parents also agreed indicating that they had a similar feeling as the previous ones.7.1% of the parents were neutral. On the other way 10.7% of the respondents disagreed with the issue. While 2.3% responded they strongly disagree with the statement indicating that the program is not supporting children listening.

In general, the analysis indicated that there were 79.9% (in total) parents witnessing the program role towards listening skill of children. As a matter of comparison, however, there were parents ‘who were opposing the statement.

Table 7.7 Improving parent-children relationship

Perception about children feeling												
N°		Strongly Agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Agree	%	Total
	Improving parent-children relationship	31	37%	30	35.7%	11	13.1%	6	7.1%	6	7.1%	

Table 7.7 depicts perception of parents on whether the program improves parent-children relationship. Majority 35.7% stated that they strongly agree with the statement. Another 35.7% of parents agrees with the statement indicating that contents of the program attract their children. However, a total of 6% they were neutral on the statement. On the other hand, 7.1% indicated their disagreement on the attraction of the program to their kids. While 4.8% of parents strongly in disagreement with the statement. This shows that the majority of the respondents believed that contents of the program attract their children.

Table 7.8 The program makes my children curious

Perception about children feeling												
No		Strongly Agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Disagree	%	Total
	The program makes my children curious	25	29.5%	35	41.9%	11	13.1%	9	10.7%	4	4.8%	

Table 7.8 above presents data on whether the program makes children curious. Accordingly, 41.9% agreed stating that the program makes children to question. 29.5% of the parents also strongly agreed indicating that they had a similar feeling as the previous ones. 13.1% of the parents were neutral on the topic. On the other way 10.7% of the respondents disagreed with the importance of the program in making children curious. While 4.8% responded they strongly disagree with the statement indicating that they did not accept the program is not supporting children's to question anything.

In sum, the analysis indicated that parents supposed their kids develop curiosity with the help of the program. Correspondingly some of the respondents revealed their assumption skeptically.

#### 4.2.4 Parental control

In this objective, the study examined the parental control when their children watched Ethiopian television program twice a week. At this point, Simplicity of the program, the appropriateness of the program for Ethiopian lifestyle, role of the program in maintaining children self-confidence,

timing of the program and its instructing part of “Ethiopsis” were examined under this section and portrayed below.

Table 8.1 Appropriateness and simplicity of the program

Parental control												
N°		Strongly Agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Disagree	%	Total
	The way how the program presents is simple and well to children	39	46.5%	33	39.2%	5	6%	2	2.3%	5	6%	

Table 8.1 shows parents’ point of view on the appropriateness and simplicity of the program. From the findings, it is evident that majority of the parents 46.5% strongly agreed on simplicity of the program and 39.2% of the respondents agreed with the statement. Another 6% were neutral on the issue. While 2.3% of them reported that children understand the program less attentively. And the rest 6% stated they strongly disagree with the statement. Therefore, the analysis indicated the majority of parents’ had a consensus on the appropriateness and simplicity of the program.

Table 8.2 Contents of the program is considering Ethiopian lifestyle

Parental control												
N°		Strongly Agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Disagree	%	Total
	Contents of the program is considering Ethiopian lifestyle	26	31%	29	34.6%	13	15.4%	13	15.4%	3	3.6%	

Table 8.2 conducting discussion whether the program considering Ethiopian life style or not, most of the parents, 34.6% agreed. Similarly, 31% of the respondents were agreeing with the statement. 15.4% stated their neutrality on the consideration of the program whether it is fit or

not for Ethiopians lifestyle. Similarly, 15.4% of the respondents were disagreeing on the issue. And the rest 6% stated that they strongly disagree with the statement.

This implies the position of the children program in considering Ethiopian lifestyle. Even though the great number of parents indicating that the contents of the program have an Ethiopian color. There may also other respondents with level of disagreement and neutrality.

Table 8.3 The program initiates children self-confidence

Parental control												
N°		Strongly Agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Agree	%	Total
	The program initiates children self-confidence	34	40.7%	32	38%	7	8.3%	9	10.7%	2	2.3%	

Table 8.3 requests respondents whether the program initiates children self-confidence. Majority 40.7% reported that their children initiated develop self-confident due to the program. There were 38% of respondents who agreed with the statement. 10.7% of parents were neutral. On the other way 8.3% of the respondents conveyed their level of disagreement. And the rest 3.6% of respondents strongly disagreed.

This indicates that most parents agreed on the initiation of the program towards children confidence.

Table 8.4 Appropriateness of the time

Parental control												
N°		Strongly Agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Agree	%	Total
	The program air time is appropriate for my children	36	42.9%	29	34.5%	8	9.5%	8	9.5%	3	3.6%	

Table 8.4 shows appropriateness of the time with respect to children. From the findings, it is evident that majority of the parents 42.9% strongly agreed on the statement and 29% agreed with the statement indicating the time of the program is appropriate to their children. Another 9.5% were neutral. Similarly, 9.5% of them reported their disagreement towards the suitability of the program air time. And the rest 3.6% stated they strong disagree on the issue.

Therefore, the analysis indicated the majority of parents’ approved that the program air time is appropriate for both parents and children. And this is really implied that the program has many viewers due to its timing.

Table 8.5 The program is instructive

Parental control												
N°		Strongly Agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Agree	%	Total
	The program is instructive	48	57.2%	21	25%	8	9.5%	1	1.2%	6	7.1%	

Table 8.5 presents’ data on whether the program is instructive. Accordingly, most parents 57.2% strongly agreed stating that the program is an informative one.25% of the parents also agreed indicating that they had a similar feeling as the previous ones.9.5% of the parents were neutral on the issue. Similarly, 7.1% of the respondents strongly disagreed with the question while 1.2% responded disagreement with the statement indicating in acceptance on the instructiveness of the program.

In general, the analysis indicated that there were82.2% (in total) parents appreciating the program due to its instructiveness beyond to its entertainment. As a matter of comparison, however, there were parents ‘who were not agreeing with the statement.

Table 8.6 The program teaches me what my children requires

Parental control												
N°		Strongly Agree	%	Agree	%	Neutral	%	Disagree	%	Strongly Disagree	%	Total
	The program teaches me what my children require	33	39.3%	29	34.5%	10	12%	6	7.1%	6	7.1%	

Table 8.6 depicts perception of parents on whether the program teaches them a lesson what their children requires. Majority 39.3% stated that they strongly agree with the statement. Another, 34.5% of parents agrees with the statement indicating that contents of the program teach parents to handle children comforts. However, a total of 12% were neutral on the statement. On the other hand, 7.1% indicated they did not give any assurance regarding to the lesson what the program give on how to handle their children. Similarly, 7.1% of parents did strongly disagree with the statement.

In sum, the analysis indicated that parents supposed that the program honestly teaches them how to handle their children. Correspondingly some of the respondents revealed their assumption skeptically.

In general, the respondents commented that “Ethiopsis”, in one way or the other plays a significant role in their children’s TV viewing practices. And this can be expressed in both positive and negative aspects. For instance, improvement of parent-children relationship, the attractiveness of the program, its contribution for children listening skill in increasing children creativity, building their self-confidence and the simplicity of the program are highly encouraging. On the other way, the following points raised as a limitation of the program as perceived by the parent’s perceptions. “Ethiopsis” should teach children ideas like saving and education, the film should be entertaining and educative, and the program should also consider those of the children who are from low earner families. There is also a limitation in spreading Ethiopian history and culture, the other problem relating with selection of music and repetition of

the program, even some of the parents mentioning that “Ethiopsis” only strives to promote its brand (Ethiopsis) and the company only. But it is better to prepare a program that teaches about child labor, children harassment and rape, the program should consider ideas of sanitation and health protection. Moreover, bright kids should be invited in the program.

#### **4.2.5 Data from the Interview**

An in-depth interview was conducted with managers, producers and hosts of “Ethiopsis” children show at Amarach multimedia and entertainment office to capture their challenges and the hurdle of presenting a children television program. “Ethiopsis” children show is produced by Amarach Media and Entertainment **P.L.C** and broadcasted on EBS television every Wednesday and Saturday. And it is the first children show in the history of Ethiopia to be produced by a private broadcasting industry.

As the general manager explaining why they give the name “Ethiopsis” to the program they replied

*“Ethiopsis can simply be described as a ‘Muppet’ that helps Ethiopian children know their country, culture, identity and thereby contribute to their healthy, physical, cognitive and psychosocial development. In addition; Ethiopsis also means calling the country with loveliness”*

The company has about 15 employees. Besides, there are volunteers who strive to put their footsteps in children based programs.

With regarding to a question that asked about contents of the program the manager said *“Ethiopsis established 8 years ago in considering promotion of Ethiopianism. Starting from the name and the dressing style of the Muppet it is originated to explore Ethiopian flag.”* Beyond this, the producer added that the core objectives or goal of “Ethiopsis” children TV program are:

- ✓ encouraging children reading skill
- ✓ guiding children to know their society and culture
- ✓ shaping children to be familiar with Ethiopian history

As it is mentioned above, “Ethiopsis” program ultimately stands to fill the gaps of children reading habit. The entertainment made an informal survey and found that there were gaps on children reading culture. According to the producer, even parents did not give much emphasis to their children reading habit. Here after, Amarach multimedia crew designed to launch reading programs and festivals in Ethiopia television program and reading festival across the country. Before launching the program at EBS, they have planned to introduce this children TV show in Ethiopia Television.

In asking about what challenges they are facing, the producer said:

*“When we established the TV show at EBS, the station widely supported in allowing use of digital cameras and studios. This is due to the lack of facilities to organize a children TV show.”*

What contribution has “Ethiopsis” play in children program sector? Was the other question raised for the producers, and respondents raised the point that “Ethiopsis” play a great role in this country exceptionally on the issue of children. From the trend of each television stations, it can easily understand that the issue of children has not given recognition. Even the TV stations that have a children TV programs are few in numbers. Even those of the TV stations with children program are not given more than half an hour once a week. However, it is heard that almost half of the society are at juvenile stage. With all these and these kinds of trend, Ethiopsis play a great role in making children curious, supportive and ethical.

The manager added:

*“Now a day especially here in Addis Ababa, Children who live in a condominium houses do not have the space to play and practice childhood activities. The only tool they have at home is television and television. However, in the current trend of the country, Television is not giving a sufficient time and useful programs to these kids. Even if those of the children programs launched in local Media are not feeding children with Ethiopianistic approach. So, the inputs what the children take are below the expectation. In considering this, Ethiopsis tries to make some contribution to design a program that considers these kinds of children too.”*

In addition, the producer and host of the program explained that her multimedia genuinely provides a very good opportunity to children book authors in promoting and sale their books in festivals and other journeys of Ethiopis. Not only this, still children book authors are rising and introduce their works in Ethiopis.

According to the interview respondents, the first and foremost procedure of producing a children TV show begins with asking a question “*How do we put one concept in the minds of children?*” because in considering this, there are certain ups and downs. It starts from language selection up to pictorial descriptions. Then, the second step directly proceeds to facilities. There should be good studios which show a children centered atmosphere.

When the hosts asked about contents of the program they mentioned that “*The contents of Ethiopis program include:Story time, Film, What I want to be? Let Ethiopis to tell, Great people in Ethiopis, Nature in EBS, Festivals, Birthday, what do we eat?AndPaper art.*”

The respondent stated that “*Before making the above contents real, there are discussions on how to design the contents, which story can teach the children more efficiently and which foreign films are fit to the local audience. After making such kinds of discussions the recording of the program then starts.*”

The producers suggested that in order to make the program real, they advise parents not to train their children when they bring to “Ethiopis”, this is because, there could be children behind television program who attentively follow “Ethiopis” TV show and these children looks other children in Ethiopis singing without fear and expressing their ideas with inaccuracies too. These teach children to express their concern in TV screens.

With regarding to audience feedbacks the producer said

*“Except Gambella region,”Ethiopis” traveled all Ethiopian regional cities and towns. And nearly 49 reading and other festivals were present across Ethiopia. In every small towns and cities of Ethiopia, “Ethiopis” received a warm welcome. One of the lessons that we really understand from the journey was, a child in Harar has a same attitude like a child in Aksum. So that, in all festivals our crew observed unity and sense of Ethiopianness.”*

In addition, every Saturday and Sunday Amarach multimedia presents a special festival that includes children theatre, circus and film at Embilta hotel and cinema.

When asked about challenges they are facing the respondents stated that, one of the main challenges of producing a children TV show begins with the issue of sponsorship. Advertising in a children TV show is prohibited in Ethiopian advertising law. The Proclamation No.759/2012 of Advertisement declared that *“Children’s program may not be sponsored by a business organization. And the dissemination of the following advertisements shall be prohibited:*

- ✓ *An advertisement that may harm the attitude, feeling or thinking of a minor;*
- ✓ *Similarly, an advertisement that openly motivates a minor to require his parent, guardian, tutor or any other person to buy the advertised product or service.”*

They argued that the law of advertising must be amending. Because, it is not possible to produce a children TV show without the financial support of any concerned group. In order to shape the upcoming generation, different institutions must invest on the issue of children and children related programs. The manager also asserted and said:

*“The responsible ministry office of the country is not valuing the issues of children. For instance, in the western countries children programs like: **Sea same street** and **Barney** highly supported by government and other concerned organizations.”*

Above and beyond, one of the producers assured that to make Ethiopian renaissance true, every citizen should invest in children and children related issues. And this can be expressed through involving in children media, music, films and etc. In general, the issue of sponsorship in children programs should be revisited and must be amended. Especially, Ministry of women and children affairs should strive in supporting children based issues. Similarly, Stakeholders should involve on the issue of children. Because, in Ethiopia the concern of children is not considering as a main agenda of the society.

With regard to the most difficult part of producing a children TV program both the managers said:

*“The other hindrance of producing a children show is lack of skilled and talented man power. It is hard to have a person with different talents that a children TV outline*

*requires. What makes the program challenging is: children emotion is very dynamic. They laugh and immediately changes to sadness. They expressed themselves soon and later they prefer to quite. So it asks coping with all these incidents in making a visible program. And it is a little challenging to get individuals with this endurance. Above all Children TV program production is a team work. If there is no coordination, it is hard to prepare even a single episode of children TV show.”*

When finally asked about the overall plan of Ethiopis program the producers stated “If the above hindrances really resolved, we have an ambition of serving the society in launching a 24hr children TV channel in collaboration with other teams who have the desire to work in children and related issues”.

## **CHAPTER FIVE**

### **V. Summary, Conclusions and Recommendations**

#### **5.1 Introduction**

This chapter covers summary of the research findings. It also draws conclusions and makes recommendations. The objectives of the study were merely to examine the perception of parents on programs of children on television with specific reference to EBS channel and explore the challenges of “Ethiopsis” program producers at EBS in production of children television programs.

#### **5.2 Summary of the Study**

The study tries to find out the effects of “Ethiopsis” children TV program on parents in the selected five sub cities of Addis Ababa primary and kindergarten schools. The study focused on kinder garden and primary children parents who are almost 84 in number. The parents were purposely selected and guide to fill a questionnaire designed in three sections with nearly 21 questions in a Liker scale. The sections of the questionnaire include: background information of the respondents (gender, age, education level and livelihood of the parents), Nature of viewing, Perception about their children feeling and Parental control. And the finding revealed that; the majority of respondents were young and between 26-35 age. Also there were some parents with the range of 36-46 years of age. The study found out that there were more female respondents’ than their male counterparts in the study.

The data also indicated that the majority of the parents (42.8%) had a bachelor degree and more. This implies that most of the parents were educated and had the know-how of looking things attentively.

The major findings are presented as follows:

- ✓ Overall the analysis indicated that the parents’ mostly and attentively watch “Ethiopsis” program on EBS once and twice a week consecutively but the number of the parents who watch twice a week is great in number 47(56%) reported that they seriously watching the

program twice a week whether it is repeated or not. In addition to this, parents make discussions with their children after watching the program. As a matter of comparison nearly 18(21.5%) of the parents do not have the habit of discussing after watching “Ethiopsis” program.

- ✓ The statistical analysis indicated that contents of “Ethiopsis” program are encouraging on the minds of parents and they have positive perception towards the attractiveness of the program and it covers 69(82.1%) of the total population. Even the relevance of the concepts presented in Ethiopsis is not argumentative on the eye of parents. Although the number of children TV show is very few in the country, the first choiceness of the program is tangible. Generally, more than 60 parents are optimistic towards witnessing the entertaining parts of “Ethiopsis” show.
- ✓ The study has also attempted to find out importance and relevance of the program, the issue of children creativity, children language acquisition, ethics, children curiosity and parent-children relationship. The participants believe that the program is important to their children. Even though 21(25%) of the parents are skeptical on the role of the program in driving children to creativeness but still large number of the respondents assured the importance of the program in initiating children to creativity. On the other hand, the statistical analysis performed to measure the role of “Ethiopsis” towards children language acquisition verified that the children show has a contribution in supporting their children language acquisition. However, near to 30 (35.7%) of the parents expressing their neutrality, disagreement and strong disagreement on the issue. In addition, half of the parents exactly witnessed that Ethiopsis plays a great role in shaping children in a proper and good manner.
- ✓ The other indication approves that a large number of the parents strongly agree on the contribution of the program towards the development of their children reading and listening skill. Kids attentively heard the stories of “Ethiopsis” and react for that. Similarly, statistics indicated that the contribution of the program regarding to the improvement of parent-children relationship is high 61(72. 7%).In sum, under the issue of whether the program make children curious or not, parents supposed that their kids develop curiosity with the help of Ethiopsis TV show. Correspondingly some revealed their assumption skeptically.

- ✓ Parents genuinely responded that the program is simple and fit to their children. However, nearly 29(34.4%) of the parents are skeptical in terms of the consideration of the program towards Ethiopian life style. The parents also indicate their agreement on the appropriateness of the program transmission. Likewise, 82.2% of the total respondents revealed that the program is instructive. In sum, out of the total 84 respondents 62(73.8%) parents have a stand that “Ethiopsis” program honestly teaches them how to handle their children.
- ✓ The following points rose as a limitation of the program on the eye of the parents. “Ethiopsis” must teach children ideas like saving and importance of education, the film should be entertaining and educative, the program should also consider those of the children who are from low earner families, Ethiopian history and culture should narrate widely. Selection of music and repetition of the program are the other boring issues as parents revealed.
- ✓ The priority which is given to children TV program is a little bit low. Even those of the programs shown at the moment are not supported by facilities like what the children prefer and enjoy. Children program producers revealed that they need support and invest on children. To make this real government and other stakeholders must support those of the individuals working on children. The support can be expressed from amending the advertising proclamation on children program up to financial and professional aids.

## **5.2 Conclusion**

As established in the findings, the parents’ mostly and attentively watch “Ethiopsis” program on EBS. In addition, they mostly make discussions with their children after watching the program. The contents of “Ethiopsis” program are favorable on the minds of parents. Due to this they have a positive perception towards the attractiveness of the program. According to the respondents, the relevance of concepts presented in the program is not that much argumentative. However, parents also rose that the program has some limitations regarding to consideration of Ethiopian life style.

In connection to children preference of the program, parents revealed that “Ethiopsis” is chosen by their children on its entertaining parts, Initiation to creativity and supporting on language

acquisition. Concerning to the contribution of the program in shaping children moral and ethical values parents do believe that the program has an input.

This study illustrate that “Ethiopis” build up children reading skill and mostparents witnessed that the contribution of the program in the reading skill of their children is encouraging. In addition, “Ethiopis” children TV show on EBS has create a path regarding to the improvement of parent-children relationship and parents supposed that their kids develop curiosity with the help of the program. The parents’ tendency showing that the simplicity of the program to their children is unquestionable. Besides, children self-confidence and the program instructiveness are the other merits of the program on the eye of the parents.

But in terms of limitation, the program has gaps regarding on not focusing and considering those of the children who are from low earner families. The one who always publicized in the program are not kids from governmental schools or orphan schools. There is also a limitation in spreading Ethiopian history and culture, especially, at these moment children should learn a lot about their mother land and unity through different mechanisms. Because, it is clear that children are the future of this country. If it is not working on children, the destiny of the country is questioning. So that parents seriously suggested that “Ethiopis” program producers must strive even beyond this level.

The parents comment also indicated that “Ethiopis” should teach children ideas like saving and education. Children should aware about saving culture and the importance of education at this age level. And “Ethiopis” program do not raise this types of issues. Also the selection of film is to some extent argumentative according to the parents. In selection of films the program producers must be wise enough in considering the entertaining and educative parts of the film. Selection of music and repetition of the program are the other problem of the program. Yet again, some of the respondents complaining that Ethiopis only strives to promote its brand “Ethiopis” and the company. In other word the company is business-oriented only. On the other hand, parents indicated that Ethiopis do not work on serious children issues like; child labor, children harassment and rape, ideas of sanitation and health protection.

The fact that the government and other private organizations do not exactly support children television program activities. Even the interest to invest on children skills like reading and

ethical education is not something counted. Due to this the number of television children program is very limited in number across the country. Even those of the channels that have a children program do not prepare programs of entertainment and initiation. And this implies that priority is not given to children.

### **5.3. Recommendations**

The results of this research indicated that parents' mostly and attentively watch "Ethiopia" program on EBS. Based on the findings, the researchers suggest the following points as the key recommendations:

- ✓ It is possible to say that the number of children program in the country is below the expectation. Even if those of the channels widely promoted the western based programs. In a multi ethnic country like Ethiopia, there should be various children programs in different platforms and the issue of children never and ever be counted as something minor. So that stakeholders should support and look the issue seriously. "Ethiopia" should teach children ideas like saving and education, the film should be entertaining and educative,
- ✓ Children program producers should also consider the level of the program based the life style of the majority. Because, for children, what they see is mostly what they would like to be. In addition, an issue which is related to children like children labor, harassment and other related topics must be presented in artistic manner. Above all Ethiopian history and culture should portray in stories and other means of communication.
- ✓ As children program producers revealed, even they are not satisfied enough with the depth and approach of their children programs. though Television stations should facilitate a conducive environment for those of the individuals working on children
- ✓ Ministry of women and children affairs should strive in supporting children based issues lack of skilled and talented man power.
- ✓ It is better, if there is an amendment on the proclamation of advertising on Children's program with specific requirements. Because this may help to have numbers of children TV programs supported and sponsored by different organizations. And this may help us to evaluate even the contents and level of children program based on the life style of Ethiopia.

- ✓ Children program producers should take serious Caution in the translation of foreign films. Even it is better to show films of Ethiopia and tales of the country in the level of kids.
- ✓ In general, major stakeholders in the Ethiopian broadcast environment to take more seriously the issue of children's programming on television. The Ethiopian Broadcasting authority needs to formulate and enforce some guidelines that will ensure that broadcasters give priority to children's programming by producing and airing regular and quality children's programming at appropriate times Another way that broadcasting authority can help push forward the airing of good children's programs is to initiate a move of collaboration among the various television organizations for production of such programs which they can share for broadcast.

In this respect, the present study gives a good direction in the field of children television program for the concerned groups like high institution students, children program producers and other stakeholders to conduct an interdisciplinary research that deals with the topic in the future.

## REFERENCES

- Abel, A. (2005). *Audience Satisfaction with Ethiopian Television Evening Amharic Program*. Addis Ababa (unpublished)
- Bonnie, B. (2013). *Qualitative Research Methods in Media Studies*, London and New York, Routledge Group
- Boyce, C. and Neale, P. (2006). *Conducting in-depth interviews*, Watertown, Pathfinder International
- Bryant, J. and Oliver, B. (2009). *Media Effects* (3<sup>rd</sup>ed), London and New York, Routledge Group
- Daniel, E. (2018). *Perceived Effects of Kana TV Movies on Local Culture*, Addis Ababa, Unpublished
- Denzin, N and Lincoln, S. (1998). *Strategies of qualitative inquiry*, California, SAGE publications
- EBS. (2019). EBS TV. Retrieved from [http://en.wikipedia.org/w/index.php?EBS-TV-\(Ethiopia\)](http://en.wikipedia.org/w/index.php?EBS-TV-(Ethiopia))
- Espinosa, LM. (2002). Relationship and Play: Links to language and literacy. *Scholastic Early Childhood Today*.
- Festinger, D. Dematteo, D & Marczyk, G. (2005), *Essentials of Research Design and Methodology*, New Jersey, John Wiley & Sons, Inc.
- Fisch, M, S. (2004). *Children's learning from Educational Television*, New Jersey, Lawrence Erlbaum Associates Publishers
- Gachuru, F. (2012). *Effects of Television Programming on Preschool Children's Social Development in Westland District, Nairobi*, Nairobi, and Unpublished
- Gasula, S. (2017). *Assessing Coverage of Children's Issues on Oromia Tv*, Addis Ababa, Unpublished

- Gunter, B. and McAleer, J. (2005). *Children and Television (2<sup>nd</sup>ed)*, London and New York, Routledge Group
- Hanley, P. (2000). *The influence of TV advertising on children and teenagers*, London
- Hodzic, S. & Masic, I (2005). *Information Technology in a Global Society-the Effects of TV Violence on Children Aged 5-15*, Vol 13, N<sup>o</sup> 3, University of Sarajevo, Bosnia and Herzegovina
- Turow, J. (1985). The Effects of Television on Children: What the Experts Believe. *Communication Research Reports*, 2(1), 149-155. Retrieved from [http://repository.upenn.edu/asc\\_papers/36](http://repository.upenn.edu/asc_papers/36)
- Kothari, C, R. (2004). *Research Methodology (2<sup>nd</sup>ed)*, New Delhi, New age international (P) Ltd, publishers
- Kunkel, D. (2007). *The Effects of Television Violence on Children*, University of Arizona
- Kvale, S. (2006). *Dominance through interviews and dialogues*, Qualitative inquiry, Volume 12
- Lineberger, D.L & Chernin, A.R. (2003). Young children, parents, computers and the internet. *It & Society*,
- Luke, C. (1990). *Constructing the Child Viewer*, New York, Greenwood Publishing Group
- Ofcom. (2017). Children and Parents: Media Use and Attitudes Report. Retrieved from <http://WWW.ofcom.org.UK/research-and-data/media-literacy-research/children-parents>, section-2
- Montgomery, H. (2003). *Childhood in time and place*. Chichester: John Wiley.
- NCL, (2011). Retrieved from <http://reboot.fcc.gov/parents/Tv-and-parental-controls>
- Omotosho, Y, Oyero, O and Salawu, A. (2015). *Children's Programs on Nigerian TV stations*, Journal of Social Sciences and humanities, Vol 10, N<sup>o</sup> 1
- Patton, M. (1990). *Qualitative evaluation and research methods*. Beverly Hills, CA: Sage

- Pecora, C.Murray.P. J, and Wartella.A. E,( 2007).*Children and Television*, New Jersey, Lawrence Erlbaum Associates Publishers
- Rubin, A. (1994). *Media uses and effects: A uses and gratifications perspectives*, Media effects: Advances in Theory and Research, New Jersey: Hillsdale
- Schramn. W, Lyle, J and Parker, B. (1961).*Television in the lives of our children*, Stanford, Stanford University press
- Sharimin, M.I & Butterworth, D.M, (2002). Young children's collaborative interactions in a multimedia computer environment. Internet and Higher education.
- Singer, J.L, (1980).*The Power and Limitations of Television*, New Jersey, Lawrence Erlbaum Associates Publishers
- Tseganesh, M. (2009).*Audience Satisfaction with Ethiopian Television Amharic Children's Program*, Addis Ababa, Unpublished
- Tsion, I. (2008). *The Role Television can play in Early Childhood Development: An In-depth Investigation of Tsehai Loves Learning*. Addis Ababa (unpublished master's thesis)
- Zhao, B. (2013).*The Little Emperors' New Toys*, New York, Springer

## Appendix 1

### Parents' Questionnaire (English version)

Addis Ababa University

College of Humanities, Language Studies, Journalism and Communication

Graduate School of Journalism and Communication

Dear Respondents,

I am conducting a research entitled “*parents’ perception of “Ethiopia” children TV program: The case of EBS TV in Addis Ababa*”. The study aims to find out parent’s perception on programs of children on television with specific reference to EBS channel. This study will be successful only if you provide your honest answers to all of the questions. I assure you that all the information you give in this questionnaire will only be used for the purpose of the research and will be kept anonymous. Thus, you shall not write your name.

Thank You for Your Assistance!

#### PART -1

##### Personal Information of the parent

1. Sex M  F

2. Age 18-25  26-35  36-46  47 & above

3. Academic level No schooling  Primary  Secondary  Certificate  Diploma  Degree & above

4. Field of work private  public  housewife  other

Please indicate the sign “√” for your agreement or disagreement of the following questions raised below

Strongly agree	5
Agree	4
I'm not sure	3
Disagree	2
Strongly disagree	1

## 1. Nature of viewing

No	Statement	5	4	3	2	1
1.	I mostly watch Ethiopis program					
2.	I mostly watch twice of the program in a week					
3.	I make discussions with my children on the programs					
4.	The Contents of the program attract me					
5.	Concepts presented in the program are relevant to my children					
6.	The program is the first choice of my children					
7	“Ethiopis” is good enough in entertaining my children					

## 2. Parents anticipated Perception about children feeling

No	Statement	5	4	3	2	1
1.	Issues of the program are important and relevant to children					
2.	The program initiates children to creativity					
3.	The program really support children language acquisition					
4.	Ethiopis is supporting children to grow ethically					
5.	Ethiopis is supporting children reading skill					
6.	The program plays a great role towards children listening skill					
7.	Ethiopis improve parent-children relationship					
8.	The program makes my children curious					





**1. ፕሮግራሙን አንድ ዓይነት መለኪያ ታላቅ**

ተ.ቁ	መጠይቆች	5	4	3	2	1
1.	አብዛኛውን ጊዜ የኢትዮጵያ ፕሮግራምን እከታተላለሁ					
2.	በሰው ጥንቅቅ ላይ ጊዜ ለጊዜ ተጨማሪ ፕሮግራሞች አብዛኞቹን እከታተላለሁ					
3.	በፕሮግራሙ ዙሪያ ስራዎች ላይ ጋር እወያያለሁ					
4.	የፕሮግራሙ ደብዳቤ ብዙውን ጊዜ ይሰጡኛል					
5.	በፕሮግራሙ ላይ የሚነሱት ሃሳቦች በበቂ ሁኔታ ለልጆችን ያሳያል/ጠቃሚ ናቸው					
6.	ፕሮግራሙ የልጆች ተቀዳሚ ምርጫ ነው።					
7.	ፕሮግራሙ ለልጆቹን በበቂ ሁኔታ የሚያስደስት ነው					

**2. የህፃናት የፕሮግራም አተያይ**

ተ.ቁ	መጠይቆች	5	4	3	2	1
1.	የፕሮግራሞቹ ርዕሰ ሃሳቦች ለህፃናት ጠቃሚ ናቸው እንደሚሆን አስረዳለሁ					
2.	ፕሮግራሙ ህፃናት ለፈጠራ እንዲነሱ የሚያደጋጋው					
3.	ፕሮግራሙ የህፃናትን የቋንቋ ለመዳደር ያግዛል					
4.	ፕሮግራሙ ህፃናት ስነ ምግባር ይዘው እንዲያድጉ የሚያግዛል					
5.	ኢትዮጵያ ስለህፃናትን የጥናት ስራዎችን የሚያግዛል					
6.	ህፃናትን ጥሩ አዳማ ጭን ያደረገው ፕሮግራም እያገዛል					
7.	ኢትዮጵያ ስለሚገኙ ልጆች ጥናትን የሚያሻሽልኝ					
8.	ፕሮግራሙ ለልጆቹ ጠያቂ እንዲሆኑ አድርጓል					

**3. የቤተሰብቁጥጥር**

ተ.ቁ	መጠይቆች	5	4	3	2	1
1.	ፕሮግራሙ የሚተላለፍበት አቀራረብ ቀላልና ለልጆች የሚመጥን ነው					
2.	የፕሮግራሙ ጭብጥ ከኢትዮጵያ አድናቆት ጋር የተገናኘ ነው					
3.	ፕሮግራሙ የህጻናትን በራስ መተማመን የሚጨምር ነው					
4.	ፕሮግራሙ የሚተላለፍበት የአድራሻ አገልግሎት አመቺ ነው					
5.	ፕሮግራሙ ልጆቹን የሚያዝናና ተቻሳይ ሆኖ አስተማሪ ምንጭ ምርት ነው					
6.	ፕሮግራሙ ልጆቹን የያዘ ልጆቻቸው ለውጥ ማድረግ እንዲችሉ ይረዳል					

1. በጠቃላይ ሌሎች በኢትዮጵያ ስለህጻናት ፕሮግራም ዘረዘራዎች ላይ ለውጥ የሚያስፈልጉትን ሃሳብ ካለ

---



---



---



---



---



---



---



---



---



---

---

---

## **Appendix 3**

### **Interview Questions for Children Program Producers**

#### **Addis Ababa University School of Journalism and Communication**

##### **Interview Guide Questions Address to Ethiopis program producers**

1. What is Ethiopis mean?
2. Why you give this name to the program?
3. How is this program important to children?
4. What contribution has Ethiopis play in children program sector?
5. What challenges Ethiopis program facing?
6. What is the most challenging part of producing a children TV program?
7. How do you explain the contents of Ethiopis program? Why?
8. What are the audience feedbacks regarding to the program?
9. Have you get any support from stakeholders?
10. What is the overall plan of Ethiopis program? If so how did you get about it?
11. What factor is influencing the success and failure of the program?