

**THE ROLE OF ETHIOPIAN RADIO AND TELEVISION AGENCY IN
DISSEMINATION OF HIGHER EDUCATIONAL INSTITUTION
RESEARCH FINDINGS**

By:

Fekadu Fentie

**A THESIS SUBMITTED TO SCHOOL OF GRADUATE STUDIES
INSTITUTE OF EDUCATIONAL RESEARCH AND DEVELOPMENT**

**PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTERS OF ART IN EDUCATIONAL
RESEARCH AND DEVELOPMENT**

ADDIS ABABA UNIVERSITY

ADDIS ABABA, ETHIOPIA

JUNE 2013

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Acknowledgements

First and for most I would like to express my deepest sincerity and respectful gratitude to my advisor professor Derebssa Dufera for his unreserved comments from the initial topic selection till to the final draft.

I would like to extend my heartfelt gratitude and appreciation to my brothers Ermias Atnafu and Ayanaw Fentie. They were helping me to realize my dream. I have no words to express about their unlimited love and help.

My deepest and warmest gratitude also goes to my friend engineer Bisrat Derebssa for his invaluable moral support.

Finally, I would like to Thank God (Jesus).

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Acronyms

ERTA - Ethiopian Radio and Television Agency

HEI's - Higher Educational Institutions

MoE- Ministry of Education

TV - Television

AAIT - Addis Ababa Institute of Technology

Abstract

Dissemination of research findings is an exciting part of a research process. Researches' are usually done to solve societal problems. To accomplish this task, they have to be disseminated to a wider community and policy makers timely. Nonetheless, literatures indicate that most of Higher Educational Institutions' (HEIs') research findings in Ethiopia are shelved. Hence, this study focuses on the role of Ethiopian Radio and Television Agency (ERTA) in disseminating of HEIs' research findings. The research was carried out through a combination of quantitative and qualitative methods supported by document analysis. For the quantitative analysis, 100 journalists and 103 HEIs researchers were selected by systematic and stratified sampling technique and questionnaires were distributed to them. Using purposive and convenience sampling techniques, 10 key informants, state minister for Higher Educational Institutions at Ministry of Education (MoE), president of Wollega university and president of the consortium of public universities, director for research & technology transfer at Addis Ababa Institute of Technology (AAiT), three policy makers, two ERTA higher officials (news & current affairs deputy director general and educational programs deputy director general), and two business owners were identified for the qualitative analysis. The findings of the research revealed that ERTA is not playing its role in dissemination of HEIs' research findings, there is no close relationship between ERTA and HEIs and ERTA journalists have limitation of knowledge to report HEI's research findings well. Then, the researcher recommended that strong tie to be established between ERTA and HEIs and ERTA to revise the weekly Radio and Television program guidelines so that rooms will be provided for dissemination of HEIs' research findings. HEIs' also should provide sustainable short term trainings to ERTA journalists to build their capacity to report research findings in a proper way; researchers should do practical researches which can address local problems and they should plan and allocate budget to disseminate valuable research findings through ERTA. Whereas Policy makers push and convince ERTA's higher officials to disseminate HEIs research findings and they should convince MoE to allocate considerable budget to HEIs that helps them to do more valuable research and to disseminate the findings through ERTA.

ChapterOne

1. Introduction

1.1 Back Ground of the Study

Being engaged in research can be an exciting and rewarding endeavor. Through research, scientists attempt to answer age-old questions, acquire new knowledge, describe how things work, and ultimately improve the way we all live (Geoffrey, etal, 2005, p.26).

Research in Higher Educational Institutions(HEIs) shall be under taken not only for reasons of scholarly prestige or for economic considerations but also as part of the overall renewal and development of learning , teaching and public service activities (Teshome ,2004).

Thus, the research should be disseminated in order to achieve the above mentioned goal; otherwise it is worthless. Karla Hahn, etal (2009), also argued that without effective and ongoing dissemination of knowledge, the efforts of researchers and scholars are wasted.

Paul M Wilson, etal (2010) stated that any research which results in useful knowledge must be disseminated. This includes making the knowledge available or accessible. In some circumstances, particularly where the charitable aims go beyond the advancement of education, knowledge acquired as a result of research can be 'disseminated' through the practical application of the research results where this is done for the public benefit.

Research dissemination has a long history and, with it, our understanding of how to transfer knowledge, builds skills, and improves capacities of the wider community. One thing we have learned is that, giving people reliable information based on research is very likely to influence their actions. If research results are not easily accessible and usable by those who need them most (i.e., policy makers, farmers and their families, service providers, sponsors, and other researchers,), they are of limited practical use.

Research dissemination can be through journals, proceedings, seminars, webinars, newsletters and web sites. However, the researchers consider what methods and channels might be used to bring research finding directly to end users or partners. Researchers should consider all of these

channels to ensure that the widest possible audience is exposed to their research findings in ways that are both accessible and easy-to-use.

World Bank (2002), reach (accessible) refers to the audience; how much access do people have to print, electronic or broad cast media? Media with reach have relevance for and bring news to most of the population .The effect that the media have on societies depends to a large extent on whom they reach.

Andrew Boyd (2001) indicated that broadcasting is the most pervasive, powerful means of communication in the world. In many places with high levels of illiteracy or poverty, the only access to news and information is by word-of-mouth, or Radio. Radio is certainly the more authoritative. In more developed areas, Television has replaced radio as the most trusted and main source of news. In addition to news, broadcasting provides education and entertainment; in Western societies like the UK, people spend an average of 24.4 hours a week watching television and 23.9 hours listening to radio. Whoever controls access to so much viewing and listening, and whoever controls the content of what is being watched and heard is in a prime position to influence the way in which viewers and listeners see the world and their attitudes toward their own and other's cultures.

Karla Hahn, etal, (2009), also emphasizes that researchers and Higher Institutions turn their face to disseminate their research findings to the new broad cast and digital technology.They stated that:

"Traditionally, universities have relied largely on formal publication systems to ensure dissemination and their critical function in vetting new scholarship, but fast media communication technologies have opened the door to an additional and broader range of dissemination possibilities and have generated entirely new forms of content that must be shared."

Dissemination of research findings through mass media also opened an opportunity to communicate the researchers and policy makers to facilitate the implementation process of findings. Even policy makers may not understand the research simply as it is, but if the research findings are disseminated through Radio and Television, the researchers and journalists try to simplify technical jargons.

Rob Stephenson, et al (2002), conducted the study in Malawi, Tanzania, India and Pakistan. Their findings indicated that policymakers might not fully understand how to use research to support policy formation. They noted that policymakers might not have the ability to evaluate the quality of a research study or to interpret research findings, thus experiencing difficulties in translating research findings into policy action. This may lead to the failure to incorporate research into policy or to extraneous conclusions drawn from research results.

Researchers can use mass media to disseminate their research findings to address the wider community because mass media has a potential effect even to reach in the remote area of the given country. World Bank (2002), pointed out that media are important for human development, bringing health and education information to remote villages in countries. Birara (2001, p.89) also clearly indicated that media uses man made devices, so refined to help man overcome a number of his limitations, it is more vividly and more remunerably.

Obviously, media includes newspapers, magazines, recordings, radio, television and internet .But in the context of Ethiopia the proper way to address the wider community is Radio and Television. This is because most of the societies have not basic education that they enable to read magazines, newspapers or browse internet. Also the present coverage capacity of Radio and Television is reached (i.e., 96 and 70 Percent) respectively. So, it is broader than newspapers, magazines, and internet.

In view of that this study was conducted to find out the role of Ethiopian Radio and Television agency (ERTA) in disseminating research findings. Historically, Ethiopian Radio and Television Agency has political, economic, and social influence within the society. The government used it as a means to communicate its ideology, a number of decrees, legislations, and election debates, important political, economic, and social meetings broadcasted through it. By the same taken, ERTA should also be used for the disseminating research findings to the wider community. In the Ethiopian context, the simplest way to disseminate the higher educational institution research findings to the wider community is via Radio and Television. Thus this study was carried out to assess the extent to which ERTA plays its role in disseminating the HEIs' research findings.

1.2 Statement of the Problem

In Ethiopia, there are more than 31 governmental Higher Educational Institutions. Those HEIs having three basic responsibilities; teachings, community services and conduct basic and applied research. Accordingly, a number of researches have been conducted by students, teachers and other academic staffs.

Meaningful knowledge has always been emanated from research. If the result of research findings are properly communicated to policy makers, it has the power to shape a given country policies and actions. However, there is doubt that most of the research findings which are done by HEIs are not disseminated timely and properly to the appropriate audiences.

In this regard Derebssa (2004, p.95), pointed out that until recently research reports have tended to remain on book shelves, unread and untouched by policy makers, other researchers or practitioners.

Some researchers, of course, tried to disseminate their research findings through journals, seminars, webinars, proceedings and newsletters. But this way of dissemination considers only the academic society by ignoring the wider community. Moreover, it is expensive, time consuming, do not address the whole society, and do not give a considerable chance for all academicians.

Actually, the society directly or indirectly contributes to each research findings which are done either for academic purposes or other purposes. Hence, the society need and deserve the reward of their contribution. The dissemination of research findings should consider those wider communities in order to bring the real change in their life. Traditional way of dissemination of research findings through journals, proceedings and seminars do not effectively address those wider community so, the researchers should find the other and better channel to disseminate their research findings.

This study tried to show why Radio and Television are the proper channel in addressing the wider community in developing countries in general, in Ethiopia particular. This is because Mass Media has a potential force in the social environment and allow to researchers not be confine their findings within the institution.

Research dissemination through journals focuses the academic society by ignoring others. Even its literature and writing system is technical and vague for the ordinal society .But when research findings presented through Radio and Television, researchers and journalists try to use simple words by considering the wider community as much as possible(Winston Jumba Akala,(2004), Sylvia Biraawa Nakabugu ,(2010).

International experiences indicated that Radio and Television are one of the supplementary channels to disseminate the research findings. Particularly Uganda, Malaysia and some other eastern Africa countries used the medium to disseminate the Higher Educational Institution research findings to inform their peoples and policy makers (Sylvia Biraahwa Nakabug, 2010), (Salleh Hassan, 2011), (Lucy Atim, 2010).

Policy makers and people always complained about the poor research finding dissemination of the Higher Educational Institutions. Most academicians, after they conducted their research, do not give much concern whether the research findings reach to policy makers or not. May be this problem happened due to lack of the means to disseminate their research findings. As we know academic journals give little chance to the academicians to publish their findings well. Thus this study aimed to indicate other options to the academicians to disseminate their research findings.

Thus, this study mainly emphasized whether Ethiopian Radio and Television Agency played its role to disseminate the higher educational institution research findings timely, properly and plentifully; whether ERTA give a considerable time to disseminate the higher educational institution research findings; Whether ERTA journalists have technical knowledge to report the research findings properly, and whether ERTA established workable relationship to the higher educational institution or not.

Many studies have been conducted in the role of ERTA. Most of the study focused on its political and Entertainment role. Some of them were focused on the role of ERTA in entertainment- education, awareness creation with regard to HIV and other similar issues. However, no single study had been conducted whether ERTA plays its role in dissemination of research findings or not. Thus, this study has tried to find out the untouched part of the role of ERTA in dissemination of the higher educational institution research findings.

1.3 Objective of the Study

1.3.1 General Objective

The main objective of this study was to assess the role of mass media in the dissemination of the higher educational institution research findings, particularly, in the selected Ethiopian radio and television agency.

1.3.2 Specific Objectives

The study has the following specific objectives:-

- ✓ Examine the role of ERTA in dissemination of HEIs' research findings.
- ✓ Examine what relationship between ERTA and HEIs exist in the dissemination of research findings.
- ✓ Examine the capacity of ERTA staffs to disseminate HEIs research findings.
- ✓ Find out the major obstacles faced by ERTA in disseminating research finding of HEIs
- ✓ Examine whether Radio and Television can be the supplementary channels to disseminate research findings.
- ✓ Come up with workable recommendations that help Ethiopian Radio and Television Agency in the dissemination of HEIs' research findings.

1.4. Research Questions

- How do researchers and journalists perceive about the importance of Radio and Television as the means for research dissemination of findings?
- How much coverage do Ethiopian Radio and Television Agency give to the dissemination of research findings of HEIs'?
- Does dissemination of research findings through Radio and Television motivate young researchers?
- Are there any hindering factors for research findings dissemination through the Ethiopian Radio and Television?

- Is there working relationship between Ethiopian Radio & Television Agency and Higher Educational Institutions with regard to the dissemination of research findings?
- Do the journalists of ERTA have technical knowledge to report about HEIs research findings?

1.5 Significance of Study

Theoretically:-This study will give a clear picture about the role of Ethiopian Radio and Television Agency in the dissemination of higher educational institutions research findings.

Practically:-This study will benefit academic institutions, ERTA, young researchers, policy makers, and peoples in general. This study will be expected to indicate how Radio and Television are important to disseminate the Higher Educational Institutions research findings to the wider community.

According to the establishment proclamation of ERTA no.59 of 1968 and revised no.114/1995, one of the priority objectives of ERTA is to educate people. One way to educate the people is by disseminating the higher educational institutions research findings. So this study helps ERTA to play its own role in this regard.

Generally this study has the following significance:-

- This study will indicate supplementary way for the academicians to disseminate their research findings.
- It will help ERTA to identify its gaps in the area of the dissemination of the higher educational research findings.
- It will help ERTA to indicate the possible solution of how to overcome its gaps with regard to dissemination of research findings.
- It will help ERTA to establish a workable relationship with Higher Educational Institutions based on the recommendations.
- It will enhance the dissemination of shelved research.
- It can be used as an initial point to scholars who are interested researcher in the area.

1.6. Limitation of the Study

The researcher used five year ERTA audio and video documents alongside questionnaires and in depth interviews. So, because of ERTA's poor documentation system one and two months from each year of audio and video documents is not included from the analyses.

1.7. Delimitation of the Study

The scope of the study was delimited to Ethiopian radio and television agency and dealt with the role of it in dissemination of higher educational institutions research findings. The study focused on the needs, problems and possible recommendations to it. Thus this study limited only the role of ERTA in dissemination of research findings, not include the entertainment or other part of ERTA program.

1.8. Operational Definition of Key Terms

All terms presented below are defined based on the context of this study.

- **Broadcast:** for the purpose of this study broadcast is the dissemination of research findings through ERTA.
- **Radio:** Radio is a device which converts electromagnetic waves into sound waves. The information may be entertainment or education. For this study Radio means "Ethiopian National Radio.
- **Television:** Television is an electronic system of transmitting brief images of fixed or moving objects together with sound. For the purpose of this study television mean that Ethiopian National Television.
- **Research:** Research is defined as the creation of new knowledge or the use of existing knowledge in a new and creative way which is done by higher educational institutions.
- **Research Dissemination:** Research dissemination is broadcast of research findings on a large scale to make it reach a wide audience.

- **Journalists:-** Journalists or reporters are persons whose job is to collect and write news stories and programs for ERTA
- **Young and Senior researchers:** - academicians who teach at A.A.U. in the case of this study.

1.9. Organization of the paper

The paper is divided into five chapters. It begins with the introductory chapter, which gives an overview of the importance of research and research finding disseminations. Chapter Two presents a review of related literature where various international experiences and the importance of dissemination of research findings through ERTA extensively discussed. In Chapter 3, the research methods and procedures are presented. Chapter 4 presentation and analysis of quantitative and qualitative data Chapter 5 is summary of findings (conclusion) and suggested remedies (recommendations).

Chapter Two

2. Review of Related Literature

2.1. The Role and Power of Mass Media

You wake up and turn on the radio, then open your local newspaper to see what has been happening in the world. During breakfast you turn on the television to catch a few minutes of the morning news shows. Before heading off to work you check your e-mail on the Internet. On the bus to work you listen to the local radio station on your Walkman, looking out of the window at a few outdoor billboards on the highway that you pass by. In that brief time span, you have been immersed in the world of media (Helen Katz, 2003, p.1).

The effect of Mass Media are an immense since from the beginning till to now .When we talk about mass media, immediately Radio, Television and newspaper came in to our mind. Helen Katz (2003, p.2) stated that the media can be very broadly divided into two types, print and electronic. Print media include magazines and newspapers, whereas electronic media include radio, television and the Internet.

According to Deepak Nayyar (2007, p.85) poster, brochure, book, radio, TV, internet, cinema, and theatre are considered as mass media.

Actually, the term mass media was coined in the 1920s with the advent of nationwide radio networks and of mass-circulation newspapers and magazines. During the 20th century, the advent of mass media was driven by technology that allowed the massive duplication of material at a low cost. Physical duplication technologies such as printing, record pressing and film duplication allowed the duplication of books, newspapers and movies at low prices to huge audiences. Television and Radio allowed the electronic duplication of content for the first time (IBID p.88).

The development of mass media has going to be side by side with the development of technology. Gareth Locksley (2009, p.1) stated that the first printed book dates from 686 in China. The Gutenberg press, using the new technology of movable type, started printing in 1453. The first English language newspaper, another new media appeared around 1620. The 19th

century saw numerous advances with the inventions of the telegraph, telephone, phonograph, cinematography, wireless telegraph, and loudspeaker, each of which separately added new media. Many of these inventions converged in the 20th century to transform the media. In 1920, KDKA of Pittsburg became the world's first private commercial radio station; in 1925 the British Broadcasting Corporation (BBC) was broadcasting radio throughout most of the United Kingdom; and by 1935 half of U.S. households had a radio. The BBC began so-called high-definition television (TV) broadcasts in 1936; cable TV was introduced in the United States in 1948; and in 1962 Telstar began transmitting trans-Atlantic images. Since then, mobile phones, microprocessors, Dolby noise reduction, Pong, audio cassettes, desktop computers, the Cable News Network (CNN), compact discs (CDs), laptop computers, pay-per-view, the World Wide Web, online databases, CD-ROMs, high definition TV, DVDs, MP3s, user-created content, and podcast have assumed roles in the live and recorded media landscape. The transformation has created major new industries and social activities which indicates the direct contributions of the media to development.

Susan Smith and John Allen, (2010, p.5) also pointed out that technological advances across all forms of media are bringing about a revolution. The latter half of the twentieth century saw an explosion in the communication industry. Personal computers, satellites, cable television, cell phones, digital and high definition television, DVDs and the World Wide Web are just a few of the technologies that have become closely associated with new media. It has been a true revolution in the communication industry.

This growing of mass media industry effects has been also broadened across time. Now the roles of mass media are beyond in providing information and entertainment. It also plays a very vital role in educational development. Mass media are the main means of educating the society irrespective of color, sex, geographical, sociological, economical diversities. It is prove as an important means for the education to all as well as the cheapest and quickest means of the education for the people.

According to Nabi Bux Jumani (2009) stated about the contribution of mass media, particularly broad cast media to the educational system; in both formal and non-formal education. In formal education, media can provide instructions, can supplement the classroom lessons, and can be used for upgrading the knowledge of teachers. They are also being used for vocational and

higher education. In a non-formal context, the media can provide fresh information and knowledge to the rural communities where, in most cases, no other sources of information are available. They can help in literacy campaign by motivating the general public, by encouraging the individual learner, and by providing the actual literacy instructions, the most important in community development efforts.

Thomas L. McPhail (2009,p3) noted that development of mass media in communication is the process of intervening in a systematic or strategic manner with either media (print, radio, telephony, video (television), and the Internet), or education (training, literacy, schooling) for the purpose of positive social change. The change could be economic, personal, as in spiritual, social, cultural, or political.

Elizabeth M. Perse (2001,p.1) made clear point out that media effects covers knowledge gain and distribution throughout society, diffusion of innovations, socialization to societal norms, and institution and cultural adaptations and changes.

Thomas L. McPhail (2009, p.33) also affirmed that more recently a major movement to combine media and social change has emerged. Many countries are plagued with problems such as disease, particularly HIV/AIDS, hunger, illiteracy, poor family planning, domestic violence, poverty, etc. To combat these major issues several countries have turned to various media to teach the public different ways of conducting themselves in order to bring about the changes that are needed to improve their society. The concept of using media to push for social changes is referred to as entertainment-education. According to him entertainment-education is the process of purposely designing and implementing a media message to both entertain and educate, in order to increase audience members' knowledge about an educational issue, create favorable attitudes, and change overt behavior. It seeks to capitalize on the appeal of popular media to show individuals how they can live safer, healthier, and happier.

Joseph Turow (2009, p.21) divided the role of media in to four, Such as Enjoyment, Companionship, Surveillance, and Interpretation.

Enjoyment: - *Mass Media* provides news stories, daytime talk show, sports, and primetime dramas can ignite everyday talk with friends, relatives, work colleagues, and even strangers. In this way, the media provide us with the enjoyment we seek as a basic human need

Companionship: - Mass media bring pleasure to the lonely and the alone. A chronically ill hospital patient or a home-bound senior citizen may find companionship by viewing their favorite sports teams on TV, or listening to the music of days gone by on the radio.

Surveillance: - Mass Media provides information about what is happening in the world around us. Many people are interested in knowing what is going on in the world beyond their immediate neighborhood.

Interpretation: - Many people's not only want to know what is going on, but also why and what, if any, actions to take. We may read newspaper or watching television or listening radio to gain additional information beyond the actions.

In general, mass media always has been playing the critical role in providing information in this global world. Whether it covers political, educational, social, cultural or economical issues, we can obtain the latest information with the help of mass media. Even, it plays central role in everybody's lives today and it has big impact in each and every one decision making process, be it social, political, economic or education.

Elizabeth M. Perse (2001, p.1) noted most commonly mentioned intended media effects, such as the effects of advertising on purchasing, the effects of political campaigns on voting, the effects of public service announcements on personal behavior and social improvement, the effects of propaganda on ideology, and the effects of media ritual on social control and the impact of media images on the social construction of reality.

2.2. Role of Radio in Dissemination of HEIs' Research Findings

In Africa, where the current journal system manifestly does not work for the effective dissemination of African research knowledge, there is an opportunity for policy makers to explore new and different ways of using the increased potential offered by digital media, by using interactive forms to disseminate research knowledge and reach a variety of audiences. Given the limited reach of African journals in the current system, the potential for Africa to leapfrog technological gaps is therefore a real one; in fact this might be an imperative rather than an option (Eve Gray, 2007).

One of the digital media is Radio. Radio is a powerful mass medium used in education for disseminating information particularly in the rural area, imparting instruction and giving entertainment. It spreads information to a greater group of population thereby saving time, energy, money and man-power in an effective way.

Ani and SA Baba (2009) confirmed that Radio cuts across the literacy barriers required in books, newspapers, journals, bulletins, and pamphlets. It in real meaning often does not require higher educational qualification or back ground to be effective. Even the pastoralists who are often physically inaccessible and who live in low population densities can be mobilized at the same time with Radio anywhere without necessarily interfering with their daily activities at homes or in fields.

Stuart Allan (2010, p.160) made clear point out that Radio remains the most pervasive medium with the greatest potential for participatory communication strategies. This is first and foremost due to its low cost and accessibility to illiterate populations, particularly in rural areas.

Gareth Locksley (2009, p.2) also stated that in the developing world, especially in rural areas, Radio (including community Radio) and TV hold the primary roles, particularly where literacy is low. Traditional radio and TV will continue to be the most effective ways of delivering high-quality information on issues such as health care and education, and of debating issues of general interest and promoting a culture of peace.

Radio, based on the above description, it has a potential to disseminate the Higher Educational Institution research to the wider population instantly. It creates an opportunity to address the people who live in the rural area that they cannot read and write and even it is important for the academicians who have not an access to ICT, journals and libraries. This is because due to its accessibility. Radio could found its place everywhere whether it was a field, a school, a kitchen or everywhere.

Panos Eastern Africa's " experience reveals that the electronic media can be an effective way of communicating research that increasing the uptake and knowledge of research in the public domain (Lucy Atim, 2010).

Panos Eastern Africa is nonprofit organization working in the East and greater horn of Africa. Panos Eastern Africa in partnership with Panos London has worked to promote research communication through strengthening links between journalists and researchers. This is experience built over the last six years addressing various subject areas such as sexual and reproductive health, tax and governance, economic growth and poverty reduction among others. This organization believes that most of researchers often do not see communication as a critical part of their work. Researchers glory in their names written on high profile publications even if these publications never leave the shelves of research institutions. So the aim of the organization is to build a strong relationship between researchers and journalists to enhance the dissemination of research findings through electronic and print media (ibid).

Nancy George (1993) clearly acknowledged that the mass media were considered as magic multipliers of the development benefits in the third world nations. Administrators, researchers and field workers sincerely believed in the great power of the mass media as harbingers of modernizing influences in the public. Particularly, it can be used to diffuse scientific innovations, (research findings) and development information easily and effectively to passive audiences.

Beyond scientific research, agricultural research which is done by the Higher Educational Institution can be disseminating effectively through Radio. Sylvia Biraahwa Nakabugu (2010, p.1) stated that:-

"Over two billion people live in rural areas of developing countries. In Africa, most agricultural communities live in rural areas. In these rural areas one finds that there is a direct relationship between agricultural and rural development. This comes about by the fact that most people in rural areas depend on agriculture for their livelihood. Therefore there is needed to keep the communities informed of what is happening in and around them in order for them to adapt to varying situations. In this breath, radio has forever time stood out as a major dialogue initiator, temperament respondent and untiring arbitrator. The link therefore between radio, the rural community, agriculture and development cannot be over emphasized."

Even there is a gap exist between researchers and farm users. A lot of findings from the research institutions and laboratories are not used by farmers. Research information on improved seed

varieties, better farming techniques, post-harvest handling and marketing are not used by farmers either because the information did not reach them, either because the implementation of the received information is not clear. The gap between the researcher and the farmer is even wider in the rural areas; large distances separate researcher from rural farmer. Other barriers like language and diversity of cultures also come into play making it even more difficult for the research information to reach the intended audiences (ibid, p.1).

The existing gap between the higher educational researchers and farm users can be solved by using radio. O.j. Okwu , A.A. Kuku, J.I. Aba (2007) pointed out that Radio is one of the broadcast medium which almost all experts identify to be the most appropriate for rural emancipation program. It beats distances, and thus has immediate effect. It has been identified as the only medium of mass communication the rural population is very familiar with. This is because a radio set is cheap to obtain and is widely owned in the rural areas. Ani and SA Baba (2009) also stated that mass media serve as a veritable instrument for information dissemination in agriculture. Its methods in agricultural information dissemination generally, are useful in reaching a wide audience at a very fast rate. They are useful as sources of agricultural information to farmers and as well constitute methods of notifying farmers of new developments and emergencies. They could equally be important in stimulating farmers' interest in new ideas, innovations and practices.

John Herbert (2011, p.217) argued that Radio is by far the most utilized news medium in Africa. You don't have to know how to read or write in order to make sense of the broadcasts of ideas, innovations and practices. Radio crosses borders, travels vast distances. It is an affordable and effective way for a community to share information on the local level.

The other point here is that research findings done by the higher educational institution can be change the overall development of the rural area since properly disseminated the research findings through radio. Nabi Bux Jumani (2009) noted that the utility of Radio as a media of information transfer for assisting development in particular rural development has been established worldwide. It has the unique distinction of being the first major electronic technology to be introduced to the largely illiterate rural population in early sixties. Radio was seen as a source of information through mass bulletins and radio talks especially geared towards the rural

masses. Its effect is change in the attitudes, beliefs and traditional ways of the thinking of the villagers and to remove illiteracy, superstitions and misconceptions in rural areas.

Stuart Allan (2010,p.165) clearly indicated that Radio has been used in developing countries for various kinds of education....Particularly, the agendas focus on problems of agriculture, rural development, education, innovation, self-government and literacy.

In general, dissemination of research findings through Radio is one of the advantage over journals ,proceedings, newsletters and seminars because it addresses the wider community instantly including the academicians who live in rural areas and the people who have no skill of writing and reading. Also it is cost effective and reduces the burden and time of policy makers from attending seminars and refers written journals. Sometimes even, policy makers face difficult to understand what the journal says because of technical jargons.

Rob Stephenson and Monique Hennink (2002, p.11) noted that Many policymakers reported difficulties with the format and style in which research outputs were presented. Research reports were often written in an academic style using technical language, and include complex statistics that are difficult to understand. Policymakers stated that research outputs were often too lengthy and that concise.

However, when research findings disseminate through Radio journalists, they should use simple words in considering the public who have no knowhow about technical jargons. They report well-structured with an executive summary of the key findings that are more appropriate for policy makers and wider community. By then stimulate the reluctant policy makers to give an emphasis about the research findings.

Alister Scott (2002) stated that mass media (Radio) is a key tool for achieving direct research dissemination to the public but it is also useful for forcing reluctant official bodies to pay attention research findings.

Hence, Radio is very important to disseminate the Higher Educational Institution research findings. Because of its popularity, availability, and low cost. It is also a convenient and practical medium to use it to research dissemination for developing countries like Ethiopia.

Problems of Africa including Ethiopia are political, economic and social issues. The Higher Educational Institutions also discover in their research all those aspects. So the mass media should give a considerable time to all those issues to influence policy makers. Lucy Atim,(2010) also noted that Ultimately all research is for the public good. The mass media raises the debate necessary for research to influence pro-poor policies, and task policy makers to consider using research to influence policy decisions.

2.3. Role of Television in Dissemination of Research Findings

Television viewing in developing countries is growing rapidly and has great scope for timely research and action. Generally, electronic mass media can motivate, stimulate, sell ideas, induce belief, create and change attitudes positively (Anil and SA Baba, 2009).

Television means broadcasting the transmission of visual images, generally with accompanying sound, in the form of electromagnetic waves that when received can be reconverted into visual images (Joseph Turow, 2009).

Like radio, Television has contributed to breaking the literacy barriers. Jennings Bryant (2002,p.44) made clear point out that transcending historic barriers of literacy and mobility, television has become the primary common source of socialization and everyday information.

Stuart Allan (2010, p.362) also affirmed that despite the astonishing growth of the internet worldwide, television remains the most global and powerful of media. Its imagery crosses linguistic and national boundaries with relative ease, making it the most important purveyor of public information. This is particularly so in developing countries, where large sections of the population cannot read or write.

Here, we can understand one big idea, which is the Higher Educational Institution can be addressed the rural societies by breaking literacy barriers since they disseminate their research findings in using this magic media.

Sandra, M. Nutley, Isabel Walter and Huw T.O. Davies (2007, p.135) avowed that alternative media have also been used to disseminate research. The use of audio(video) tapes to keep social care staff up to date with latest findings from research. It summarized existing research in key

area and proved an accessible and cost effective method of disseminating research based information.

Television offers us a wide range of valuable content and researchable ideas that serves many purposes in our daily lives. TV is vital medium today. It can contribute positively to the dissemination of research knowledge's for public in general, for illiterate groups in particular. It will continue to have a strong influence for many years to come.

Hanno Hardt (2004, p.114) noted that since television remains the most popular source of identification of people and events, and because it is also the most affordable and therefore by necessity the most desirable medium, its impact on public knowledge is significant.

Jennings Bryant and DolfZillmann (2002, p.43) also stated that Television is the source of the most broadly shared images and messages in history. Its consequences are increasingly felt around the globe.

In USA survey study was conducted in 2005. The study shows that people in America spend about 2300 hours with media more than 1000 of those hours come from watching television (Arthur Asa Berger, 2007, p.13).

All this indicates that the dissemination of the Higher Educational Institution research findings through Television has an important to influence policy makers and the intended users. This is because as Hanno Hardt explained in the above, its impact on public knowledge is significant. That is why UNESCO (United Nation Education, Science and Culture Organization), give an emphasis using Television in dissemination of scientific and related knowledge around the globe.

Thomas L. McPhail ((2009, p.57) clearly indicated that UNESCO's Communication and Information Sector (CIS) was established in its present form in 1990 and promotes the free flow of ideas by word and image. The sector provides the secretariats for two intergovernmental programs: the International Program for the Development of Communication (IPDC) and the Information for All Program (IFAP). The benefits of knowledge and technology are not available to the large majority of the world's population. The main objective for UNESCO is to build a knowledge society based on the sharing of knowledge and incorporating all the socio-cultural

and ethical dimensions of sustainable development. Some of its priorities in this field education, science, and culture.

The other importance of the dissemination of the higher educational institution research findings through Television is its coherence. The viewers have a common understanding about the report of the findings which are presented by researchers or journalists.

Jennings Bryant and Dolf Zillmann (2002,p.44) stated that Television is a centralized system of storytelling. Its programs bring a relatively coherent system of images and messages into every home.

Today, thanks to the mobile technology, we can also watch Television everywhere through this miniature device easily. Susan Smith and Allen Hendricks (2010, p.173) noted that now we can watch almost anywhere using a mobile device like a cell phone or digital media player. So, we can now watch Television on the mobile device. Everyone seems to be carrying some kind of mobile device these days. You see people using them everywhere: in the car, on a plane, in class, at the movies, walking down the street, at the gym, at work, and even in bed.

In general, the message which is broadcast by television has a long impression in the mind of the receivers. Birara (2001,p.83) stated that television, Radio and the like present information visually and in sound to individual and help to fix content in the mind of receivers ,give vivid impressions and thus help to be remembered for a very long period of time.

2.4. Importance of Dissemination of Research Findings through Radio and Television

As we know the higher educational institutions have a responsibility to improve the living standard of society. Teshome (2004,p.3) noted that Higher education and research have a critical role in developing democratic cultures and improving national productivity ,having a direct influence on poverty reduction and laying foundations of good governance.

Wossenu (2006, p.87) also stated that in a world transformed by a major technological breakthroughs, the information revolution and the advent of the knowledge society, higher education is called up on to play an increasingly vital role .Its mandates have been diversified,

accordingly,... it must contribute to resolving social problems like poverty, HIV/ Aids, threats to the environment and violence.

The above mentioned role of higher educational institution should be accomplished since properly disseminate their research findings.

Derebssa Dufera (2004, p.93) indicated that "the dissemination and utilization of research findings are seen as an important part of and as a basic means of expanding the positive impact of research on development practices".

However, as Teshome (2004) said in his article's.... Even the few research which conducted by the higher educational institution have critical problems of transparency and their findings have limited disseminations to the relevant community.

The higher educational institution, however, still they have an opportunity to create an access for the public by using reachable mass media.

World Bank(2002,p.16) in the book of " The Role of Mass Media in Economic Development" clearly indicated that reach refers to the audience ,how much access do people have to print, electronic, or broadcast media? Media with reach have relevance for and bring news to most of the population .The effect that the media have on societies depends to a large extent on whom they reach.

Dissemination of research findings is an important part of the research process to be passed on to other researchers, professional practitioners and the wider community in general.

Paul M Wilson, etal (2010) stated that research dissemination as a planned process that involves consideration of target audiences and the settings in which research findings are to be received and, where appropriate, communicating and interacting with wider policy and the user audiences in ways that will facilitate research uptake in decision-making processes and practice.

Barbara Granger, and Glen White(2001,p1) also pointed out that dissemination of research is a process requiring a careful match among the creation of knowledge, the target audiences, the content, media, and language used in getting the outcomes into the hands of those target audiences.

The aim of dissemination of research findings is concerned with how to transfer knowledge, build skills, and improve capacities. That is why many academic institutions advised academicians should be give an emphasis in dissemination of research findings in a proper manner.

Karla Hahn, Charles Lowry, David Shulenberger, and John Vaughn (2009, p.2) argued that without effective and ongoing dissemination of knowledge, the efforts of researchers and scholars are wasted. Dissemination is thus a core process of research.

Chris Garforth (1998) noted that the objective of dissemination is to increase the level and speed of uptake by farmers, individuals, practitioners, academicians, households, communities, companies, and different organizations and associations.

Barbara Granger, and Glen White (2001, p1) also stated that

“The goal dissemination of research should be utilization. The critical element of utilization is that the research outcome must be critically and thoroughly digested, and the individual must fit the new information with prior understandings and experience”.

As we know the public benefit may arise from research in a variety of ways. In many cases, the dissemination of the useful knowledge gain will constitute adequate public benefit. Useful knowledge gained from research must be made available to the public.

Paul M Wilson, Mark Petticrew, Mike W Calnan and Irwin Nazareth (2010) made clear point out that any research which results in useful knowledge must be disseminated. This includes making the knowledge accessible....Research can be ‘disseminated’ through the practical application of the research results where this is done for the public benefit.

Effective dissemination rests on how much the information reach to the intended recipient audience, including the preferred media for dissemination.

Dissemination of research is of course noticeable in academic societies. It has happened for as long as research has conducted. Research can be disseminated through journals, reports, interviews in newspapers and magazines, websites, databases, radio, television etc. Such are ways to disseminate research.

Derebssa (2004 p. 93) clearly indicated that dissemination of research results can be done through seminars, symposiums, workshops, occasional reports, newsletters and journals.

Chris Garforth (1998) stated detail about dissemination channels. He noted that research can be disseminated in the following ways:-

Publications: - Although publications have a long 'shelf life' and may be useful sources of reference their effectiveness is limited. Language used in the journal (jargons) that is inappropriate for the intended audience, low literacy levels among some categories of end users , poor circulation of it, and the escalating cost of maintaining journal subscriptions have contributed to the limited effectiveness of journals.

Leaflets and pocket guides :- Printed media, small enough to fit in a pocket, can give effective reminders of technical detail, particularly regarding quantitative which are poorly remembered from audio-visual media.

Television:-Television still reaches mainly urban audiences, some of whom may be managers and key decision-makers within intermediate user agencies. Today in many

Developing countries accessibility is increasing.

Radio: - Radio is the most cost-effective mass medium for 'reaching' rural audiences in a form and language they can understand. Usually, experts, scientists or extension personnel explain research outputs in a lecture format or in an interview with a professional broadcaster. Audiences are more likely to learn and be interested in the interview than the lecture. More imaginative formats and strategies for radio use can create opportunities for feedback and dialogue.

Hence, academicians, researchers, and academic higher institutions whether they disseminate their research findings through journals, televisions or radio, they have to be sure it reaches the intended and the wider audiences.

Karla Hahn, Charles Lowry, David Shulenberger, and John Vaughn (2009, p.5) stated that research can have the greatest impact on policy when effective communication exists between researchers, policymakers and the community affected by policy change.

Most of Higher Educational Institution research findings however, not effectively disseminated or communicated to the public. Lucy Atim (2010, p.1) clearly indicated that a great deal of research is carried out each year on subjects that are directly relevant to policy and practice in international development. But how much of that gets to make a difference? Most would agree that the answer is „not enough“. Too much research stays within the confines of the academic community that produces it, and is locked away in reports and articles that are only read by a handful of specialists.

Academic Higher Institutions, of course, made an effort to disseminate their research findings through journals. However it is limited for academicians as Lucy Atim elucidated in the above.

Winston Jumba Akala (2004) stated that academic journals, encyclopaedias and other literatures are not accessible to the ordinary citizens and some technocrats since they are regarded as useful only to the academy for educational purposes.

Joonas Rokka(2010) also pointed out that one of the main objectives of academic research is to have an impact on society and its development. But as much of this research is published in specialized international academic journals, it is read by only a limited number of people. Consequently, its impact and reach are very limited.

Monique Hennink, (2004) noted that accessing research outputs is one of the greatest difficulties faced by policymakers in utilizing research findings. Policymakers reported that research results often do not reach government officials as they are disseminated in academic circles or passed only to the donor agency. Policymakers stated that they seldom access these sources. Thus, they requested increased in-country dissemination of research outputs to wider target audiences.

In view of that The Higher Educational Institutions should be devised a new additional channel to disseminate the research findings properly to the intended audiences and policy makers.

Paul M Wilson, etal (2010) stated that higher academic institutions develop policies or strategies that redirect resources from high cost /low value dissemination practices to development of dissemination mechanisms residing inside the academy.

Robert W. Porter, and Suzanne Prysor-Jones(1997) clearly indicated that research informs policies and programs most effectively when there is an extended, three-way process of

communication linking researchers, decision makers, and those most affected by whatever issues are under consideration. The traditional audience for most researchers is other researchers. Yet to have an impact outside our own research communities we have to learn other points of view and other ways of communicating. Better communication can increase the relevance of research to potential users and improve the chances that research findings will be heard and acted upon.

Eve Gray (2007) made clear pointed out that in Africa fundamentally need to develop policies and strategies that would increase the output and enhance the effective dissemination of African research, for African development in the widest sense, in the most appropriate media and in the most accessible formats. The research output of Sub-Saharan Africa is about 0.7% of the world's output. Compounding this low output is poor access to this output.

Hence, decades of investment and development in Radio and Television technology have created an unprecedented opportunity for higher academic institutions to disseminate their research findings to the wider audiences ever before at manageable costs.

The widespread technology such as mobile device and an increase in use of Radio and Television also have brought new, cost-effective dissemination channels to an ever-broadening audience. It is an important for persons with lower income, and with lower educational attainment.

The general importance of research dissemination through media clearly noted by Lucy Atim (2010, p.5):-

The mass media has the potential to promote more inclusive participation in debates around research and policy, providing a platform for a broader range of participants to join:-

- Broad engagement of researchers with publics has the potential to promote pro-poor policy change and ultimately more open, inclusive and democratic societies.
- By engaging with the media, researchers are promoting the development of a public interest, media sector that will improve the communication and influence of their research programs in the long term.
- The media creates awareness of the researchers' activities and promotes transparency and accountability.

- Helps to generate support for the researcher from various stakeholders and funders.
- Ensures that results are shared beyond one organization and are used for the good of society since most research issues are of public interest.
- Minimizes unnecessary duplication of work.
- Enables researchers to influence public policy in their fields of expertise.
- Reduces the cost on the individual researcher of public information dissemination.

Jennings Bryant and Dolf Zillmann(2002,p.20) also acknowledged that considering the dissemination of information by mass media institutions, a call for caution is especially warranted. This is because such dissemination reaches large numbers of people, often the citizenry at large.

Lucy Atim (2010) made clear point out that the poor and marginalized have an opportunity to interact with information on radio, newspapers, and TV.

Here in this study, when we talk about mass media, we talk about Radio and Television .So this study revealed the advantage of dissemination of research findings through those medium or channels. As we know policy makers faced difficulties to understand research findings which published by journals because of its technical jargons.

Rob Stephenson, and Monique Hennink (2002, p.11) pointed out that policymakers might not fully understand how to use research to support policy formation. They noted that policymakers might not have the ability to understand research findings or to interpret research findings, thus experiencing difficulties in translating research findings into policy action. This may lead to the failure to incorporate research into policy formulation.

Robert W. Porter, and Suzanne Prysor-Jones, (1997) advised that to solve the problem of policy makers understanding on research findings , researchers should be presented it in clear, simple, jargon-free terms. Reports should be brief and to the point, and packaged in a format familiar to the audience the researcher is trying to reach and influence.

Thus, as a medium, Radio and Television are appropriate to use simple words to present research findings to the intended audience and policy makers. Sylvia Biraahwa Nakabugu (2010)

indicated that Radio demystifies the scientific jargons. It is able to explain the research in simpler and ordinary language that people understand easily.

Radio also a convenient channel to disseminate agricultural and other research findings to the rural area. Sylvia Biraahwa Nakabugu (2010) noted that vital information for agricultural development can be passed on through the use of Radio for example information on better farming methods, improved seeds, timely planting, agro-forestry, better harvesting methods, soil conservation, marketing, postharvest handling, and, diversification. In general, he stated the role of Radio in dissemination of agricultural research findings in the following:-

- Research findings can be distributed through Radio to :-
 - Nongovernmental organizations (NGOs) dealing in agriculture
 - Extension workers
 - Farmers themselves
 - Academic Institutions
- Radio can make the link between researchers and extension workers by offering information on:-
 - Where research can be obtained and used
 - How to pass it on to users
 - Communities' feedback regarding research.
- Radio can be used to collect feedback from Communities :-
 - Through programs, farmers give their responses to research
 - Farmers share experiences on use of research
 - Rural radio airs out farmers' views/recommendations on how to improve the research.
 - Communities provide alternatives depending on their experiences.
- Radio can also be used to announce processes of research and extension work:
 - Give venues for meetings with extension workers
 - Advise on where to get inputs/services
 - Advise on where to get technical support.

The other advantage use of Radio and Television in dissemination of research findings is the widespread of technology such as mobile device in use of Radio and Television; it brought new, cost-effective dissemination channels to an ever-broadening audience.

Karla Hahn, Charles Lowry, David Shulenberger, John Vaughn, (2009,p.2) made clear point out that digital technologies have opened the door to an additional and broader range of dissemination possibilities and have generated entirely new forms of content that must be shared. This shift demands that universities take on a much more active role in ensuring dissemination of knowledge produced by them.

Besides Radio, the dissemination of research results through Television is an interesting and influencing the researchers, academicians and policy makers easily and it has also a long last effect.

Joonas Rokka (2012) stated that using video as a means of disseminating research allows knowledge and ideas to be presented in an intriguing way. Video can also be used to explore areas that are harder to capture on paper – such as an underground musical scene. It opens up a new window to the real lives and experiences of people in a format that is credible, authentic, and transparent and in tune with the 21st century. It provides academics with new opportunities to attract students' interest in academic research. While for students, video offers innovative and intriguing ways of studying and presenting reports, including theses.

In general, wide dissemination of research findings through Radio and Television can also be useful to the researcher her/himself, and the institutions. Mass Media dissemination raises the profile of the researcher. It also raises the profile of the institution, with potentially positive results in terms of attracting researchers to particular courses and attracting funding for the research and related work. Many business owners and policy makers are busy in their routine work however, if research findings disseminate through Radio and Television they have a chance to hear and watch it. So the researchers and the higher institutions have high probability to get fund from them to materialize the findings in to the ground and enhancing the implementation of research findings.

Simon Cottlle (2003, p.3) support the above idea that we are living in an increasingly "promotional times". Today states, corporate organizations as well as diverse pressing groups

and new social movements all seek to put their messages across the media in pursuit of public legitimacy.

The importance of research dissemination through Radio and Television are unquestionable as mentioned above in detail. However, the higher educational institutions and researchers have not been used to it properly. Lucy Atim (2010) clearly indicated that research can be communicated in a number of ways, through academic journals, university libraries, policy briefs, dissemination meetings, among others depending on the audience. Mass media (Radio and Television) is most often than not considered as a pathway for research communication.

Chris Garforth (1998) also stated that the effective use of mass media for dissemination of research outputs is hampered by a number of institutional factors, including: barriers between government departments; centralized control over broadcasting; budgetary constraints, and lack of clear responsibility for providing information to broadcasters.

2.5. International Experience in Dissemination of Research Findings through Radio and Television

Access to the knowledge generated by African research is of vital importance in a continent with development needs so urgent that the effective dissemination of this knowledge can quite literally be a matter of life and death. African governments face overwhelming challenges: of providing food in the face of famine, and health services in the face of the HIV/Aids pandemic; of creating employment in a continent of mass unemployment, and of driving economic growth in some of the least developed countries on the globe.

The question of access to appropriate and relevant knowledge resources should, therefore, be of burning importance. The university system across Sub-Saharan Africa simply does not generate publications or disseminate research findings effectively to reach large audiences there. Thus, in confronting this challenge, African universities find a better way to disseminate research findings to the wider audience. (Eve Gray, 2007).

Panos Eastern Africa, Nonprofit Organization working in the East and Greater Horn of Africa, aimed to promote research communication through strengthening links between journalists and

researchers. It has made effort for the last six years to disseminate African research findings particularly through Radio, Television and print media.

The organization conducted different training in different times. This training entails practical skills on how researchers can work with journalists. In recent trainings conducted by Panos Eastern Africa in Kenya and Tanzania, the journalists and researchers had an opportunity to discuss on their gaps. Accordingly, researchers and journalists gave their view on it as follows:-

"Many research organizations are doing great work which they keep away from the media. This in return makes it very difficult to report such stories. The malicious eye with which people look at journalists is for most part a result of misconception." **(Journalist Kenya)**"

Researchers sometimes have very sensitive information and the protocol in science must be followed. The channels of disbursing the findings sometimes are full of bureaucracies; I thought researchers are unapproachable and live in their own world but after interacting with them here I understand them much better" **(Journalist Kenya)**

"Researchers always take away our ideas and they always keep their documents away from us. A lot of their work is never available to the public and as such they have zero impact" **(Journalist Tanzania)**

"My relationship with journalists was below terrible and now it has moved up, I will cooperate with journalists "**(Researcher Tanzania)**.

"I felt I have understood more as a researcher and we are all serving people towards the same purpose and as such should work together". **(Researcher, Tanzania)**.

Source (Lucy Atim, (2010).

Lack of awareness and communication between journalists and researchers are the main gaps that we can draw from the researchers and journalists of Tanzania and Kenya. The experience of Tanzania and Kenya tell us that their respective countries media have not properly played its role in disseminating of the Higher Educational Institution research findings. So efforts should be made to narrow the gap between researchers and journalists in enhancing the dissemination of research findings through Radio and Television to the wider society and policy makers. As we

can see below, the policy makers often complain in relation to the issue of research dissemination.

Malawian, Tanzanian, Indian and Pakistan, policymakers reported difficulties in accessing research outputs, particularly when disseminated through academic channels. Most of higher educational institutions often disseminate research findings in academic circle, since the utilization of it out in the media is so poor. (Rob Stephenson, and Monique Hennink, 2002).

The Kenyan government also complained that most researches in higher education have largely remained a domain for scholarly discourse and academic articulation. Even at institutional level, limited effort has been made to utilize research findings in the whole context of the higher education institutions let alone taking to the media for greater access to the public. They recommended that higher education research systems, institutional structures, and policy frameworks can appropriately and necessarily afford sustainability to speed up collaboration with print, Radio and Television and other forms of mass media journalism (Winston Jumba Akala, 2004).

Here, we are going to explore some countries' experience in dissemination of research findings through Radio and Television particularly focusing on African and some Asian countries. In Tanzania, there are close to 47 FM radio stations, 537 registered newspapers and a dozen Television stations. Radio access remains pretty uniform in both urban and rural areas, making it the most consistently available medium to reach Tanzanian's across income levels and locations. Despite the relatively high number of newspapers, and radio and television stations in the country, media content largely fails to effectively meet not only the area of dissemination of Higher Educational Institution research findings but also the information, and entertainment needs of the various sectors of the population (Lucy Atim, 2010).

In India Broadcasting Service was set up in July 1927 on an experimental basis at Bombay and Calcutta simultaneously. This was done under an agreement between Government of India and a private company called the Indian Broadcasting Company Ltd. At that time Radio listening on medium wave was confined to urban limits of big cities. Now there are about 111 million estimated radio sets in about 105 million household in the country. Presently the broadcast scenario has drastically changed with 198 broadcasting centers. It reaches 97.1 per cent of the

population, which includes substantial population in rural area, and covers 89.7 percent of the geographical area of the country (R C Sharma, etal, 2002).

In the country there are Farm and Home Broadcast and University broadcast project. Farm and Home Broadcast Project was originated in 1966 and targeted at Farmers and villagers. These broadcasts were designed to provide researched agricultural information and advice on agricultural and related topics. The aim was to educate the farmers and to provide them assistance in adopting innovative practices in their fields as per the local relevance.

University broadcast project initiated by university students in 1965, with an aim to expand higher education as widely as possible among the different strata of society. Topics of public interest and enrichment programs support correspondence education offered by Universities (ibid).

In India we can say that there is some progress to disseminate higher educational institution research findings through Radio. Particularly they try to reach the public with agricultural research findings. However, still other areas of research findings are not properly disseminated like in other African countries.

In Pakistan there is a common understanding about the role of media in the nation's development process. Broadcast media, especially Radio, has been found to be very effective in the development process in Pakistan. Research has found a very high correlation between the development of media and the economic and social development of rural areas in the developing world. Based on the sample survey study 71% (which conducted in 2009) Radio listeners were of the view that Radio is a suitable means for educating people. The same percentage said that literacy can be enhanced through distance and non-formal education with the help of radio. 84% opinion leaders pointed out that radio provides advices to rural peoples to improve their projects of rural development (Nabi Bux Jumany, 2009).

In Pakistan, however still many policy makers complain about the confinement of dissemination of research findings in the academic circle.

In Uganda, researched rural issues are extensively and substantively addressed through mass media. The department sources its material from government, NGOs, local governments, research institutions, academic institutions and farmers (Sylvia Biraahwa Nakabugu, 2010).

In Uganda, Panos Eastern Africa has over the last 3 years partnered with 26 radio stations to facilitate the issue of dissemination of research findings through Radio. Ultimately, the media raises debates that are necessary for research to influence pro-poor policies, and task policy makers to consider using research to influence policy decisions (Lucy Atim, 2010).

In Malaysia Television was established in 28th December 1968. The first television station in Malaysia was owned by Radio Television on Malaysia (RTM). Currently there are three major television stations in Malaysia. The government owned station; RTM and two private companies that run hundreds of television channels which are Media Prima and ASTRO. The history of Radio in Malaysia began in the year 1921. A.L Birch, an electrical engineer was responsible in bringing the first radio set to the country. He then initiated the Johore Wireless Association and started broadcasting. After seeing the successful efforts of Birch, the same association was established in Penang and Kuala Lumpur. After 90 years, currently there are three major companies that run hundreds of Radio channels namely RTM (government owned), Media Prima (private company) and ASTRO (private company) (Salleh Hassan(2011) .

In realizing the importance of mass media in developing the agriculture industries, both government and private sectors in Malaysia have taken initiatives in using the mass media to ensure the intended agriculture messages collaborated with higher educational institution (ibid).

2.6. Brief Overview about Ethiopian Radio and Television Agency (ERTA)

2.6.1. Short History of Radio in General

Radio enables distant communication. It simply refers to an audio form of communication using waves of an electromagnetic radiation to broadcast from a transmitter to a receiving antenna. In order to transmit the required program, stations are connected to all the radio networks. Currently, there are many radio stations all over the world broadcasting over transmission lines. Professor R V Vyas , Dr. R C Sharma , Ashwini Kumar (2002,p.1), stated that Radio Technology was first developed during the late nineteenth century and became popular during the early twentieth century.

The origins of Radio go back to the nineteenth century, and its initial purpose was not for entertainment. After Samuel Morse developed the telegraph in 1842, scientists began to look for ways to free messages from the telegraph wire and send them over the air using electric waves or frequencies. Guglielmo Marconi of Italy brought these ideas together and in 1895 succeeded in sending messages over long distances using the code of dots and dashes that Morse had developed. The Italian government showed no interest in Marconi's finding and that was why he took it to England, where people quickly saw its value to the far-flung British Empire. Other inventors also added to the value of the wireless radio. On Christmas Eve 1906, Reginald Fessenden gave a scare to wireless operators on ships in various parts of the Atlantic Ocean by broadcasting from Massachusetts not just dots and dashes, but a speech and music, played on a phonograph. This new twist on Marconi's device got the name Radiotelephony as it did both radiation (dissemination) through the air and the telephone. Radiotelephony is called in short Radio (Joseph Turow, 2009, p. 419).

The invention of Radio was not the effort of a single person or institution rather a cumulative effort of scientists. To realize this amazing invention a number of researchers and institutions were involved.

Marshall Cavendish (1989, p.5) stated that there is no single person who invents Radio as we know it today. Its development, like most inventions, is based on the theories and contributions of many individuals. The existence of radio waves was first predicted in 1864 by an English

physicist, James Clerk Maxwell. In 1888, a German physicist, Heinrich Hertz, demonstrated that radio waves actually do exist and that they travel through space.

Many attempts were made to communicate via Radio waves; but the most successful one of the Radio pioneers was an Italian, Guglielmo Marconi. Marconi used Radio waves to send dot dash codes like those used in telegraphs. This new method of communication, which came to be known as the "wireless" was to revolutionize communication.

2.6.2. History of Ethiopian Radio

Radio is the oldest electronic media in the history of Ethiopian broadcast system. Ethiopian Radio and Television Agency Planning and Research Department (2000, p.3) stated that Ethiopian Radio was established in 1930 with three kilowatt short wave transmitter. But officially Ethiopian Radio was launched by Emperor Haile Selassie I on September 12, 1935.

In 1935 Ethiopia was invaded by Italian aggressors. Like other institutions, Ethiopian Radio was under the control of the Italian invaders. At that period, the station was serving as a mouthpiece of the invaders to disseminate their propaganda to Eritrea (Mulatu, 2007,p.7).

After the defeat of the Italian aggressors, in 1942 the Ministry of Information under the Ministry of Secretary started to manage the Radio station and it began transmission in a new spirit in English, Somaligna, Amharic and Arabic for national and international listeners (ibid).

Population Media Center (2006, p.9) clearly indicated that Ethiopian Radio was first established in 1935 at Akaki in the south-eastern part of Addis Ababa. The time coincided with the Italian invasion of the country. To prevent the use of the station by the Italian invaders, Ethiopian soldiers wrecked the installations immediately before the arrival of fascist troops in Addis Ababa. The fascists, however, installed and expanded Radio services for the dissemination of their propaganda. When the Italian invaders were forced out of the country by the liberation forces; they dismantled the broad casting facilities to fail Ethiopians access to any news broadcasts. A radio station left behind by the Italians was the only transmitting station en suites with 7.5 kilowatt short-wave equipment. That was restored and put in to operation.

Ethiopian Radio and Television Agency (ERTA) Planning and Research Department (2000, p.4) stated that in 1956 Ethiopian and American government reached an agreement to install new transmitters across the country. Accordingly,

- In 1959 ten kilo watt short wave transmitters were installed
- In 1960 one kilo watt medium wave transmitters were installed
- In 1962 one hundred short wave kilo watt transmitters were installed. This time was the significant change in the history of Ethiopian Radio. This is because the installation helped to access eastern African countries particularly, Somalia and Djibouti.
- Latter, fifty and one hundred medium wave kilo watt transmitters were installed at Harar, Asmara and Addis Ababa. It helped to cover twenty percent of Ethiopian land mass.

Population Media Center (2006, p.10) pointed out that before 1966 the facilities of Radio Ethiopia included: a medium-band station of 100 kilowatts operating on 6185 kilocycles; a 41-meter band of 10 kilowatts at a frequency of 9610 kilocycles all in Addis Ababa; a medium-band station of 50 kilowatts on a frequency of 940 kilocycles in Asmara, and a medium-band station of 100 kilowatts operating at 840 kilocycles in Harar. But, in 1966 with the inauguration of three new high-power, medium wave transmitters in Addis Ababa, Asmara and Harar, Radio Ethiopia took a giant step forward in the quality and reception of its domestic service. By then for the first time Radio Ethiopia began originating broadcast signals from provincial centers as well as from the capital city. It used to broadcast 18 hours a day in nine languages. In anticipation of this broadened scope, the name of the service was changed from "Radio Addis Ababa to "Radio Ethiopia".

Currently, Ethiopian National Radio covers more than 96 percent of the land mass with 18 hours service according to the 2004 ERTA yearly report. Ethiopian Radio merged with ETV in 1995 forming the Ethiopian Radio and Television Agency /ERTA/.

2.6.3. Short History of Ethiopian Television

Television is all about moving pictures with sounds. The viewer has to be engaged visually right from the start of a news package, with action shots and case studies of people (Carole Fleming, Emma Hemmingway, Gillian Moore and Dave Welford, 2006,p.104).

Joseph Turow (2009,p.505) pointed out that television was a new medium during the late 1940s. The commercial introduction of television in the United States took place in 1946, right after World War II. Yet the idea of television had been around for some time before that. The word television was used as early as 1907 in the magazine Scientific American. Even earlier, in 1879, the British humor magazine Punch published a picture of a couple watching a remote tennis match via a screen above their fireplace. Three years later, a French artist drew a family of the future watching a war on a home screen. It was after the end of World War II in 1946 that Commercial Television (CT) came into being in the United States. From the start, Commercial television was tied to the companies that controlled Radio including NBC (owned by RCA), CBS, and ABC.

In 1940, experimental TV began broadcasting in Europe and the United States and scientists began developing color televisions in the early 1940s. So commercial broadcasting was ready to begin in 1941. In 1942 until 1945 most television production was shut down due to World War II. Both Television sales and Television broadcasting were stopped. By 1946, the RCA 630-TV sets was on the market and the country's first color TV came out four years later, selling at the tremendous price of \$499.95.10 (Susan Smith and John Allen Hendricks,2010).

In Ethiopia the establishment of television is a recent phenomenon. LeykunBerhanu (2004,p.1), indicated that the first attempt to introduce the concept and purpose of television in Ethiopia was made in 1956, when Silver Jubilee Exhibition took place at old airport. This exhibition was carried out by British Broadcasting Corporation (BBC) television. In order to achieve the required output, in a closed circuit system, the corporation presented two cameras, four monitors and a few telecasts.

The main objective of the exhibition was to show the existing political, economical and social development. That event was the seed to introduce the concept of television in Ethiopia

According to Leykun (2004, p.1), the establishment of Ethiopian Television was not one time trial rather it passed many process. He summarized the trials in to five phases until the establishment of Ethiopian Television was realized on the ground.

In 1960 Dajazmach Daniel Abebe, one of that time feudal lords wanted to establish Commercial Television in the country. However, the council of ministers rejected the proposal. The main reason they gave was that the establishment of private television station was not allowed to individuals. This was the first attempt to establish television in Ethiopia.

The second attempt came in 1963. As we know, 1963 was the remarkable year of Africans because that year Africans put the stepping stone for the foundation of African union. This event helped to raise the issue of television in Ethiopia. It was the temporary closed circuit system to enable the masses of people to follow the proceeding of the meeting on monitors fixed on the lobby at the open space in front of African Hall.

The Ethiopian Telecommunication Authority had a plan to establish commercial television station; however, the organization did not implement the plan. The reason was lack of permission from the government and uncertainty about the profit of the station. This was the third attempt.

The fourth attempt was made by religious organization known as Gospel. This religious organization opened Radio in Ethiopia on February 26, 1963. Lately, the organization had desire to establish television station. Accordingly, it submitted a proposal to council of ministers. However, council of ministers rejected the proposal for the same reason they didn't permit the previous attempt.

After those attempts the Ethiopian government planned to establish Television station in Addis Ababa. Then, the Ethiopian Television started its operation in 1964 at the municipality building in Addis Ababa.

According to Population Media Center (2006, p.23), When the Ethiopian television was established through the British firm Thomson Television International in 1964, it was only possible to serve a limited number of residents in Addis Ababa with the help of some 500 TV sets.

Leykun (2004) stated that Thomson Television initially provided key personnel for its operation and maintenance and established the required courses for Ethiopian technicians. Then the station started to transmit the required programs. At that time the station was able to transmit programs six days a week, Programs for general viewing were seen 5:00PM to 10:30 PM Monday through Friday and from 2:30 PM to 10:30 PM on Saturday. The station did not broadcast on Sunday. Sunday transmission was started later on. Initially, program material considered largely films imported from the USA and Great Britain.

Ethiopian Television (ETV) expanded in the 1980s and it had installed 26 transmitters across the country, with all the studios located in Addis Ababa. It began to broadcast via satellite to reach distant areas of the country and to receive and re-broadcast live international programs in 1980 (Population Media Center, 2006).

NetsanetYilima (2007, p.19) also stated that Television showed considerable changes regarding expansion of both the station and program contents during the Dergue regime. Equipment to upgrade both the radio and television stations was imported; either purchased or in the form of aid from colleague socialist countries. Transmission coverage of ETV until 1992 was not more than 30 percent of the total area of the country. But with the installation of nine additional transmitters at Arba Minch, Goba, DebreMarkos, Axum, Asaita, Gambela, DebreBirhan, Assosa and Gode, it shows improvement of access to television service. The transmission in 2006 covers 53 percent of the total area of the country.

Currently, the coverage of the television reached 70 percent of the country's land mass. Ethiopian Radio and Television agency budget has also increased from 390,000 Eth. birr since its establishment to over 200 million Eth. birr in 2012. The government gives a considerable emphasis to strengthen the agency's role. Now it is expanding its television coverage to widen the reception and improve voice and picture quality. Almost 76 new transmitters have already been installed all over the country to achieve this goal. Thus the coverage capacity went from 30 percent in 1992 to 70 percent of the land mass with 24 hour services in 2012 according to the ERTA report to the House of Parliament in 2012.

ETV receives news from the Ethiopian News Agency (ENA), Walta Information Center, and Reuters. But we use news from a broad range of international and regional media like the British

Broadcasting Corporation (BBC). These are some of the main sources of news and other programs for ETV.

2.6.4. Objective, Vision and Mission of ERTA

Objective:-

The objective of the Ethiopian Radio and Television Agency is to inform, educate and entertain the masses in the order of priority. Those priorities were effectively confirmed in Negarit Gazeta, no, 15 order no.59 of 1968, later in 1995 order no.114 (Leykun, 2004).

Vision: -

To be a vibrant, competitive and reliable medium of information in Africa that promotes the development and democratic unity of Ethiopia.

Mission:-

Build image and national consensus through an interactive broadcast media that provides timely, informative, educative and entertaining programs utilizing state of the art media technology.

2.6.5. Organizational Structure of ERTA

Director General

The general manager has the duty to coordinate, supervise, and control all activities that falls within the authority of the Agency.

Deputy Director General, News & Current Affairs

Deputy Director General, New & Current Affair has the duty to coordinate, supervise, and control all activities done within news and current affairs.

Deputy Director General, Educational Programs

Deputy Director General, Educational Program has the duty to coordinate, supervise, and control all activities happening within the educational programs.

Deputy Director General, Entertainment & Sports

Deputy Director General, Entertainment & Sports has the duty to coordinate, supervise, and control all activities under the entertainment and sports programs.

Deputy Director General, Media Technology

Deputy Director General, Media Technology has the duty to coordinate, supervise, and control all activities going on within the media technology.

Deputy Director General, Corporate Finance

Deputy Director General, Corporate Finance has the duty to coordinate, supervise, and control all activities related to financial matters.

2.6.6. Employees of ERTA

Ethiopian Radio and Television Agency has 2085 employees. Among the 2085 total personnel, nine hundred forty eight employees are working in different regions across the country. They are mainly Technicians, Drivers, Cleaners and Accountants. The details of personnel of ERTA at head quarter, on which this study dealt with, are presented in Table 1 below.

Table 1: Details of employees in head quarter of ERTA

No	Department	Number of workers	Remark
1	Main director	19	
2	Education and Training Department	5	
3	Program Planning and Research	20	
4	Archive and Documentation	24	
5	Commissioning	5	
6	News and Current Affairs	138	
7	News and Current Affairs Technique Team	11	
8	Educational Program producers Team	168	
9	Educational Program producers Technique Team	30	
10	FM Team	29	
11	Entertainment and Sport Team	57	
12	Media Technology Team	25	
13	Media Technology Video Editors	36	
14	Information Technology Team	29	
15	Studio Operation Maintenance and install Team	151	
16	Transmitter Operation Maintenance	68	
17	Audit and Inspection	4	
18	Law Affairs Team	2	
19	Promotion and Market Development Team	46	
20	Finance Directorate	22	
21	Purchasing and Asset Directorate	16	
22	Leader Ship and General Service	195	
23	News and Current Affairs Typist	14	
24	Educational Program Producer Typist	13	
25	Entertainment and Sport Typist	4	
26	Media Typist	6	
Total		1137	

Source ERTA Registration office

There are 367 journalists in ERTA. Their educational qualifications of the journalists

Table 2: Educational status of ERTA journalists

No	Department	Quantity		
		Master's Degree	Bachelor Degree	Diploma
1	News and Current Affairs	10	102	14
2	Educational Program producers	13	113	36
3	FM Team	1	23	5
4	Entertainment and Sport Team	2	46	5
Total		26	284	60

Source ERTA Registration office

Table3: ERTA's time allocation for weekly radio programs

Type of Program	Time allocation (in minutes)							
	Mon.	Tues.	Wedn.	Thurs.	Frid.	Satur.	Sund.	Total
Education	432	383	394	387	275	370	300	2541
Information	353	377	376	305	416	216	174	2217
Entertainment	285	312	300	378	381	484	596	2736
Advertisement	10	8	10	10	8	10	10	66
Total	1080	108	1080	1080	1080	1080	1080	7560

Educational programs, that are intended to educate the society, broadcasted by Ethiopian Radio the followings:-

Awde Geter (Agriculture Issues), Biruh Tesfa (HIV Issues), Kimisha (Love Affairs), Dewol, Science and Technology, Focus, Social Issues, Kanebebnw (book and views), Defense, Culture and ART, Midia Dasesa (Reviewing media), Discover Ethiopia, Miricha Astemihiro (Issues related to election), Investment, Traffic Related Issues, Ethiopian Today, Sine Hizb ena Akababi (Population and Environmental Issues), Women Program, Health Program, Democracy and Good Governance, Geby Lelimat (Tax for Development), Arengwadie Medirek, Contact, Youth Affair Program, Children's Program, Parliament issues, Mental Health, Women's Forum, Likenay (Question and Answering Program), Keadimas Bashager (Beyond Boarder), Ways of Success .

Information (inform the society) programs that are broadcasted by Ethiopian Radio are the followings:-

Amharic, English ,Oromifa, and Tigrigna News, Sport news, News Africa, Globe in This Week, Dinka Dink (innovation and miraculous News) , and Lottery Related News.

Entertainment (entertain the society) programs that are broadcasted by Ethiopian Radio are the followings:-

Music, Sport, Kemetsihaft Alem (Fiction Story), Classical music, Nations and Nationalities Music, Hibir Ethiopia, African music, Guest of Musician ,Talk Sport, Music and Work of Musicians, Cultural Music, Music By Listeners Choice, Kimisha.

Table: 4 ERTA's time allocation for weekly television programs

Type of Program	Time allocation (in minutes)							
	Mon.	Tues.	Wedn.	Thurs.	Frid.	Satur.	Sund.	Total
Education	224	220	195	275	115	490	365	1884
Information	907	934	894	899	932	476	501	5543
Entertainment	278	257	331	241	373	433	545	2458
Advertisement	31	29	20	25	20	41	29	195
Total	1440	1440	1440	1440	1440	1440	1440	10080

Source ERTA Television Traffic Office

Educational program that are broadcasted by Ethiopian Television are the followings:-

Physical Fitness (Yeakal Enqisiqasie), Health Issues(Tenawo Bebetwo), Environment (Akababiyachin) Business Report (Mirt Gebya), Investment ,Question and Answering Program, Reviewing Media(Yehitmet Dasesa), Gender, Investigative Report(Aynachin),Defense Program, Police Program, "Betachin", Youth Related Program, General Knowledge(Tekilala Ewuket), Traffic Related Program(Guzowo), ERTA "Medirek", Women Related Program, Children Related Program, Ethio - Tourism, Click Ethiopia (IT Issues), Science and Technology program, Entrepreneurship (Yenigid Tesetiowudidir), Vision, "Birhan", Tax for Development(Gebielelimat).

Information related issues which are transmitted by Ethiopian television are in the form of news. These include programs which are prepared by regional broadcasters, East Africa news, Metrology, and "Alem Endiet Senebetech" (Reviewing the event which happened all over the world within a week).

Entertainment programs that are broadcasted by Ethiopian Television are the followings:-

Music , "Arhibu" (a show interviewing celebrities), "Gemena" Drama , "Sewlesew" Drama, Sport, Yetibeb Dasesa, Hibir Ethiopia, Africa music, Far East Music, Classical Music, Hibret Treit, Balageru Idle, Zinik, Nations and Nationalities Music," Kignit Engda", Sunday Entertainment, (Yehud Meznagna).

Chapter Three

3. Research methodology

3.1. Description of the Study Area

The study was conducted on Ethiopian Radio and Television Agency. ERTA has better capacity to address the wider community. Currently the coverage capacity of Ethiopian Radio has reached 96 percent of the land mass of the country where as the coverage of Ethiopian Television has reached 70 percent. The researcher is a journalist who works in ERTA. That is the main reason behind the intention to study in this area. This also means that the researcher is part of the stake holders to implement the recommendations.

3.2. Research Design

The design of this study is descriptive survey study. Based on it I followed the following research methodology:

The nature of the study has led the researcher to use quantitative and qualitative methods.

Zoltan Dornyei, (2007, p.36) clearly elaborated about the advantage of using both methods in a given study:-

"Researchers have been referring to studies that combine qualitative and quantitative methods under a variety of names, such as multi trait -multi method research, interrelating qualitative and quantitative data, methodological triangulation, multi methodological research, mixed model studies and mixed methods research. The main attraction of using both qualitative and quantitative approaches can bring out the best of both paradigms; there by combining qualitative and quantitative research strengths. This is further augmented by the potential that the strengths of one method can be utilized to overcome the weaknesses of another method used in the study. Also it has a unique potential to produce evidence for the validity of research out comes through the convergence and corroboration of the findings."

Hence, both methods were employed to examine the trend of ERTA in dissemination of HEI's research findings, and to examine the attitude, belief and opinion of respondents in dissemination of research findings through ERTA.

The researcher collected data from ERTA journalists and Addis Ababa University researchers through questionnaires for quantitative analysis. Also collected data through in depth interviews with state minister for Higher Educational Institutions at Ministry of Education (MoE), president of Wollega university and president of the consortium of public universities, director for research & technology transfer at Addis Ababa Institute of Technology (AAiT), three policy makers, two ERTA higher officials (news & current affairs deputy director general and educational programs deputy director general), and two business owners for qualitative analysis. The researcher also reviewed five year (2008-2012) audio, video and written documents of ERTA to substantiate the data which were obtained by questionnaires and in depth interviews.

3.3. Source of Data

Both primary and secondary source of data were used for this study to arrive at the necessary conclusions. First hand data was collected mainly from respondents by questionnaires and key informants by in depth interviews; whereas Secondary data was collected from audio, video, and written documents of ERTA.

3.4. Data Gathering Instruments

In order to assess the role of ERTA in dissemination of HEIs' research findings and come up with fruitful research findings, the researcher used questionnaires, in depth interviews, and document analysis.

3.4.1. Questionnaire

The researcher employed two types of closed ended with some open ended questionnaires for 100 respondents who were selected by systematic random sampling technique from 367 ERTA journalists, and 103 young and senior researchers who were selected by stratified sampling from 700 Addis Ababa University academic staffs. Academic staffs mainly selected from Sidist Killo Main Campus, Faculty of Natural Science and Computational Science and Addis Ababa Institute of Technology.

Questionnaires were developed from literatures and research questions. Before questionnaires reach to the respondents I distributed the first draft of questionnaires to 26 selected journalists and researchers. Based on it I calculated the reliability test by test and retest method. The test retest method indicated that the questionnaires properly measured the attitudes, beliefs and perception of journalists and researchers.

3.4.2. In Depth Interview

The researcher conducted an in depth interview with the selected state minister for Higher Educational Institutions at Ministry of Education (MoE), president of Wollega university and president of the consortium of public universities, director for research & technology transfer at Addis Ababa Institute of Technology (AAiT), three policy makers, two ERTA higher officials (News & current affairs deputy director general and educational programs deputy director general), and two business owners. These key informants were selected by purposive and convenience sampling technique. The content of the interview focused on the trend of ERTA in dissemination of research findings, the efforts of HEI researchers to disseminate their research findings through ERTA, hindering factors in ERTA in dissemination of research findings and the possible solutions to improve working relationship of ERTA and HEIs'.

3.4.3. Document Analysis

In many cases data which are obtained from documents are more comprehensive than the evidence you might acquire from interviews or questionnaires conducted over a short time period, especially if you are focusing on a case study organization or industry. This is because documents span time, allowing you to track historical processes or reconstruct past events and ongoing processes that are not available for direct observation. This helps you to better interpret the possible 'rewriting' of events by interviewees in later verbal accounts. It also enables you to identify the factors that over time have led to particular decisions or courses of action (Christine DayMon and Immy Holloway, 2002).

Thus, in this study audio, video and written document analyses were used. That was very helpful to know the trend of ERTA in dissemination of Higher Educational Institutions research findings.

3.5. Study Population

Information was collected from different categories of respondents and key informants. The use of those different categories of study population enabled to triangulate the data and obtain more insight information from the study participants. The categories of the study population were the following.

Journalists, young and senior researchers

The journalists were selected from ERTA by using systematic random sampling technique. The young and senior researchers were selected from Addis Ababa University; from Faculty of Natural Science, Addis Ababa Institute of Technology and Sidist Killo Main Campus by using stratified sampling.

Addis Ababa University is the oldest and largest provider of second and third degree programs in Ethiopia. It originates from the University College of Addis Ababa which was founded in 1950. The university offers 225 specialist areas for graduate studies and 69 PHD programs. In general, it is expected to serve as the center for national postgraduate education to help meet the growing needs for trained personnel in the private and public sectors (Addis Ababa communication office publications, 2013). That was why the researcher targeted to select from young and senior researchers in Addis Ababa University from the higher educational institutions in the country to examine their attitudes, and beliefs in dissemination of research findings through Ethiopian Radio and Television.

State minister's, president of consortium of public universities,, Director for research and technology transfer at Addis Ababa Institute of Technology, Policy Makers, ERTA higher officials and Business owners

State minister for Higher Educational Institutions at Ministry of Education (MoE), president of Wollega university and president of the consortium of public universities, director for research & technology transfer at Addis Ababa Institute of Technology (AAiT), three policy makers, two ERTA higher officials (news & current affairs deputy director general and educational programs deputy director general), and two business owners were taken as source of primary data. In depth interview was carried out with them to know their attitudes, perceptions, recommendations and

their future possible interventions about the dissemination of HEI's research findings through ERTA.

3.6. Sampling Method

The researcher used systematic, stratified and purposeful sampling techniques. In general, the following steps and principles were followed in the sample design and selection of the respondents and key informants: -

a) As a first step the researcher identified 100 respondents by using systematic sampling techniques from 367 journalists from ERTA. That is 27% of the population.

b) And 103 respondents were identified from 700 Addis Ababa University researchers; from Faculty of Natural and Computational Science, Addis Ababa Institute of Technology, and Sidist Killo Main Campus by using stratified sampling techniques. That is 15 % of the population.

C) The researcher also identified 10 key informants by using purposeful and convenience sampling technique. Through purposeful sampling the researcher identified the State Minister's for Higher Educational Institution under MOE, consortium of public university and Wollega university president, two ERTA Higher Officials (*News& Current Affairs Deputy Director General and, Educational Programs Deputy Director General*), Directorfor Research and Technology Transfer at AAITand by using convenience sampling technique three government officials (policy makers) and two business owners were identified.

The researcher selected 15% of samples from Addis Ababa University. To identify the respondents from Addis Ababa University the following sampling procedure was used:

Table 5: Sample selection in Sidist Killo Main Campus

Educational qualification	Sex	
	Female	Male
MA/MSc	$30 \times 0.15 = 4$	$183 \times 0.15 = 27$
PHD	$4 \times 0.15 = 1$	$101 \times 0.15 = 15$
Total	5	42

Table 6; Sample selection in AAIT

Educational qualification	Sex	
	Female	Male
MSc	$4 \times 0.15 = 1$	$93 \times 0.15 = 14$
PHD	$0 \times 0.15 = 0$	$36 \times 0.15 = 5$
Total	1	19

Table 7: College of Natural and Computational Science (Arat Killo Campus)

Educational qualification	Sex	
	Female	Male
MSc	$14 \times 0.15 = 2$	$130 \times 0.15 = 19$
PHD	$7 \times 0.15 = 1$	$98 \times 0.15 = 14$
Total	3	33

3.7. Sample Size

To determine the sample size the researcher consider confidence interval and number of population size, accordingly it was taken to be 10 % margin of error with 90% confidence interval.

Thus, the total participants of the study were 213. Questionnaires were distributed to 203 journalists, and researchers for quantitative analysis and interviews were conducted with 10 key informants for qualitative analysis.

3.8. Data Organization and Analysis

The quantitative data from questionnaires were quantitatively analyzed. The response of journalists, young and senior researchers with regard to the role of ERTA in dissemination of research findings were analyzed in the form of percentage, mean SD, chi-square, tables, bar graphs, line graphs , and pie charts

Qualitative data gathered from state minister for Higher Educational Institutions at Ministry of Education (MoE), president of Wollega university and president of the consortium of public universities, director for research & technology transfer at Addis Ababa Institute of Technology (AAiT), three policy makers, two ERTA higher officials (news & current affairs deputy director general and educational programs deputy director general), and two business owners were qualitatively analyzed.

Chapter Four

4. Data presentation and Analysis

4.1. Presentation of Findings

This section presents results of analysis of data. It begins with quantitative data analysis based on the respondents answer and substantiate by qualitative data analysis. Both analysis supported by document analysis which obtained from ERTA audio and video documentation room. For qualitative analysis 10 key informants were selected.

Findings of quantitative data analysis are presented in the subsequent tables and graphs.

The researcher distributed 100 questionnaires to ERTA journalists. Among 100 questionnaires 95 were filled properly, it accounts for 95% and only 5 respondents did not fill the questionnaires.

Characteristics of Respondents`

Table 8: Background Characteristics of Journalist Participants

Professional qualification		Job Title		Professional Experience		Age		Sex	
	N		N	In Years	N		N	Female	Male
Degree	88	Reporter Two	18	1-5	42	20-24	18	33	62
MA/MS C	7	Reporter Three	10	6-10	40	25-34	51	Total	95
		Senior Rep. One	24	11-15	8	35-54	23		
		Senior Rep. Two	21	> 16	5	>55	3		
		Assis. Producer	9						
		Producer	3						
		Editor	5						
		Senior Editor	5						
Total	95		95		95		95		

From data on table 8 we can understand that majority of journalists have a qualification of bachelor degree and a professional experience of 6 years and above. 55.8 % of the respondents have 6 years and above professional experiences.

This implies that majority of the respondents have relatively long year experiences to know well whether ERTA broadcasted Higher Educational Institution Research findings or not. Among the respondents 35% were females whereas 65. % respondents were males.

Here, the researcher also distributed 103 questionnaires to Higher Educational Institutional Researchers. Among 103 questionnaires 86 were filled properly, it accounts 83.5% and only 17 respondents did not fill questionnaires.

Table 9: Background Characteristics of Researcher Participants

Professional qualification		Professional Experience		Age		Sex	
	N		N	20-24	-----	Females	Males
MA/MSc	57	1-5	35	25-34	51	3	83
PHD	29	6-10	28	35-54	35	Total	86
Total	86	11-15	17	>55	-----		
		>16	6				
		Total	86				

The statistical analysis of the data showed that majority of the respondents' professional experience is 6 years and above. It accounts for 59.3%. Of the total 86 respondents 3 were female and 83 were male. The age distribution of the respondents ranges from 25 - 54 with the majority in the range of 25-34. The respondents professional qualification were MA/MSc and PHD. It accounts 66.3% and 33.7% respectively. So, from the above data, we can understand that majority of the respondents (59.3%) had ample experiences to know the trend of the Higher Educational Institutions whether the staffs disseminated research findings through Ethiopian Radio and Television Agency or not.

4.1.1. The Importance of Dissemination of Research Findings through ERTA

Most of researchers and journalists agreed up on the importance of dissemination of higher educational research findings through Ethiopian Radio and Television Agency. They argued that dissemination of research findings through Ethiopian Radio and Television Agency brought the opportunity to the researchers to present their research findings to a wider community. By then the researchers will get motivated to do practical research based on local problems.

Some of the responses which obtained from the respondents were like the following,

“If research findings are disseminated through Ethiopian Radio and Television, the educated people can do something important to the country by following the foot step of their seniors, it gives a chance to the researchers to be part of the country's transformation and help the agency justify its report. There are new ideas in research, so the audience is interested to listen/watch the ideas, if it is broadcasted through media it will educate or inform the society at large and gives trustworthiness for the information ERTA provides to the people” These are some of the respondents’ justification which obtained through open ended questions.

The following table depicts the perception of journalists and researchers on the importance of dissemination of research findings through ERTA.

Do you believe that dissemination of research findings though ERTA is important?

Table 10: The importance of research dissemination by ERTA.

Responses	Journalists	Researchers	Total	X ²
Yes	92(96.8%)	79(91.9%)	171(94.5%)	2.148
No	3 (3.2%)	7(8.1%)	10(5.5%)	
Total	95 (100%)	86	181	

$$x^2 = 2.148, d = 1 ; P > 0.05$$

From 181 respondents 94.5 % agreed on the importance of research findings through ERTA. 96.8% of journalists and 91.9 % of researchers believed that dissemination of research findings through Ethiopian Radio and Television is important.

As the result, the analysis showed that there is no significant difference between journalists and researchers responses ($x^2_{cal} = 2.148, df = 1; P > 0.05$) on the importance of dissemination of findings through Ethiopian Radio and Television.

In line with this Eve Gray (2007) stated that in Africa, where the current journal system manifestly does not work for the effective dissemination of African research knowledge, there is an opportunity for policy makers to explore new and different ways of using the increased potential offered by media, by using interactive forms to disseminating research knowledge and reach a variety of audiences. Given the limited reach of African journals in the current system, the potential for Africa to leapfrog technological gaps is therefore a real one; in fact this might be an imperative rather than an option.

Gareth Locksley (2009, p.2) also acknowledged that in the developing world, especially in rural areas, Radio (including community Radio) and TV hold the primary roles, particularly where literacy is low. Traditional radio and TV will continue to be the most effective ways of delivering high-quality information on issues such as health care and education, and of debating issues of general interest and promoting a culture of peace.

Different stakeholders of the academics and end users of the research findings which include state minister for Higher Educational Institutions at Ministry of Education (MoE), Wollega university and the consortium of public universities president, director for research & technology transfer at Addis Ababa Institute of Technology (AAiT), three policy makers, two ERTA higher officials (news & current affairs deputy director general and educational programs deputy director general), and two business owners have been interviewed. All the interviewees indicated that the dissemination of research finding through Ethiopian Radio and Television is important to address wider community in general and policy makers in particular.

The justifications that the interviewees put forward were; Radio and Television can easily reach the public, they can present ideas in a simple language that everyone can understand, they can easily deliver the research findings to illiterates and it's time saving.

State Minister for higher educational institutions under Ministry of Education states that:

“As research findings are published in journals they should also be broadcasted in radio and television. The target groups of journals are educated people. However, research findings that are disseminated via radio and television can reach everyone including farmers. When it is said that research finding shall be disseminated, it does not only mean to let those who doesn't know, but also to let those who already know

implement it. My view is dissemination of research findings shouldn't be limited through a single language instead it is good if they can be translated and disseminated in all languages in the country in order to reach the farmers. Higher educational institutions should rewrite their research findings in simple and understandable languages and present to journalists."

In view of that Rob Stephenson, and Monique Hennink (2002, p.11) pointed out that policymakers might not fully understand how to use research to support policy formation. They noted that policymakers might not have the ability to understand research findings or to interpret research findings, thus experiencing difficulties in translating research findings into policy action. This may lead to the failure to incorporate research into policy formulation.

Robert W. Porter, and Suzanne Prysor-Jones, (1997) advised that to solve the problem of policy makers understanding on research findings , researchers should be presented it in clear, simple, jargon-free terms. Reports should be brief and to the point, and packaged in a format familiar to the audience the researcher is trying to reach and influence.

Thus, as a medium, Radio and Television are appropriate to use simple words to present research findings to the intended audiences and policy makers. Sylvia Biraahwa Nakabugu (2010) indicated that Radio (TV) demystifies the scientific jargons. It is able to explain the research in simpler and ordinary language that people understand easily.

Although he doesn't support the dissemination of all research findings, deputy director for News and Current Affairs in Ethiopian Radio and Television Agency agreed on broadcasting selected researches and research findings which reinforce the policies that the country follows through Radio and Television.

"If research findings have to be disseminated via radio and television, they have to be evaluated based on their relevance to the development of the nation. More importantly, they must be implementable".

Director of research and technology transfer at Addis Ababa Institute of Technology agreed on delivering research findings to the public through ERTA. He stated that the dissemination of

research findings on Ethiopian Radio and Television Agency will play a very important role to bring the industries and universities closer.

Policy makers stated that the dissemination of research finding on radio and television will help them to take the findings in to account in making policies related to the findings. On the other hand, business owners believed that the dissemination of research findings on Radio and Television help them select researches that are relevant to their business and motivate them to sponsor the researches.

Business owner no. 1, stated that (he was very charismatic during the interview):

“A business owner spends all his time chasing for money, he has no time slot for reading. You go home tired in the evening, lie on the couch and whether you like it or not you will throw your eyes on the TV. If I see or hear about any research finding on TV, I will try to find and meet the presenter. ... I mean if I am convinced that I can make money out of it.”

Policy maker no. 3, also stated that:

“Although it is not common in Ethiopia, before policies are formulated the ideas are generated from universities. Let me tell you my experience; I have visited a number of countries in the past five years and I have got the chance to meet policy makers of different countries....hmm... When I come to your question, most policy makers including myself have no time to read research literatures. Fortunately, you will have the chance to listen radio either in car or in office. I usually watch TV as it also broadcasts about the meetings I attended. I think radio and television are better options to reach policy makers.”

In the view of him, Alister Scott (2002) stated that mass media (Radio and TV) are a key tool for achieving direct research dissemination to the public but it is also useful for forcing reluctant official bodies to pay attention research findings

From table 10, we can see that only 3 journalists, which account for 3.2% and 7 researchers which account 8.1% did not agree on the importance of research dissemination through ERTA. In response to the question “If you say no”, what is the reason, two of them argued that ERTA journalists don’t always report the fact. So if I give my research paper to them, they might

change the findings based to their interest. Other three argued that since the research might be broad there might not be enough time to show all the results. Therest of the five respondents did not justify their reason.

4.1.2. Dissemination of Research findings through ERTA Address the Wider Community and Policy Makers

Questions

A- Do you agree that dissemination of research findings through ERTA address the wider community?

B- Do you believe that dissemination of research findings through ERTA address policy makers properly?

Table 11: Dissemination of research findings through ERTA reaches wider community and policy makers

Questions	Responses	Journalists	Researchers	Total	Percentage
Q = "A"	Yes	85	72	157	86.7%
	No	10	14	24	13.3%
Q = "B"	Yes	82	72	154	85.1%
	No	13	14	27	14.9%

In response to the question whether the dissemination of Higher Educational Institution research findings through ERTA address the wider community or not, the following results were obtained: from the respondents of the total 181 journalists and researchers who responded 85(89.5%) and 72 (83.7%) said that dissemination of Higher Educational Institution research findings through Ethiopian Radio and Television can address the wider society respectively, while 10(10.5%) and 14(16.3%) did not agree on it.

In line of the respondents, Stuart Allan (2010, p.362) also affirmed that despite the astonishing growth of the internet worldwide, television remains the most global and powerful of media. Its imagery crosses linguistic and national boundaries with relative ease, making it the most important purveyor of public information. This is particularly so in developing countries, where large sections of the population cannot read or write.

of 181 respondents 85.1% said that dissemination of Higher Educational Institution research findings through Ethiopian Radio and Television can address policy makers properly, while 14.9% of respondents said that dissemination of research findings through Ethiopian Radio and Television Agency cannot address policy makers properly. So the analysis showed that dissemination of research findings through Ethiopian Radio and Television address the community at large and policy makers well.

Monique Hennink, (2004) noted that accessing research outputs is one of the greatest difficulties faced by policymakers in utilizing research findings. Policymakers reported that research results often do not reach government officials as they are disseminated in academic circles or passed only to the donor agency. Policymakers stated that they seldom access these sources. Thus, they requested increased in-country dissemination of research outputs to wider target audiences. To do this Radio and Television are better channel as the respondents and literatures indicated.

Table 12: Best Channel to Disseminate HEIs' Research Findings to the Wider Community in Ethiopian Context.

Choices	Journalists	Researchers	Total	Percentage	Mean	SD
TV and Radio	85	72	157	86.7%	78.5	0.69
Internet	5	8	13	7.2%	6.5	0.16
Journal	0	2	2	1.1%	1	0.1
Seminar and Symposium	5	4	9	5%	4.5	0.05
Total	95	86	181	100%	90.5	

of 181 respondents 157 (86.7 %) said that TV and Radio is the best channel to disseminate the Higher Educational Institution research findings in order to address a wider community, while 13(7.2%) of respondents agreed that internet is the best channel to address the wider community than Radio and TV, 2(1.1%) and 9(5%) of respondents said journal and seminar and symposium is best channel to address the wider community, respectively.

The analysis of the mean and standard deviation showed that journalists and researchers proportionally agreed on the importance of dissemination of Higher Educational Institution research findings through ERTA to address a wider community.

In line with this, Winston Jumba Akala (2004) stated that academic journals, encyclopaedias and other literatures are not accessible to the ordinary citizens and technocrats since they are regarded as useful only to the academy for educational purposes.

The analysis based on table 10. 11 and 12 clearly showed that dissemination of the Higher Educational institution research findings through ERTA is important to address the wider community and policy makers.

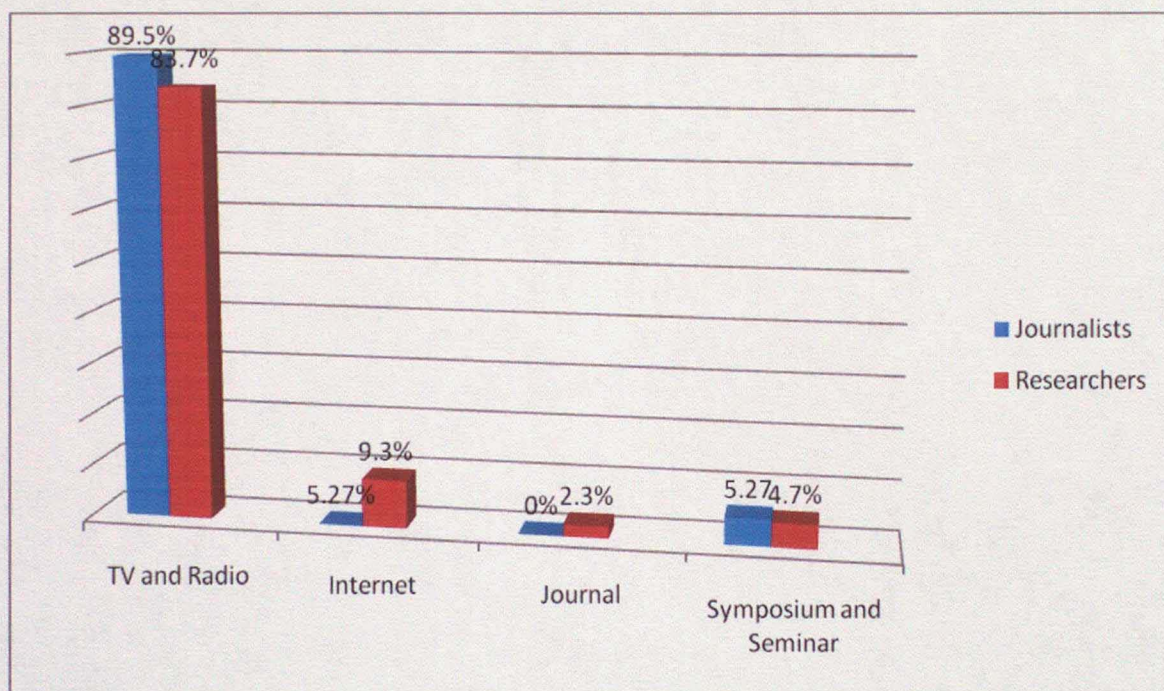


Figure1: Best channel to disseminate HEI's research findings based on the respondents perception

4.2. The role of ERTA in dissemination of research findings of Higher Educational Institution research findings

Table 13: Role of ERTA in the dissemination of research findings of the Higher Educational Institution research findings

Questions	Responses	Journalists	Researchers	Total
Did you believe that dissemination of Research findings is one of responsibility of ERTA?	Yes	70 (73.7%)	80 (93%)	150 (82.9%)
	No	25 (26.3%)	6 (7%)	31 (17.1%)
Was ERTA fair in allocating time in dissemination of HEI's research findings?	Yes	7 (7.4%)	5 (5.8%)	12 (6.6%)
	No	75 (78.9%)	73 (84.9%)	148 (81.8%)
	I didn't know	13 (13.7%)	8 (9.3%)	21 (11.6%)
Does ERTA give a considerable coverage for symposiums which prepared by HEI.s?	Yes	29 (30.5%)	6 (7%)	35 (19.3%)
	No	66 (69.5%)	80 (93%)	146 (80.7%)

Of 180 respondents 82.9% of them agreed on the point that dissemination of Research findings is one of responsibility of ERTA, while 17.1% of them did not agree on it. Of 95 journalists 75(78.9%) and of 86 researchers 73(84.9%) believed that ERTA was not fair in allocating air time to disseminate research findings.146 (80.7%) of respondents from 181 samples argued that ERTA does not give considerable coverage for symposiums and seminars prepared by HEI's.

Similarly, audio and visual document of ERTA showed that ERTA was not fair in allocating air time to broadcast Higher Educational Institution research findings. The researcher reviewed five years of audio and video documents of ERTA which give evidence as to how much ERTA broadcasted in each day, each week, each month and each year in the last five years.

Table 14: Coverage of ERTA in dissemination of HEIs' research findings

Year	Research Findings					Routine Issues		Grand Total
	Social	Economical	Political	Total		count	%	
				count	%			
2008	16	22	19	57	1.5%	3837	98.5%	3894
2009	14	25	14	53	1.6%	3222	98.4%	3275
2010	17	21	9	47	1.2%	4026	98.8%	4073
2011	17	13	11	41	1.3%	3186	98.7%	3227
2012	18	17	0	35	0.9%	3934	99.1%	3969
Total	82	98	53	233	6.5%	18,205	493.5%	18, 438

The results showed that ERTA in 2008 reported three thousand eight hundred ninety four different issues or agenda. From those huge numbers of broadcasted agenda only 57 (1.5%) items were research findings. As the above table showed that from 2008 up to 2012, the coverage percentage of research findings by ERTA was only 6.5 % percent. The other 93.5% of the issue which broadcasted by ERTA was only focusing in entertainment and day today information.

The establishment proclamation of ERTA no.59 of 1968 and revised no.114/1995 clearly stated that the priority objective of ERTA is to educate the people not to entertain or to inform. Entertainment and inform are the second objective of ERTA based on the proclamation.

However, the review document findings indicate that the dissemination of higher educational institution research findings through ERTA is poor in all five consecutive years. So we can conclude from the data that ERTA did not give a considerable time to disseminate the higher educational institution research findings. Thus, with no doubt the document tell us ERTA not played its role in disseminating higher educational institution research findings.

The data which obtained from in-depth interview also indicated that ERTA do not plays its role in dissemination of HEIs' research findings. All the key informant interviewees, except one did not believe that Ethiopian Radio and Television has played its role as it is expected to in disseminating Higher Educational Institutions research findings. Even if Ethiopian Radio and Television broadcasted about conferences, symposiums and seminars organized by higher

educational institutions, it doesn't mean that it has done enough in disseminating Higher Educational Institution research findings.

Most of the air time in ERTA is occupied by programs that don't have any contribution to creating a better generation. It doesn't even seem that the agency understands the meaning of what developmental journalism means. For ERTA development of journalism means only exaggerated reports about the mega projects that are run by the government. For noticeable change works in any aspect should be supported by researches. Nevertheless, ERTA hasn't allocated a time slot for dissemination of research findings.

Deputy Minister for higher educational institutions, Ministry of Education stated that let alone disseminating research findings, ERTA has never broadcasted graduation ceremonies properly.

"Higher Educational Institutions complain about Ethiopian Radio and Television. Journalists don't come to universities to report research findings. For your surprise, sometimes they don't even broadcast what they have recorded when universities call them covering all their expenses and per-diem. As a matter of fact, universities have problem of working in plan; in this regard we are part of the problem. I believe that Ethiopian Radio relatively works closely with Higher Educational Institutions. The problem is with Ethiopian Television."

Deputy Director for education in Ethiopian Radio and Television Agency said that ERTA has been trying to disseminate research findings. The problem is that higher educational institutions couldn't cooperate with us in this regard. University officials are very bureaucratic. The significance of their researches to the nation is not remarkable. The scholars are not cooperative. They are reluctant to give technical or professional analysis on current affairs. These have hindered ERTA not to play its own role.

Deputy Director of News and Current Affairs in Ethiopian Radio and Television Agency states that

"Ethiopian Radio and Television has started transmitting research findings in spite of the fact that it is not satisfactory. Pessimistic thinking of the journalists is the main restraint for not disseminating the findings intensively. There is a problem of perceiving that most

of the research outputs have no importance to the nation. The feeling of journalists is that research findings don't go beyond residing in paper and they don't have any country wide role. It is true that this is absolutely wrong. In order to change this thinking we haven't yet exert any effort. In addition to this, the indistinguishable organization of the higher educational institutions is the other major constraint. It is difficult to identify who has specialized in what profession. In order to resolve this problem we have identified nine universities, agreed with them to prepare a common plan and decided them to send us their schedule. Even though several months have passed since that agreement made, from the nine universities it is only Mekelle and Jima Universities who were able to commit to the agreement. This indicates the lack of enthusiasm in the universities themselves."

Consortium of public universities and Wolega University President through telephone interview, nonetheless, stated that Ethiopian Radio and Television works closely with Higher Educational Institutions and it has a very good relationship with the university he leads. However, he was not telling about the efforts of ERTA in detail.

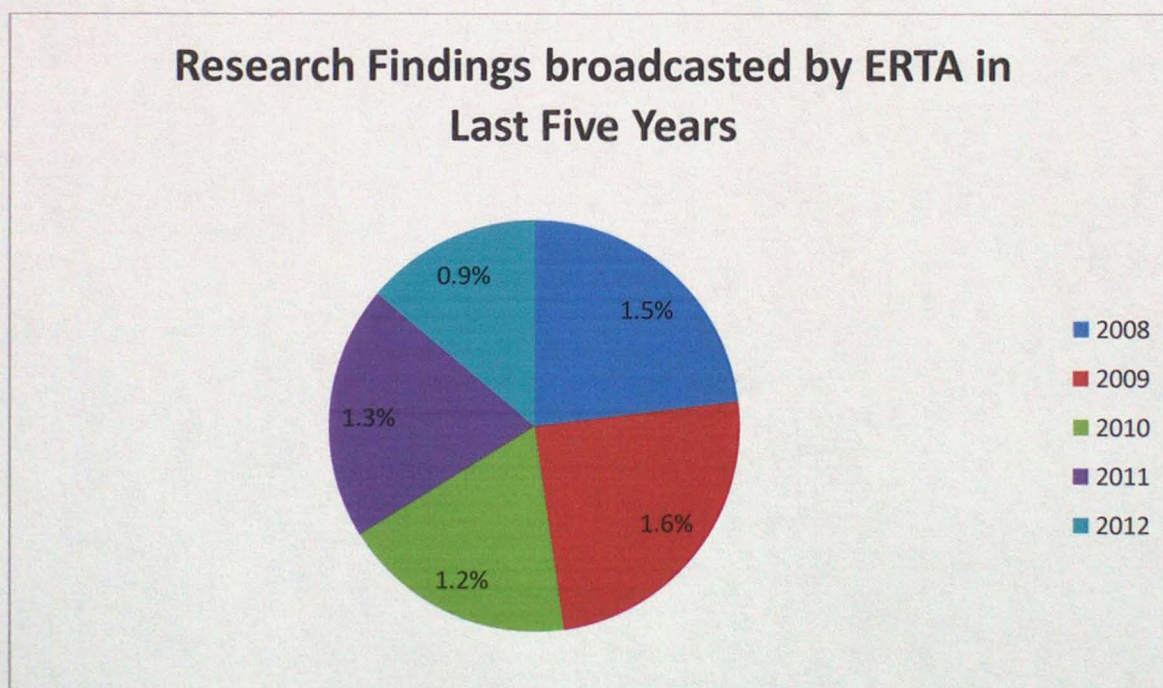


Figure2: Research findings broadcasted by ERTA (Source ERTA audio and video documents)

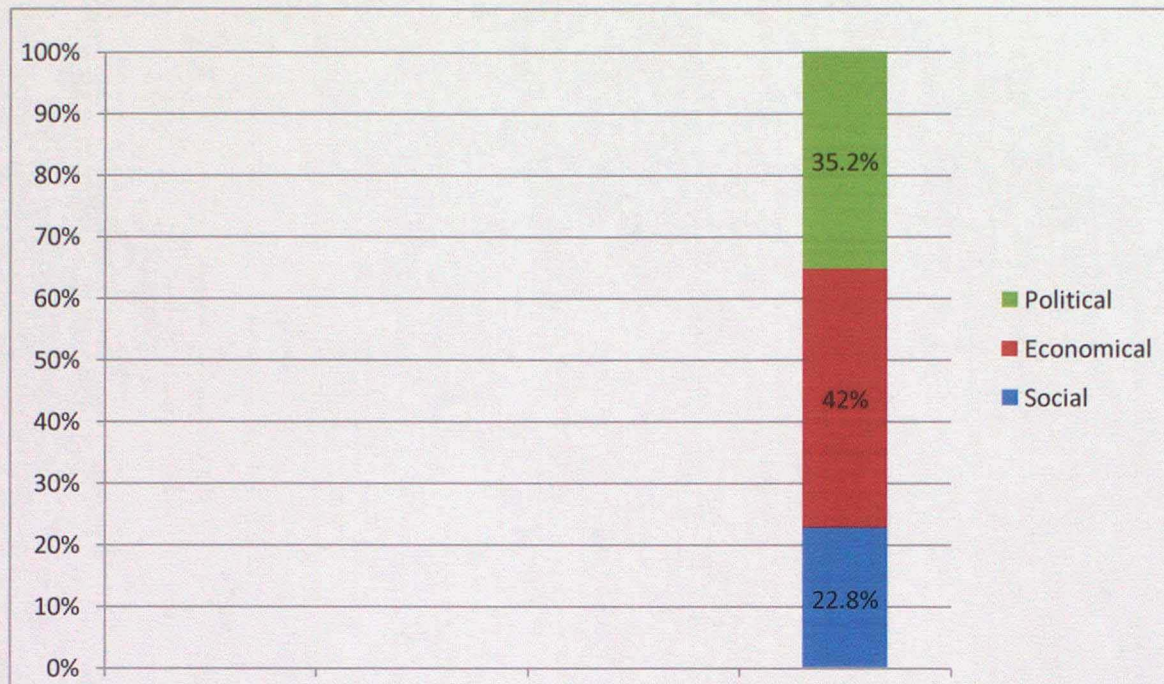


Figure 3: Distribution of research finding broadcasted by ERTA (Source ERTA audio and video documents)

In the last five years ERTA broadcasted 233 research findings of the higher educational institutions. Of the total broadcasted research findings 53(22.8%) political, 98 (42%) economical and 82 (35.2%) social research findings. Among them economic research findings have had better coverage by ERTA.

4.3. Trend of ERTA in dissemination of research findings

To know the trend of ERTA and efforts of HEI's to disseminate research findings through Ethiopian Radio and Television Agency the following items rated by scale. The scale ranges from 5 for 'strongly agree', 4 'agree', 3 'fairly agree', 2 'disagree' and 1 for 'strongly disagree'.

Table 15: Trend of ERTA in dissemination of research findings

The respondents are Journalists

Trend of ERTA in dissemination of research findings	Strongly Agree (in%)	Agree (in%)	Fairly Agree (in%)	Disagree (in%)	Strongly Disagree (in%)	Mean	SD
ERTA effectively playing its role in dissemination of HEI's research findings.	-----	6.3%	15.8%	71.6%	6.3%	2.2	0.66
ERTA officials pay an attention to HEIs research findings.	-----	8.4%	20%	65.3%	6.3%	2.3	0.72
ERTA editors give priority for research findings during order of news.	-----	5.3%	12.6%	71.6%	10.5%	2.1	0.66
ERTA have annual plan in order to give coverage for HEI.s research findings	-----	1%	3.2%	26.3%	69.5%	1.4	0.6

Four questions provided on the scale represent the role of ERTA in dissemination of HEI's research findings, whether ERTA officials pay an attention or not, whether ERTA editors give priority for research findings during order of news, and whether ERTA have annual plan to disseminate Higher Educational Institution research findings. Respondents rated their individual perception on the trend of ERTA in dissemination of Higher Educational Institution research findings in general. The analysis of the response depicted (table 15) that respondents rated ERTA did not effectively played its role in dissemination of HEI's research findings (77.9%), mean= 2.2, ERTA officials did not pay an attention to HEIs research findings (71.6%), mean =2.3, ERTA editors did not give priority for research findings during order of news(82.1%) mean, =2.1, ERTA had not annual plan in order to give coverage for HEI.s research findings(95.8),mean= 1.4.

All of the mean in the above table is below 2.3, this indicated that majority of respondents rated disagree and strongly disagree on the pillar questions with regard to the trend of ERTA in dissemination of Higher Educational Institution research findings.



Figure 4: Trends of ERTA in Dissemination of HEI's Research Findings

Figure 4 also indicated that the research findings which broadcasted through ERTA were decreasing from year to year based on the evidence which obtained from ERTA audio and video documents.

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4.4. An effort of HEI's to disseminate research findings through ERTA

Table 16: Effort of HEI's to disseminate research findings through ERTA

The respondents are researchers

Efforts of HEI's to disseminate research findings through Ethiopian Radio and Television.	Strongly Agree (in%) 5pt	Agree (in%) 4pt	Fairly Agree (in%) 3pt	Disagree (in%) 2pt	Strongly Disagree (in%) 1pt	Mean	SD
HEI's effectively disseminate their research findings through Ethiopian Radio and Television.	----- -	-----	9.3%	73.3%	17.4%	1.9	0.5
HEI's officials, instructors, and researchers pay an attention to disseminated research findings through ERTA.	3.5 %	6.9%	4.7%	75.6%	9.3%	2.2	0.84
HEI researchers always insisted ERTA to give chance for them to disseminate their research findings.	4.7	10.5%	15.1%	33.7%	36%	2.1	1.2
HEI's had annual plan to disseminated research findings through ERTA.	----- -	2.4%	8.2%	72%	17.4%	2	0.6

Four questions also provided on the scale represent whether HEI's effectively disseminated their research findings through Ethiopian Radio and Television, whether HEI's officials, instructors, and researchers pay an attention to disseminated research findings through ERTA, whether HEI researchers insisted ERTA to give chance for them to disseminate their research findings, and whether HEI's have annual plan to disseminated research findings through ERTA. Respondents rated their individual perception on the efforts of HEI's. The analysis of the response depicted (table 16) that HEI's did not effectively disseminated their research findings through ERTA

(90.7%), mean= 1.9, HEI's officials, instructors, and researchers did not pay an attention to disseminated research findings through ERTA (84.9%), mean= 2.2, HEI researchers did not insisted ERTA to give chance for them to disseminate their research findings (69.7%) ,mean=2.1, HEI's had not annual plan to disseminate research findings through ERTA (89.4%) mean =2. Similarly, in the table 15, table16 also the mean not exceed more than 2.2. This showed that most of the respondents rated disagree and strongly disagree on the questions of table 16. So from the data we can conclude that the effort of HEI's to disseminate their research findings through ERTA was very low.

4.5. Focus of ERTA

Which issue or agenda more dominated ERTA air time?

Table 17: Focus of ERTA

Responses	Journalists	Researchers	Total	Percentage
Entertainment	7	12	19	10.5%
Day to day information	33	9	42	23.2%
Political issue	55	65	120	66.3%
Others	-----	-----	181	100%

Based on table 17, the analysis showed that ERTA give more focus on political issues (66.3%), and day to day information (23.2%) respectively.

Table 18: Weekly radio broadcasting news and programs per minute

Type of Program	Weekly Time Budget Per Min.	Percentage
Education	2541 Min.(42.35hr)	33.6%
Inform	2217Min.(36.95hr)	29.33%
Entertainment	2736Min.(45.6hr)	36.2%
Advertisement	66Min.(1.1hr)	0.87%
Total	7560Min (126 hr)	100%

The establishment proclamation of the organization No 114 in 1995 forced ERTA to give priority to educate the people. However, as the above table shows that much Radio air times given to entertainment than education.

The data which obtained from ERTA (Radio program) indicated that majority of air time is allocated to entertainment (36.2%). The data obtained from the respondents and from the document are similar with the priority area of ERTA (not to educate the people). But they differ in level of order; Respondents said that ERTA gives more time for political issues and then day to day information whereas the document from ERTA showed that more time is given to entertainment.

Table 19: Weekly television broadcasting news and programs per minute

TYPE OF PROGRAM	Weekly Time Budget Per Min.	Percentage
EDUCATION	1884MIN	18.69%
INFORM	5543min	54.99%
ENTERTAINMENT	2458min	24.38%
ADVERTISEMENT	195min	1.93%
Total	10080min	100%

The weekly television program clearly indicated that Ethiopian Television grant little time to education, even less than Radio. Day to Day information (54.99%) and entertainment (24.38%) take the much more time than education. This indicated that the main objective of ERTA is not achievable according to the establishment proclamation.

This research does not have any direct aim to assess whether ERTA play its role in area of education or not, but research is one of the means to educate the people. So, if ERTA does not play its role in education, in one way or another, the organization is not playing its role in dissemination of the Higher Educational Institutions' research findings.

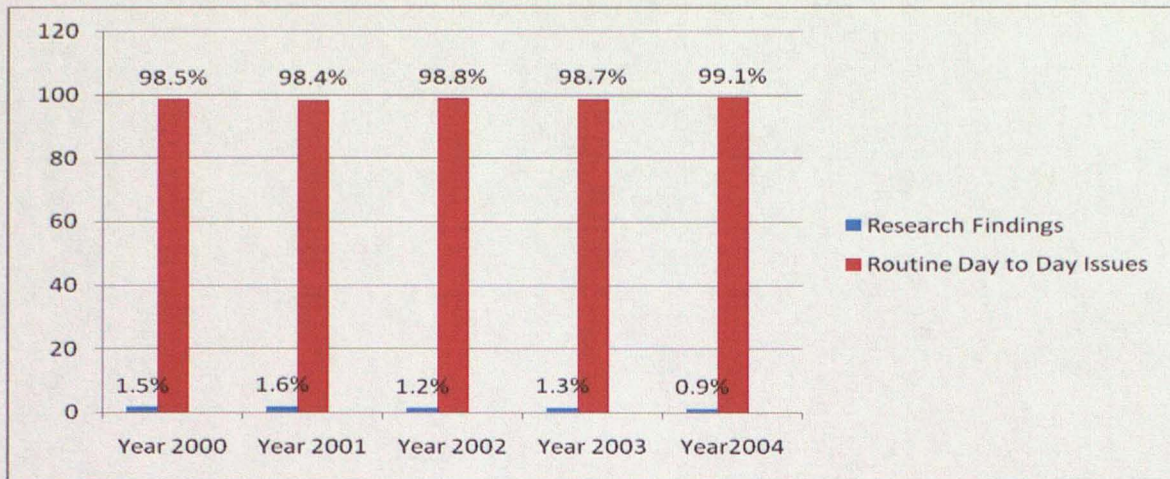


Figure 5: Distribution of dissemination of research findings through ERTA (source ERTA audio and video documents)

In the last five years only 6.5% percent of Higher Educational Institution research findings were broadcasted by ERTA.

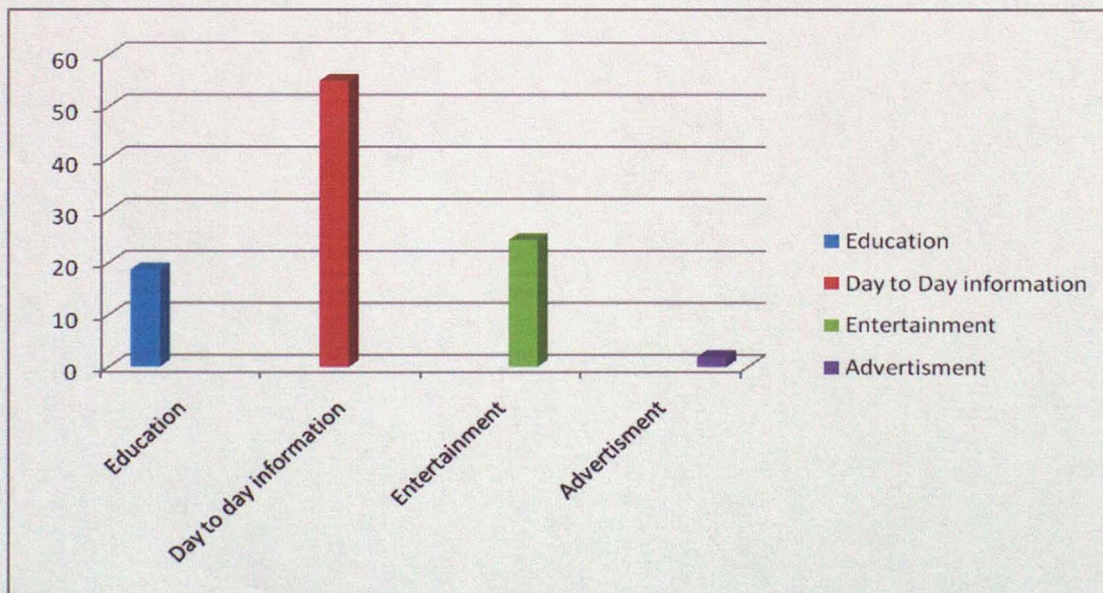


Figure 6: Priority focus area of ERTA (Analysis from ERTA document)

4.6. Working relationship between ERTA and HEIs'in Dissemination of Research Findings?

Based on the respondents answer there was no established strong working relationship between ERTA and HEI's. Among 95 journalists 85(89.5%) and from 86 researchers 80 (93%) believed that ERTA and HEI's have no workable relationship. The analysis showed that it needs further endeavor to strengthen their relationship in order to facilitate the dissemination of research findings through ERTA.

The analysis is depicted in the following table.

Do you believe that ERTA and HEIs' built workable relationship?

Table 20: Relationship between ERTA and HEIs'

Responses	Journalists	Researchers	Total	X ² 0.7
Yes	85	80	165	
No	10	6	16	
Total	95	86	181	

P > 0.05,df=1

The analysis showed that (X² =0.7, df = 1, P > 0.05) there was no significant difference between the perception of journalists and researchers. Both believed that ERTA and HEIs do not have a strong relationship.

Higher Educational Institutions also were not working with journalists to disseminate research findings through ERTA. Of 181 respondents 155 (85.6%) of them said that HEIs did not work with Ethiopian Radio and Television Agency's journalists to disseminate their research findings. The main reasons they identified that they were busy in teaching, they thought ERTA would not collaborate with them, sometimes the system of HEIs is not comfortable to do that and shortage of funds.

Among 86 senior and young researchers only 6 (7%) of them disseminated their research findings through ERTA. The rest 93% have had no chance to disseminate their research findings through ERTA. However, according to the respondents, 93% of them expressed their willingness to work with ERTA journalists, if ERTA journalists are ready to collaborate with them. Of 86 of

researchers 89.5 % believed that dissemination of research findings through ERTA will bring recognition from the society and funds from business owners thereby allowing them to materialize their research. It would also be a great deal of motivation for young researchers.

Simon Cottle (2003, p.3) support the above idea that we are living in an increasingly "promotional times". Today states, corporate organizations as well as diverse pressing groups and new social movements all seek to put their messages across the media in pursuit of public legitimacy.

4.7. Knowledge of ERTA journalists to report the higher educational institution research findings

Do you believe that ERTA journalists had technical knowledge to report HEI's research findings?

Table 21: ERTA journalists technical knowledge based on respondents

Response	Journalists	Percentage
Yes	15	15.8%
No	80	84.2%
Total	95	100%

The analysis showed that the majority of ERTA journalists don't have technical knowledge to understand and report the higher educational institution research findings properly. Of 95 journalists 84.2 % of them agreed that ERTA journalists have no technical knowledge to report the research findings well. All journalists, 100% of them, also said that whether HEIs or ERTA did not provide any training to them particularly, related to how a given research finding can be well understood and reported to the audience. The trend of the respondents to report research findings which is obtained from the respondents through open-ended questions indicated that some of them reported research findings by leave out the technical jargons from the report; some of them were referring to the internet to understand the technical aspect, and others by conducting further interview.

4.8. Hindering Factors in Dissemination of Higher Educational Institution Research findings through ERTA

It can be inferred from the interviews with the key informants in this research that some of the major constraints for Ethiopian Radio and Television Agency for not disseminating research findings are pessimistic thinking (perception of research findings to have no meaningful value) of the administration officials and the journalists of ERTA, limitation of knowledge of the journalists, limitations on national oriented studies and researches, research outputs unable to go down to the ground, relationship between higher educational institutions and ERTA being loose and unable to work in plan.

Deputy Director for Educational Program in Ethiopia Radio and Television Agency explained the failure of the researches being based on local problems and their outputs couldn't go down to the ground as main causes for higher educational research findings not being disseminated through ERTA.

State Minister for Higher Education Institutions in Ministry of Education, however, doesn't agree on the aforementioned excuses. The deputy minister justifies that the current direction in higher educational institutions is letting the universities do things that can go down to the ground and linking the universities with the local industries.

Director of Research and technology transfer at Addis Ababa Institute of Technology agreed with the Deputy Minister's idea. According to him, recently a research policy was launched and based on the government's program, twenty research areas have been identified. These include textile, leather, railway, agriculture, energy, construction etc. Although this has been just started, it doesn't mean the researches that had been done by higher educational institutions were not important.

The common view of all interviewees is that Ethiopian Radio and Television Agency and Higher Educational Institutions are not working closely. This is a big problem and each party should take responsibility for that.

Similarly, quantitative data analysis showed that there are hindering factors in dissemination of HEI's research findings. Of 95 journalists 55 (57.9%) of them believed that there is hindering

factors in ERTA to disseminate HEI's research findings. The identified reasons from the respondents were low attention of editors to research findings, wrong attitude of ERTA officials to research findings; they believed that HEI's research findings had no role in the country's development process, ERTA allocation of time; give more time to political issues and entertainment, lack of attention to research findings, complex bureaucracy of HEI's to utilize research findings, lack of knowledge; particularly journalists did not attend any training to report research findings, and most of HEI's research findings are basic research so it's difficult to contextualize within the country's situation. Those are some of the identified hindering factors of ERTA to disseminate HEI's research findings from the respondents through open ended questions.

In line with this Chris Garforth (1998) also stated that the effective use of mass media for dissemination of research outputs is hampered by a number of institutional factors, including: barriers between government departments; centralized control over broadcasting; budgetary constraints, and lack of clear responsibility for providing information to broadcasters.

Similarly, as I stated on the literature part, in eastern Africa like Tanzania, and Kenya faced similar problems in dissemination of HEI research findings through media.

Lucy Atim (2010), stated that Panos Eastern Africa, Nonprofit Organization working in the East and Greater Horn of Africa, aimed to promote research communication through strengthening links between journalists and researchers, conducted different training in different times. This training entails practical skills on how researchers can work with journalists. In recent trainings conducted by Panos Eastern Africa in Kenya and Tanzania, the journalists and researchers had an opportunity to discuss on their gaps. Accordingly, researchers and journalists gave their view on it as follows:-

"Many research organizations are doing great work which they keep away from the media. This in return makes it very difficult to report such stories. The malicious eye with which people look at journalists is for most part a result of misconception." **(Journalist Kenya)**"

"Researchers sometimes have very sensitive information and the protocol in science must be followed. The channels of disbursing the findings sometimes are full of bureaucracies; I thought researchers are unapproachable " **(Journalist Kenya)**

“My relationship with journalists was terrible ”(**Researcher Tanzania**).

Journalists and researchers of Tanzania and Kenya raised similar problems with Ethiopian researchers and journalist such as lack of communication, Institutional bureaucracy and lack of awareness.

4.8.4. How to Improve the Relationship between ERTA and HEIs’

It is leaned from all the key informants’ interviewees that as the two institutions serve the public, they have to work close to each other. So far, they were like two islands with one discriminating the other. This approach should be changed.

Director of research and technology transfer at Addis Ababa Institute of Technology mentioned that:

“Higher Educational Intuitions are extremely busy. They are engaged in teaching for more than ninety percent of their time. They can’t afford to do researches with remaining little time and then beg Ethiopian Radio and Television to disseminate their research findings. As it sniffs to find celebrities, it has to also search for higher educational researches and report about them. We are ready to work in collaboration with ERTA. The limiting factor is time. “

State Minister for Higher Education Institutions in Ministry of Education said that ERTA and Higher Educational Institutions have to sign memorandum of understanding and work together. He also urged Higher Educational Institutions to arrange for policy briefing, ministry of education to search for fund and ERTA to broadcast about research findings by assigning sufficient air time.

Policy makers’ no1, no 2 and no 3 suggested that ERTA to organize workshops for awareness creation after saying that ERTA’s problem is not only limited to Higher Educational Institution but also they receive the same complaints frequently about ERTA from the organizations they manage.

Directors of ERTA for different divisions admit some of the complaints and explained that to resolve these problems they have a plan to strengthen the discussions they have already started with nine selected universities and expand the collaboration to the other higher educational

institutions. They also mentioned that to resolve the limitation in the competence of the journalists they are talking to concerned organizations.

Likewise, researchers and journalists suggested that ERTA and HEIs should work together for one common goal; that is to build the generation as a nation. From 181 respondents only 53 (29.3%) indicated how to tackle the hindering factors of ERTA. 70.7% skipped this part of the form. Among 53 respondents, majority of them said that ERTA and HEIs should sign a memorandum of understanding to facilitate the dissemination of HEI's research findings, ERTA should allocate a considerable time to HEI's research findings, and HEIs should do practical research considering the country's current problems. Some of them also said that HEI's should give training for ERTA higher officials about the importance of the dissemination of research findings, HEIs should avoid lack of good content in their research findings. In general, among 53 respondents 36 (67.9%) suggested that ERTA and HEIs should sign a bilateral agreement.

Similarly, Kenya and Tanzania researchers and Journalists solved their problems by organizing consecutive meetings (Lucy Atim, 2010). So the recommendations of respondents and key informants have an international ground.

Chapter Five

5. Summary, Conclusion, and Recommendation

This chapter provides a brief summary of the research process, conclusion of findings and recommendations.

5.1. Summary

In this study attempt was made to explore the role of ERTA in dissemination of the HEIs research findings. Literatures show that many of the Ethiopian HEIs research findings are shelved rather being disseminated to the wider community and policy makers. As Teshome (2004) said researches in HEIs shall be under taken not only for reasons of scholarly prestige or for economic considerations but also as part of the overall renewal and development of learning, teaching and public service activities. Thus, as it is mentioned at the back ground section of the report, researches should be disseminated to the wider community and policy makers in order to achieve the overall goal of the HEIs. Consequently, this study presented other and better options of disseminating HEIs research findings to the wider community and policy makers. The study focused on the role of ERTA in dissemination of the Higher Educational Institution research findings. To address this, the following research questions were formulated:

- How do researchers and journalists perceive about the importance of Radio and Television as one of the means for research finding dissemination?
- To what extent do research findings have coverage in Ethiopian Radio and Television to be disseminated to a wider community?
- Does research findings dissemination through Radio and Television motivate young researchers?
- Are there any hindering factors for research findings dissemination through the Ethiopian Radio and Television?
- Is there working relationship between Ethiopian Radio & Television Agency and Higher Educational Institutions with regard to the dissemination of research findings?
- Do the journalists of ERTA have technical knowledge to report about HEIs research findings?

The data required for this research were collected through questionnaires, in depth interviews and document review. Questionnaires were distributed to 100 journalists and 103 researchers. In depth interviews were conducted with 10 key informants. The key informants were state minister for higher educational institutions under MoE, president of consortium of public universities and Wollega University president, director for research & technology Transfer at AAIT, news and current affairs deputy general director at ERTA, educational Program deputy director at ERTA, three policy makers, and two business owners. Quantitative and qualitative methods of data analysis techniques were used to substantiate the collected data. The quantitative data were analyzed by using percentage, mean, standard deviation, chi-square, tables, bar graphs, line graphs and pie charts.

From the above mentioned data collection and analysis process the following main findings were obtained:

- ERTA was not playing its role in the dissemination of the HEIs research findings. The audio and video documents of ERTA reviewed indicated that from the year 2008 to 2012 ERTA broadcasted 18,438 different types of agendas or issues. Among these huge numbers of issues, the number of research findings was only 233 (1.26%). Also from 181 respondents, 81.23% of the respondents believed that ERTA is not fair in allocating time for dissemination of HEIs research findings. The selected 10 key informants, including ERTA higher officials, also expressed that ERTA has almost done nothing in this regard. Even though the establishment proclamation of ERTA No. 114 in 1995 instructs ERTA to give priority for education, ERTA, however, assigns more air time for entertainment (36.2%) in radio and day to day information (55%) in TV.
- Dissemination of HEIs research findings through ERTA will result in the finding to reach policy makers and wider community properly in Ethiopian context rather than via internet and journal. 85.9% of the respondents, specially, the identified policy makers and business owners agreed on this. Currently Ethiopian Radio covers 96 % whereas Ethiopian television covers 70 % of the land mass of the country; according to ERTA's yearly report in 2005. This recent ERTA information authenticated the respondents and key informants response.

- ERTA and HIEs didn't build strong relationship. 91.2% of the respondents said that ERTA and HEIs relationship is very poor. State minister for Higher Education Institution under MoE, ERTA officials and Director for Research and Technology Transfer at AAIT, also expressed that a lot of works are expected from ERTA and HEIs to improve their poor relationship.
- Ethiopian HEIs didn't put forth efforts to disseminate their research findings through ERTA. Among 86 respondent researchers, 84.9% of them said that HEI officials, academicians and researchers did not pay attention for disseminating research findings through ERTA. State minister for Higher Educational Institutions under MoE as well stated that HEIs have limitation of giving emphasis to disseminate valuable research findings through ERTA.
- ERTA journalists don't have technical knowledge to report about HEIs research findings in a proper manner. Among 95 journalists who responded, 84.2% of them agreed on this. ERTA higher officials also acknowledged the limitations of ERTA journalists in this regard. None of ERTA journalists have been granted the chance to attend any training that equips them with the technical capability to report about research findings to a general audience.

5.2. Conclusion

ERTA and HEIs are governmental organizations. Both of them are established to serve the people of Ethiopia and support the developmental process of the country. Now a day's Ethiopia as a country is doing all it can to eradicate poverty pervarsity and join middle income countries group. If ERTA and HEIs hold hand in hand and work together, they can jointly contribute a lot in the overall developmental process of the country. However, the findings of this research showed that ERTA and HEIs are not working together. They didn't create a joint working environment as the people expected. Particularly, ERTA is not playing its role in dissemination of HEIs' research findings. ERTA overlooked the proclamation of the establishment of the organization.

The old establishment proclamation of the organization (Negarit Gazeta, no, 15 order no.59 of 1968) as well as the new proclamation of (order no. 114 in 1995) explains that the objective of ERTA is to educate, inform and entertain the people of Ethiopia. The proclamation clearly indicates that ERTA must give the priority to educate the people. However, the findings of this research affirmed that ERTA give more Radio air time and more Television air time to entertainment and day to day information, respectively.

Ethiopian HEIs researchers didn't consider that much Ethiopian Radio and Television as alternative channel to disseminate their research findings regardless of the fact that Radio and Television are the better options to disseminate HEIs research findings; especially to address to the wider community and policy makers. Majority of the Ethiopian people are illiterate and don't have access to read and understand journals, proceedings or other publications. Even policy makers and business owners are too busy in their routine works to spend time for reading literatures. Therefore, to address useful research outputs to these groups, Radio and Television are ideal options; if researchers and journalists properly use them.

This research discovered also that ERTA journalists are not capable enough to report about HEIs' research findings well. The incompetence of the journalists was due to the absence of any training, organized by either ERTA or HEIs, which enable them to enhance their technical capability in this regard.

The respondents and the key informants of this study identified the following hindering factors for dissemination of HEIs research findings through ERTA : limitations on national oriented studies and researches, inability of research outputs to go down to the ground for implementation, relationship between higher educational institutions and ERTA being loose and inability of both parties to work in plan, low attention of ERTA's editors to research findings, wrong perception (perceiving that research findings have no significant role in the development of the country), ERTA allocation of time (allocating more time to political issues and entertainment), lack of attention to research findings , complex bureaucracy within HEIs to utilize research findings and most of HEIs research being basic and, as a result of this becoming difficult, to contextualize within the country's situation .

5.3. Recommendation

The outcomes of this research vividly showed that ERTA is not playing its role in dissemination of Higher Educational Institution research findings. So the researcher made the following recommendations.

What ERTA should do?

- ERTA should exert efforts to disseminate HEIs' research findings.

- ERTA needs to revise its weekly Radio and Television program guidelines in order to give enough room for dissemination of HEIs' research findings.

- ERTA should plan how and when research findings shall be transmitted.

- ERTA should dedicate most of the air times of one of the twelve channels that it planned to launch in the near future.
- ERTA should be committed to the establishment proclamation of the organization and spend more time to educate the people of Ethiopia.
- ERTA should plan to create awareness within its journalists and higher officials by organizing workshops in collaboration with HEIs.

What Journalists should do?

- The findings revealed that ERTA journalists have limitation to broadcast the Higher Educational Institution research findings properly. So they should train themselves by reading more research findings which done in Ethiopia and abroad.
- They should plan to give more coverage to Higher Educational Institution research findings.
- They should establish strong relationship with Higher Educational Institution researchers.

What HEIs should do?

- HEIs should claim their right to disseminate research findings to the wider community and policy makers through ERTA.

- They should sign memorandum of understanding and establish strong relationship with ERTA.
- They should arrange awareness creation events, under theme importance of researches in the country's development process, to journalists and higher officials of ERTA.
- They should provide sustainable short term trainings to ERTA journalists to build their capacity to report about research findings in a proper way.
- HEIs researchers should do practical researches which can address local problems.
- They should plan and allocate budget to disseminate valuable research findings through ERTA.
- They should push their researchers to plan to disseminate their research findings through ERTA.
- They should find additional budget from stakeholders to disseminate their research findings through ERTA.
- HEIs researchers should collaborate with ERTA journalists to facilitate the dissemination of HEIs research findings.

What policy makers should do?

- Policy makers should push and convince ERTA's higher officials to disseminate HEIs research findings.
- They should establish strong relationship with HEIs to take their findings during formulation of policies.
- They should convince MoE to allocate considerable budget to HEIs that helps them to do more valuable research and to disseminate the findings through ERTA.

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Appendix 1 – Research Question Type 1

Questionnaire

Addis Ababa University Graduate School of Research and Development

Dear Respondents,

The intention of this questionnaire is to gather data for the purpose of assessing the role of ERTA (Ethiopia Radio and Television Agency) in dissemination of research findings. The questionnaire is intended to solicit detailed data on various factors that affect the dissemination of research findings of Higher Educational Institutions by ERTA. Your genuine and accurate answers have great impact to the outcomes of the research. Therefore, you are benevolently requested to give genuine responses to the questions below. The researcher would like to remind you that the answers you give to these questions are going to be used for research purposes only. Thank you.

Part One: Demographic Information

Instruction: Answer the following questions by putting an 'X' sign in the boxes given below.

1. Age:

1. From 20 -24 From 25-34 From 35-54 4. From 55 and above

2. Gender:

1. Male 2. Female

3. Educational Background

1. 12 complete 2. Diploma 3. Degree 4. MA 5. PHD.

4. Occupation

1. Reporter I 2. Reporter II 3. Reporter III 4. Senior reporter I
5. Senior reporter II 6. Assistant Producer 7. Producer 8. Senior Producer
9. Editor 10. Senior Editor

5. Experience

1. 1-5 Years 2. 6-10 Years 3. 11 years 4. 16 and above

N:B "Dissemination of research through Radio and Television" የሚለው ቃል ጥናታዊ ጽሁፍን በሬዲዮ እና በቴሌቪዥን ማስተላለፍ ከሚለው የአማራጭ ቃል ጋር አቻ ነው::

Part Two

1. How long have you ever watched ETV? _____

2. How long have you ever listening Ethiopian Radio? -----

3. Do you believe that research findings should be disseminated through Radio and Television?

1. YES

2. No

4. If your answer for "question no. "3" is "yes" or "no ", what is your reason to say yes or no?

5. Is it important to disseminate (broadcast) research findings through Radio and Television?

1. Yes

2. No

6. If your answer for "question no. "5" is "yes", what is your reason?-----

7. If your answer for "question no. "5" is "No ", what is your reason?-----

8. Do you believe that research dissemination should be one of the responsibilities of ERTA?

1. Yes

2. No

9. Is ERTA fair in allocating time for reporting research findings compare to political and other related issues?

1. Yes

2. No

3. don't know

10. If your answers for question No." 9" is "No" for which issues or agenda ERTA allocate more time?

1. Entertainment 2. Day to day information 3. Political issues 4.

Others-----

11. Can Radio and Television address the wider community than journal with regard to research dissemination?

1. Yes

2. No

12. What is the best channel to disseminate research findings to the wider community, particularly in Ethiopian context?

1. TV and Radio 2. Internet 3. Journal 4. Seminar and symposium

5. Others-----

13. Do you believe that dissemination of research findings through Radio and Television reach policy makers?

1. Yes

2. No

14. Do you believe that dissemination of research findings through Radio and Television properly address the wider community particularly, who are live in rural areas?

1. Yes

2. No

15. Do you believe that there is good relationship between ERTA and Ethiopian Higher Educational Institutions?

1. Yes

2. No

16. Do you believe that ERTA give a considerable coverage for symposiums, conferences, seminars that are organized by Higher Educational Institutions?

1. Yes

2. No

17.If your answer for “question no. "16” is “No ”, what is the reason behind it?-----

18. Do you believe that Ethiopian Higher Educational Institutions work in collaboration with journalists to disseminate research findings through Radio and Television?

1. Yes

2.No

19. Which one of the followings best characterizes ERTA with regard to dissemination of research findings? Please mark the level of your agreement. ((Please put "x" on the right side of the questions based on the level of your agreement.)

No.	Trend of ERTA in dissemination of research findings	Strongly Agree	Agree	Fairly Agree	Disagree	Strongly Disagree
1.	ERTA is effectively playing its role in dissemination of Higher Educational Institution research findings.					
2.	ERTA officials pay an attention to Higher Educational Institution research findings?					
3.	ERTA editors give priority for research finding issues during order of news?					
4.	ERTA working closely with Ethiopian Higher Educational Institutions?					
5.	ERTA have annual plan in order to give coverage for Higher Educational Institution research findings?					

20. Are there any hindering factors in ERTA with regard to give coverage for Higher Educational Institution research findings?

1. Yes

2. No

21. If your answer for "question no. "20" is "yes", what are the main hindering factors?

22. What are the probable solutions to tackle those hindering factors from your perspective?

23. Are the journalists of ERTA have technical knowledge to report Ethiopian Higher Educational Institution research findings?

1. Yes

2. No

24. If your answer for "question no. "23" is "No ", what is the reason?-----

25. In any research there are technical jargons. So how you understand and report it?-----

26. Have you taken/attended any training that helps you to report research findings in proper way?

1. Yes

2. No

27. If your answer for "question no."26" is "yes", what sort of special course or training did you attend -----

28. Have ERTA ever planned to report the Higher Educational Institution Research Findings?

1. Yes

2. No

3. I don't know

Appendix 2 – Research Question Type 2

Questionnaire

Addis Ababa University Graduate School of Research and Development

Dear Respondents,

The intention of this questionnaire is to gather data for the purpose of assessing the role of ERTA (Ethiopia Radio and Television Agency) in dissemination of research findings. The questionnaire is intended to solicit detailed data on various factors that affect the dissemination of research findings of Higher Educational Institutions by ERTA. Your genuine and accurate answers have great impact to the outcomes of the research. Therefore, you are benevolently requested to give genuine responses to the questions below. The researcher would like to remind you that the answers you give to these questions are going to be used for research purposes only. Thank you.

Part One: Demographic Information

Instruction: Answer the following questions by putting an 'X' sign in the boxes given below.

1. Age:

1. From 20 -24 2. From 25-34 3. From 35-54 4. From 55 and above

2. Gender:

1. Male 2. Female

3. Educational Background

1. BA/BSC 2. MA/MSc 3. PHD. , 4. If others specify it-----

4. Occupation-----

5. Experience

1. 1-5 Years 2. 6-10 Years 3. 11-16 4. 6 years and above

Part Two

N:B “**Dissemination** of research through Radio and Television” የሚለው ቃል በዚህ ጥናት ጥናታዊ ጽሑፍን በፊደል እና በቴሌቪዥን ማስተላለፍ ከሚለው የአማራጭ ቃል ጋር አቻ ነው::

1. How long have you ever watched ETV? -----

2. How long have you ever listening Radio ? -----

3. Have you ever been heard or watched the findings of any research (done by Ethiopian Higher Educational Institutions) through Ethiopian Radio and Television?

1. Yes

2. No

4. If your answer for "question no. "3" is "Yes", how many times-----

5. Do you believe that research findings should be disseminated through Radio and Television?

1. YES

2. No

6. If your answer for "question no. "5" is "yes" or "no", what is your reason to say yes or no? -

7. Is it important to disseminate research findings through Radio and Television?

1. Yes

2.

8. If your answer for "question no. "7" is "yes", what is your reason?-----

9. If your answer for "question no. "7" is "No", what is your reason?-----

10. Do you believe that research dissemination should be one of the responsibilities of ERTA?

1. Yes

2. No

11. Have you ever been disseminated your research findings through Ethiopian Radio and Television?

1. Yes

2. No

12. Is ERTA fair in allocating time for reporting research findings compare to entertainment, political and other related issues?

1. Yes 2. No 3. I don't know

13. If your answer for question no. "12" is "No" for which issues or agenda ERTA allocate more time?

1. Entertainment 2. Day to day information 3. Political issues 4. Others_

14. Can Radio and Television address the wider community than journal with regard to research dissemination?

1. Yes 2. No

15. If your answer for question No. 14 is "Yes " or "No" please justify it?-----

16. What is the best channel to disseminate research findings to the wider community, particularly in Ethiopian context?

1. TV and Radio 2. internet 3. journal 4. Seminar and Symposium, If others specify it -----

17. Do you believe that dissemination of research findings through Radio and Television reach policy makers properly?

1. Yes 2. No

18. Do you believe that dissemination of research findings through Radio and Television properly address the wider community particularly, who live in rural areas?

1. Yes 2. No

19. Do you believe that there is well-built relationship between ERTA and Ethiopia Higher Educational Institutions?

1. Yes

2. No

20. Do you believe that ERTA give a considerable coverage for symposiums, conferences, and seminars that are organized by Higher Educational Institutions?

1. Yes

2. No

21. Do you believe that Ethiopian Higher Educational Institutions work in collaboration with journalists to disseminate research findings through Radio and Television?

1. Yes

2. No

22. Which one of the followings best characterizes ERTA with regard to dissemination of research findings? Please mark the level of your agreement. (Please put "x" on the right side of the questions based on the level of your agreement.)

No.	Trend of ERTA in dissemination of research findings	Strongly Agree	Agree	Fairly Agree	Disagree	Strongly Disagree
1.	ERTA is effectively playing its role in dissemination of Higher Educational Institution research findings.					
2.	Ethiopian Higher Educational Institution administrative officials and academicians pay great attention for disseminating research findings through Radio and Television.					
3.	Ethiopian Higher Educational Institution researchers insist ERTA to give chance for them to disseminate their research findings.					
4.	Ethiopian Higher Educational Institutions working closely with ERTA.					
5.	Ethiopian Higher Educational Institutions have annual plan and budget to disseminate research findings through Radio and Television.					

Appendix 3: Interview Questions

መሪ የቃለ መጠይቅ ጥያቄዎች

1. የዩንቨርሲቲ የጥናት ውጤቶች በኤርቴድ ሽፋን ማግኘት አለባቸው ብለው ያምናሉ?
2. የዩንቨርሲቲ የጥናት ውጤቶችን ኤርቴድ በበቂ ሁኔታ ሽፋን ሰጥቷል ብለው ያስባሉ?
3. የጥናት ውጤቶች በፊደሎች እና በቴሌቪዥን ማስተላለፍ ፖሊሲ አውጭዎችን እና አብዛኛውን ህዝብ በቀላሉ እንድሰሙት እና እንዲያዩት እድል ይፈጥራል ብለው ያስባሉ?
4. ብዙ የጥናት ውጤቶች በሀገራችን ይሰራሉ ሁሉም ለህዝብደርሰዋል ብለው ያምናሉ?
5. ኤርቴድ በቀድሞው በ1968 በወጣው አዋጅቁጥር 59 እንዲሁም በአዲሱ በ1995 በወጣው በአዋጅ ቁጥር 114 ሲቋቋም ሶስት አላማዎች አሉት ማስተማር ፣ ማሳወቅ እና ማዘናናት። ከእነዚህ ውስጥ ደግሞ በአዋጁ በግልጽ እንደ ተቀመጠው ማስተማር ቅድሚያ ይሰጠዋል። ድርጅቱ ይህን ሀላፊነቱን በብቃት ተወጥቷል ብለው ያስባሉ?
6. በውጭ የተሰሩ የጥናት ውጤቶችን በድንቃድንቅ እና በመዘናኛ ፕሮግራም ታቀርባላችሁ ለሀገር ውስጥ ጥናትስ ምን ያህል ትኩረት ሰጥታችኋል?
7. እንደ ፖሊሲ አውጭነትዎ የ ጥናት ውጤቶች ለሀገሪቱ ፖሊሲ ግብአት እንዲሆኑ እና ለፖሊሲ አውጭዎች በቀላሉ እንዲደርሱ ምን መደረግ አለበት ብለው ያስባሉ?
8. የዩንቨርሲቲ ተቋማት ከኤርቴድ ጋር የጠበቀግኑኝት መስርተዋል ብለው ያስባሉ?
9. ኤርቴድ በብዛት እና በጥራት የዩንቨርሲቲ የጥናት ውጤቶችን እንዳያስተላልፍ እንቅፋት የሆነው ነገር አለ?
10. ወደፊት ኤርታ ለጥናት ውጤቶች በቂ ሽፋን እንዲሠጥ ምን መደረግ አለበት ብለው ያስባሉ?

Appendix 4: Research Findings Broadcasted by ERTA

Type of Program(Research)	Date	Month	Year	Place
Research study presented By EEA	6	1	2000 EC	ECA
HIV prevalence in Ethiopia.	10	1	2000 EC	ECA
Knowledge and Development in Ethiopia	10	1	2000EC	Hilton
Folklore and literature of Hadia language	14	1	2000EC	Hossaena
Africa Economic Development	15	1	2000EC	ECA
Tourism in Ethiopia	17	1	2000EC	RasAmba Hotel
Human Rights in Ethiopia	20	1	2000EC	ECA
Sound pollution in Ethiopia	21	1	2000EC	Addis Ababa municipality
Study in Coffee Tree	23	1	2000EC	-----
Anti HIV medicine and users in ETHIOPIA	27	1	2000EC	Bahir Dar
October				
Culture and Commitment of Ethiopian workers	5	2	2000EC	Harar
Civil service in Ethiopia	8	2	2000EC	Mekelle
Employ and employer in Ethiopia	12	2	2000EC	Adama
	18	2	2000EC	Hilton
Environmental Protection	14	2	2000EC	UN Hall
Green Forum	20	2	2000EC	Ghion Hotel
Trend of Agriculture research institute	21	2	2000EC	Holeta
How to implement Educational professional license in Eth.	25	2	2000EC	Ministry of Education
November				
Population, Health and Environment	4	3	2000EC	UNCC
Environmental pollution	16	3	2000EC	Environmental protection authority
Gender	16	3	2000EC	Adama
Malaria in Ethiopia	18	3	2000EC	
Archeological Excavation and Heritage	18	3	2000EC	Wuqro

Ombudsman Research	20	3	2000EC	Bishoftu
Women prisoners in Ethiopia	21	3	2000EC	Ghion Hotel
December				
Yehar development in Ethiopia	8	4	2000EC	Ghion Hotel
TB and HIV	16	4	2000EC	Alert Hospital
The Necessity of Law Management	17	4	2000EC	Soderie
Federal Affairs	14	4	2000EC	Ras Hotel
Bad Tradition Practice in Ethiopia	23	4	2000EC	Jinka
January	---	---		
February				
Sport in Addis Ababa School	5	6	2000EC	A.A Municipality
Culture and development	8	6	2000EC	Mekelle
ICT and its Importance	10	6	2000EC	A.A University
Nile Initiative Basin	12	6	2000EC	Six Kilo Cultural Hall
The development of Science in Africa	25	6	2000EC	
March				
How Organizing unorganizing youth	3	7	2000EC	CRDA
How can Create Market for Farmers Agricultural Product	5	7	2000EC	Mekelle
Education For Adults	13	7	2000EC	UN Hall
Human Rights in Ethiopia	13	7	2000EC	Mekelle
Environmental Change	29	7	2000EC	Semera
Economic Policy in Ethiopia	29	7	2000EC	
April				
Environmental Protection	8	8	2000EC	UN Hall
Health	16	8	2000EC	Asaita
Government and Business Man in Ethiopia	19	8	2000EC	Mekelle
A.A University Students movement	26	8	2000EC	A.A University
Ethnicity and Students Movement	27	8	2000EC	A.A University
May				
African Economic Development	4	9	2000EC	ECA
Women, Children and Disabilities right in Ethiopia	5	9	2000EC	Ghion Hotel

Disabilities right in Ethiopia	8	9	2000EC	Six Kilo Meeting Hall
Federal Affairs	13	9	2000EC	Ghion
Trade in Ethiopia	26	9	2000EC	Ghion
Tourism in Ethiopia	26	9	2000EC	Adama
June	----	---	---	
July				
Transport Fund in Eth.	8	11	2000EC	ECA
Ethio- Italian War	10	11	2000EC	A.A University
African Micro Finance	15	11	2000EC	Hilton
Polio in East Africa	17	11	2000EC	Sheraton
Rice in Ethiopia	29	11	2000EC	Imperial Hotel`
August				
Democracy Building in Ethiopia	12	12	2000EC	UN Hall
2001, September				
Bio Fuel in Ethiopia	6	1	2001EC	Ghion Hotel
Water and Environmental Sanitation	6	1	2001EC	Global Hotel
Road Development in Ethiopia	13	1	2001EC	ECA
Tourism in ADDIS Ababa	19	1	2001EC	A.A Municipality
Tourism in Ethiopia	29	1	2001EC	Wabie Shebelle Hotel
ICT in Ethiopia	29	1	2001EC	Ministry of Education
October				
African Culture and Corruption	3	2	2001EC	ECA
Inflation in Ethiopia	7	2	2001EC	National Bank
Quality of Education	1	2	2001EC	Addis View Hotel
Alternative Energy Source	1	2	2001EC	A.A. University
Women in Rural Area	12	2	2001EC	Ghion Hotel
Freedom and System of Court in Ethiopia	18	2	2001EC	Ghion Hotel
November				
Agriculture in Ethiopia	1	3	2001EC	Ethio -Agricultural Research Institute
Quality Education in Ethiopia	1	3	2001EC	HERKA
Environmental Change in Ethiopia	10	3	2001EC	Meskel Flower
Sustainable Land Management	14	3	2001EC	Kasanchise

Cultural Sport in Ethiopia	17	3	2001EC	Sport and Youth Ministry
Human Right in Ethiopia	18	3	2001EC	Wabie Shebelle Hotel
Study in Human Remains	19	3	2001EC	A.A. University
December				
Agricultural Experts in Ethiopia	1	4	2001EC	Bishofitu
Human Rights in Ethiopia	1	4	2001EC	ECA
Environmental Protection and Health	2	4	2001EC	Ghion Hotel
HIV in Ethiopia	5	4	2001EC	A.A Municipality
Research in Ethiopian Old Script	5	4	2001EC	National Museum
Water Resource in Ethiopia	6	4	2001EC	Ghion Hotel
Global Migration	6	4	2001EC	Hilton Hotel
Human Rights In Ethiopia	11	4	2001EC	Soderie
Agricultural Research in Ethiopia	13	4	2001EC	Bishoftu
Gender Equality	14	4	2001EC	Kasanchise
Sport in Ethiopia	17	4	2001EC	Adama
January				
Study in Omo Nationality	14	5	2001EC	ETV
Capacity Building in Civil Service	15	5	2001EC	Wabie Shebelle Hotel
Tourism Resource in Ethiopia	15	5	2001EC	Ghion Hotel
Infrastructure in Ethiopia	22	5	2001EC	Ghion Hotel
Environmental Protection in Ethiopia	28	5	2001EC	Environmental Protection Authority
February				
March				
Human Rights in Ethiopia	16	7	2001EC	ECA
Federalism in Ethiopia	19	7	2001EC	Ambo University
HIV in Ethiopia	28	7	2001EC	Sheraton
Human Rights in Ethiopia	28	7	2001EC	Six Kilo Conference Hall
April				
Higher Institution in Ethiopia	15	8	2001EC	A.A University
Solar Energy in Ethiopia	16	8	2001EC	A.A University
Bio Fuel	20	8	2001EC	Ethiopia Hotel
Ethiopian Finance System	22	8	2001EC	Ethiopian National Bank

May				
June				
Foot Ball in Ethiopia	9	10	2001EC	Mesqel Square
Human Right in East Africa	16	10	2001EC	ECA
Africa in the Road of Development	17	10	2001EC	ECA
Environmental Change	17	10	2001EC	A.A University
Economy of Africa	18	10	2001EC	UNECA
HIV in Ethiopia	22	10	2001EC	Sheraton
Africans Effort to Minimize Mothers Death	22	10	2001EC	UNECA
World Energy Efficiency	22	10	2001EC	Sheraton
July				
Environmental Protection in Ethiopia	1	11	2001EC	ECA
Trend of Research in University	10	11	2001EC	Alfa University
August				
2002, September	16	1	2002EC	
Study in Hadya People	22	1	2002EC	Hossaena
Excavation of Ardi Remains				Heritage and Protection Authority
October				
November				
Textile industry in East Africa	9	3	2002EC	Sheraton
Efficient Energy Management	11	3	2002EC	Transport Authority
Ethics in School	15	3	2002EC	A.A University
Port in Ethiopia	15	3	2002EC	ECA
How Can Handle Conflict in East Africa	21	3	2002EC	Harmony Hotel
Leather Quality in Ethiopia	22	3	2002EC	Agriculture and Rural Ministry
HIV in Ethiopia	24	3	2002EC	Hilton
Copy Right in Ethiopia	30	3	2002EC	Harmony Hotel
December				
January				
Rice in Ethiopia	3	5	2002EC	Agricultural Research Institute

Women Right in Ethiopia (tiqat	15	5	2002EC	ECA
Mothers Health Care	17	5	2002EC	Intercontinental
Bio Technology	25	5	2002EC	Hilton Hotel
Finance Capacity in Ethiopian Health Protection	27	5	2002EC	Ghion Hotel
February	1	6	2002EC	
Ethiopian Educational Quality	1	6	2002EC	Semien Hotel
Ethiopian Medicine inspection	2	6	2002EC	Debrezeit Management Institute
Food Security in Ethiopia	3	6	2002EC	Ghion Hotel
Sexual Right	9	6	2002EC	ECA
Bamboo In Ethiopia		6	2002EC	Diliopol Hotel
Coffee Tree	10	6	2002EC	Hilton
Human Right For Women	15	6	2002EC	Adama
Tourism in Ethiopia	21	6	2002EC	A.A University
Environmental Change in Ethiopia	25	6	2002EC	A.A University
Excavation of Land	23	6	2002EC	Afar
March				
Federalism in Ethiopia	13	7	2002EC	A.A University
Water in Ethiopia	14	7	2002EC	Desalegn Hotel
Federalism and Its Result	19	7	2002EC	Dilla
April				
Traffic Management	5	8	2002EC	Hilton
Kerkiha	12	8	2002EC	Intercontinental
Environmental Protection	20	8	2002EC	Yolie Hotel
Development in Africa	25	8	2002EC	Hilton Hotel
Freedom of Information	28	8	2002EC	Hilton Hotel
May				
Medicine Management in Ethiopia	23	9	2002EC	Adama
Consumers Association in A.A	24	9	2002EC	Ghion Hotel
Environmental Protection	24	9	2002EC	Hilton Hotel
Environmental Change and its Impact	30	9	2002EC	Hilton Hotel
June				

Privatization in Ethiopia	22	10	2002EC	Ghion Hotel
Ethiopia and International Trade organization	22	10	2002EC	Jupiter Hotel
Quality of Education in Ethiopia	24	10	2002EC	Hilton Hotel
African Literature	29	10	2002EC	A.A University
July				
Animal and Plant In Ethiopia	6	11	2002EC	Ghion Hotel
Abortion in Ethiopia	6	11	2002EC	Hilton Hotel
Quality of Education in Ethiopia	15	11	2002EC	A.A University
August				
YekolaZinb in Ethiopia	16	12	2002EC	Sheraton
Environmental Change	3	12	2002EC	Yoly Hotel
Mental Health Problem In Eth.	27	12	2002EC	Ghion Hotel
2003, September				
Study in Eucalyptus Tree	5	1	2003EC	Agricultural Research Institute
Environmental Change	11	1	2003EC	Intercontinental Hotel
Carbon Trade	12	1	2003EC	Sheraton
October				
Environmental Change	2	2	2003EC	ECA
Leather and Leather Products	4	2	2003EC	Agricultural Research Institute
Bio- Economy in Africa	9	2	2003EC	UNCC
African Command Force	10	2	2003EC	AU
Chemical Weapons	28	2	2003EC	Jupiter Hotel
Ethiopian and NASA Relation Ship	18	2	2003EC	International Leader Ship
November				
Study in Gemena Drama	2	3	2003EC	A.A University
Science and Technology in Eth.	7	3	2003EC	Mekelle University
Environmental Protection	10	3	2003EC	Leader Ship Institute
Science and Technology in Eth.	19	3	2003EC	Harmony Hotel
Federalism in Ethiopia	25	3	2003EC	Hawassa
Federalism in Ethiopia	25	3	2003EC	Adama
December				

Trend of Federalism in World	6	4	2003EC	ECA
Efficient Usage of Power	6	4	2003EC	Ghion Hotel
African Research Protection	8	4	2003EC	ECA
Study in GilgelGibie	14	4	2003EC	Jima University
Impact of DERG Regime	23	4	2003EC	
Health Issue in A.A	25	4	2003EC	Global Hotel
January				
February				
Study in Bamboo	3	6	2003EC	Adama
Women Contribution in Development	6	6	2003EC	Ghion Hotel
Cancer in East Africa	14	6	2003EC	African Union Hall
Study in Nile Initiative	14	6	2003EC	African Union Hall
Small and Medium Scale Industry	17	6	2003EC	Ministry of City Development and construction
Spice in Ethiopia	17	6	2003EC	ECA
Human Right Protection in Eth.	17	6	2003EC	Wabie Shebelle Hotel
March				
Press in Africa				ECA
Quality Education in Higher Educational Institution	14	7	2003EC	British Council
Malaria in Ethiopia	14	7	2003EC	CRDA
Environmental Change	19	7	2003EC	Ghion Hotel
April				
May				
June				
Environmental Protection	23	10	2003EC	Intercontinental
ICT in Ethiopia	24	10	2003EC	Ghion Hotel
Role of Tourism in Economy	25	10	2003EC	A.A University
Environmental Change	29	10	2003EC	Ghion Hotel
Natural Resource in Ethiopia	10	10	2003EC	A.A University
July				
Arabic Language in Ethiopia	2	11	2003EC	Ghion Hotel
KollaZinb	7	11	2003EC	Sheraton

Disability in Ethiopia	21	11	2003EC	Ghion Hotel
Environmental Change	29	11	2003EC	ECA
Food Plant Productivity	28	11	2003EC	----
August				
2004, September				
African Countries Economy	10	1	2004EC	ECA
Tourism in Ethiopia	18	1	2004EC	Axum Hotel
Result of Selective seeds	30	1	2004EC	Debrebirhan
October				
HIV Prevalence in the World	2	2	2004EC	Denbel city
Petroleum in Ethiopia	6	2	2004EC	Desalegn Hotel
Research in Ethiopia	16	2	2004EC	Jijga
Environmental pollution	17	2	2004EC	ECA
Heritage Conservation	22	2	2004EC	National Musium
November				
Research in Fish	2	3	2004EC	Ziway
Rearing Children in Ethiopia	6	3	2004EC	Ghion
Environmental issue	6	3	2004EC	A.U.
Environmental Change	6	3	2004EC	Hilton
December				
Quality of Education in Ethiopia	25	4	2004EC	Ghion
Tuberculosis in Ethiopia	5	4	2004EC	Hilton
Malaria in Ethiopia	12	4	2004EC	Kaleb Hotel
Folklore in Ethiopia	13	4	2004EC	Addis Ababa University
Agriculture Productivity in Tigray	17	4	2004EC	Mekelle
Chemical Production from Natural Plant	17	4	2004EC	A.A.U
January				
February				
The role of Media and Art in Development	10	6	2004EC	Ethiopia Hotel
City Agriculture	13	6	2004EC	Taitu Hotel
Science and Technology in Ethiopia	20	6	2004EC	Mekelle
Textile industry in Ethiopia	30	6	2004EC	Exhibition Center
March				

Research in Bio diversity	7	7	2004EC	Adama
Corruption in Ethiopia	27	7	2004EC	Anticorruption Authority
Research in Guinea worm	17	7	2004EC	UNCC
Quality Education	24	7	2004EC	Radisson Hotel
April				
May				
June				
Leather industry in Ethioia	14	8	2004EC	Desalegn Hotel
Arabic Language in Ethiopia	23	8	2004EC	Churchill Hotel
July				
Technology Discovery	14	11	2004EC	mekelle
Conservation of soil	23	11	2004EC	GurdSholla
Research in Agriculture	4	11	2004EC	Hilton
Research in Agriculture	23	11	2004EC	Sebeta
August				
Environmental Conservation	10	12	2004EC	Radisson Hotel
Malaria in Ethiopia	29	12	2004EC	Hilton Hotel
Science and technology in Ethiopia	1	12	2004EC	Asela

END