

**AUDIENCE SATISFACTION WITH
ETHIOPIAN TELEVISION
EVENING AMHARIC PROGRAM**

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Abstract

Television with its audiovisual nature plays a great role in presenting events within their contexts to its audiences. Similarly, ETV has been serving its audiences since its establishment in 1964. Although audiences continue watching ETV, they are usually heard airing their dissatisfaction regarding the quality of ETV services. Despite the fact that audience satisfaction study is invaluable, it is difficult to get such a comprehensive research in Ethiopia. This paper, therefore, aims at investigating how the complaints of audiences of ETV evening Amharic program are deeper. That is, it tries to assess the satisfaction/dissatisfaction level of audiences with the programs. The study focuses on Amharic language since most of ETV's airtime is covered by this language.

The subjects of the study are 300 TV viewers of Bahir Dar, Dessie and Gondar towns residents who have television sets and pay annual service charge. Most of the respondents are young people. Audience satisfaction studies are usually done using survey methods. As a result, a questionnaire, to find out the audiences' level of satisfaction based on Likert's scales, is used to collect the required data. Mean scores of satisfaction scales and percentages of respondents are used for the analysis and interpretation of the data. The questions are analyzed in terms of eleven factors that affect audiences' gratifications. The results, however, represent tendencies rather than actual facts because they are based on personal opinions and predispositions.

The degree of gratification (satisfaction, dissatisfaction or neutral) is determined based on three assumptions that basis on the mean scores of responses on satisfaction scales. Accordingly, the main findings are the following. Audiences' level of satisfaction is very low. They show their dissatisfaction with the overall services of the channel. Most of the programs lack credibility. Moreover, among the programs Local News and Current Affairs reports and Advertisements are the most dissatisfying programs. Only Q&A, Sport and '50 Lemon' programs are relatively the most satisfying ones. Furthermore, most of the audiences watch ETV either as a habit or due to lack of an alternative channel.

Hence, looking through these results, it is possible to say that ETV Amharic programs are unable to gratify its audiences by producing and broadcasting programs that go with the needs of its viewers.

All these indicate that ETV, being the only medium in the country, to gratify its audiences, should exert more efforts to improve its programs in line with the needs of its viewers.

CHAPTER ONE

1. INTRODUCTION

1.1. Background

It is now quite a common feature that media transmissions permeate all walks of life. Several channels have been established in order to disseminate information that entertain or educate. Among these different media, television is one of the most recent creations. Pictures and reports of events and people from different parts of the globe, with their natural settings, are carried everywhere at a high speed through television (Mytton, 1999). Its audiovisual nature attracts people to watch. However, its unidirectional communication hinders viewers from expressing their feelings about the programs they receive.

As stated by Mytton (1999), most broadcasting channels operate relentlessly without attempting to find anything about listeners' and viewers' gratifications. The media (TV), ETV for example, hardly know about its audiences in terms of number and level of satisfaction. This is due to the nature of the medium; once the source leaves the message on air, everybody who has a TV set can monitor and watch it without the knowledge of the source. On the contrary, when someone feels discomfort at the channel's programs s/he may switch off the set.

Other producers, such as a manufacturer, can easily identify which goods get the attention from consumers by checking the stock. It is also possible to improve other items, for which there is low public demand, by studying the feeble sides of products. However, unlike most other goods and services, in broadcasting there is no hand in hand selling. Besides, since satisfaction is a mental process, it is even difficult to predict viewers' satisfaction just from the lists of subscribers. Hence, to know the attitudes of viewers, a survey study is invaluable.

Unlike Ethiopian Television, Western media like Nielsen (1997) media research center use electrometer to know the number of their viewers. If they get larger audiences, they will reach at a conclusion that their programs are satisfying (loved by) their spectators. However, as far as this researcher's knowledge is concerned, in Ethiopia, it is difficult to know the number of subscribers and their satisfaction unless researches are done.

A broadcasting medium, in order to gratify its viewers or listeners, should know the interests of its viewers. It has to try to answer the question why people watch television. According to Katz, Blumler and Gurevitch (1974), viewers will stay watching actively only if a program satisfies their needs and expectations. Similarly, Lin (1996) stated that viewers engage in viewing when they experience higher level of satisfaction. Therefore, ETV being the only TV station in the country should attempt to assess the needs of audiences and try to meet those needs.

However, since TV audiences are heterogeneous, their interests are of various sorts. That is, people watch TV for different interests. Some may do it to satisfy their needs for information about their personal identity, integration and social interaction, entertainment or/and education. As a result, it would be hard to get a single solution to these various needs. Nevertheless, the assumed interests of the majority would lead the channels to follow a particular formula. However many alternative channels may be available, if they could not meet particular physical and social needs of viewers, it is unlikely that they would continue to operate or compete.

The Amharic program section of the ETV transmits different programs for 17 and half hours per week –i.e., two and half hours a day- though the duration of airtime and the type of programs change from time to time. The programs broadcast by this section include news, sport, 'for the youth', entertainment, 'for women', drama, talk shows, 'for the family', and others. These programs have specified and regular days of broadcasting. But the timetable is not constant; some occasional transmissions, either educational or entertainment, sometimes take the allotted time of the regular programs. Though the

station continues broadcasting, there is no such a comprehensive study that is undertaken in relation to its audiences' needs and satisfactions.

Regarding the satisfaction of ETV viewers, it is common to hear people expressing their dissatisfaction of the ETV evening Amharic programs. But all these complaints seem to have no proof other than gossip. They have not yet been established by scientific research. In this regard a research is needed to assess what the exact relationship is between ETV and its audiences. To fill the gap this researcher is trying to assess the level of satisfaction/dissatisfaction of ETV Amharic program viewers by taking speakers of the language as subjects.

Audiences, in the past, however, were believed to be passive receivers who absorb everything that flows on media without any selection. According to scholars like Livingstone (1998), producers impose ideologies that interest the media authority without any attempt to understand whether their audiences watch the programs with enthusiasm. Though many writers like Lewis (1991) argue that media can not exist without audience, scholars in the field of communication did not exert that much effort to know audiences' responses, i.e., whether a program pleases or dissatisfies.

Besides, private media owners see audiences as consumers to be sold to advertisers. State media, on the other hand, see audiences as citizens to be educated and informed (Klapper, 1960). However, both lack the understanding of the needs and interests of their audiences.

Audiences have specific needs, and they switch the medium on to watch various texts to satisfy these needs. Accordingly, viewers have a right to choose the only texts that satisfy their needs. If not, there is no any ground to watch TV.

In Ethiopia, too, since the introduction of television in 1964 in relation to the golden jubilee celebration of the Emperor, it has been observed that except broadcasting and imposing what the media wished to broadcast, one may say the ETV has not made

appreciable efforts to know why audiences watch, what satisfies them, and what program they wish to watch. In a country like Ethiopia where audiences do not have any alternative channels to watch, great care is needed to prepare good programs that could satisfy their audiences. If a medium tries to know the needs of its audiences and thereby tries to satisfy its customers' needs, it will get all the possible gains that accrue as a result of attracting a large number of audiences.

Hence, a study that assesses the needs and satisfactions of viewers is of paramount importance for media producers and receivers as well.

1.2 Statement of the Problem

The government monopolistically owns the broadcasting media in Ethiopia, both radio and television. Consequently, audiences are unable to get alternative sources of information. They watch TV programs that are controlled by the owner which does not seem to consider the taste of its audiences.

However, no single study has been conducted (at least the researcher hasn't come across) to check whether ETV audiences are satisfied with the programs they watch on television or not. ETV audiences are usually heard complaining and expressing their discontent about ETV evening Amharic programs aired by the channel.

Even though it is difficult to substantiate the idea, a recent article in "Capital"¹, a privately owned newspaper stated, "ETV is in difficulty to get service charges from customers. As a result, the station closed down some centers, which were used to collect service revenues." The newspaper argued, "It is believed that audiences are not satisfied with the programs they receive from the station." This may show that the audiences and media are not on the same track. However, failing to pay service fees may not be the only evidence of dissatisfaction, but it can be one reason among others.

¹Capital a private English weekly newspaper, 2004. vol.6. No.310

In fact, people are always heard expressing their dissatisfaction with the programs aired by the station-ETV. Therefore, the researcher feels that assessing the level of satisfaction/dissatisfaction of audiences with Ethiopian television Amharic programs is of paramount importance for the betterment of transactions between the media and its audiences.

1.3 Significance of the Study

Research on audience composition, habits and preferences has become an essential tool for the management of broadcasting systems throughout the world. At either extreme of broadcasting policy- that of permissiveness, which attempts to give the audience what it wants and the extreme of authoritarianism, which allows the audience what it ought to get- managers have found research indispensable for reaching their objectives (Assael, 1998).

Knowing the position of audiences, i.e., what they need to watch and what satisfies/dissatisfies them while they are watching contributes a great deal to media stations. Understanding how the audience constructs meaning and makes sense of texts, producers can change their contents; as a result, audiences will read/take meanings they receive from the media. In this regard, it should be the viewer who controls the output of the media. In support of this idea, Rokeach and Cantor (1986) stated that audiences have the power to shape the texts of any famous medium. Producers of the media texts always work with images of audiences and what they want. This would be true if a medium, like ETV, does survey researches on its audiences and tries to know the needs and gratifications of audiences.

The importance of research to both parts- consumers and producers as well as scholars in the field is indispensable. The researcher believes that audience researches -before, while and after broadcasting- is necessary to improve programs that are produced by media stations and to establish a wholesome relation between viewers.

The researcher hopes that this research will have the following advantages:

- It will help ETV to reinforce its strong programs and to improve its weak ones.
- It will help ETV to know the gap between the message it transmits and the interests of its audiences.
- It will indicate directions to other interested groups to establish a medium based on audiences' needs and gratifications.
- It can be used as an initial point to scholars who are interested in the area.

1.4 Objective of the Study

The main objectives of this study are:

- ❖ what is the level of satisfaction/dissatisfaction of the audiences of Ethiopian Television evening Amharic programs?
- ❖ why do audiences watch ETV programs?
- ❖ what sorts of programs please audiences most?

1.5. Limitation of the Study

The disorder that happened due to May 2005 national election fraud controversies cast a shadow on the research work. Most of the respondents were not willing to fill the research questions. It was challenging and time taking to convince respondents. Besides in relation to the chaos, it was very difficult for me to get transportation access to go to the research areas. Moreover, time constraint limited me to use other research techniques like interview in addition to the questionnaire. Further more, shortage of research works on the area and ETV's unwillingness to allow me to use its library and relevant documents were other difficulties for the researcher. Furthermore, the subjectivity nature of satisfaction research might have also influenced the overall out comes of the research.

1.6. Research Assumption

The research findings are based on Likert's scales of attitude measures (strongly agree to strongly disagree). The aim of the research is to find out the level of

satisfaction/dissatisfaction of ETV evening Amharic program audiences. The findings revolve around gratification/dissatisfaction or neutral (when audiences are neither satisfied nor dissatisfied). Based on mathematical calculations mean score result of three is taken as neutral value. This is because when numerical values are given to the five scales (in which strongly agree is represented by 5, agree by 4, neutral by 3, disagree by 2 and strongly disagree by 1) number three is assigned to neutral value and the mean score of the sum of each scale at minimum frequency is equal to three. These numbers do not favor any side of satisfaction since all the questions are worded positively.

Hence, in this regard, there will be three assumptions.

Accordingly,

Satisfied = If the average response of audiences is greater than three, it indicates that respondents are satisfied with the services they get from ETV.

Neutral = When the average responses are equal to three, it means audiences are neutral with the programs aired by ETV. Neutral, in this study means viewers have failed to express their feelings towards ETV services in terms of satisfaction or dissatisfaction.

Dissatisfied = If the average scores of respondents are lower than three, audiences are not satisfied with the programs aired by ETV.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Ethiopian Television

2.1.1. Brief background of ETV

Though the print media have a long history in Ethiopian mass communication, television is relatively a recent phenomenon. The beginning of this medium is attached with the 33rd anniversary of Emperor Haile Sellasie I. Television broadcasting started on November 2, 1964 (MOI, 1966). The purpose of the medium, according to MOI (1966: 12), was believed to be “to inform, entertain and educate.” It may be possible to say that through its existence, ETV had undergone many changes in terms of structural organizations, manpower development as well as logistics supplies. In relation to structural organizations, according to Leykun (1997), ETV has been subjected to five different adjustments since its establishment in 1964. It has developed its manpower from 29 in 1964 to 643 in 1997. Its budget has also increased from 390,000 EtBirr in 1964 to 22,780,153 EtBirr in 1997. Moreover, logistics facilities have been improved: from one studio to three and more studios including mobile van studios, from black and white laboratory to full color labs, from rental office to its own building. Furthermore, the broadcasting coverage of ETV has increased from one percent in 1964 to 47 percent of total area of the country in 1997 (Leykun, 1997, and MoI, 1973). It is believed that these improvements and investments are held in order to fulfill citizens’ information, education and entertainment needs.

However, content wise especially during the monarch and Derg regimes, there was not that much change- both praise the status quo (Shimelis, 2000).

During the monarchy mass media in general and television in particular, were under the hands of the government (Shimelis, 2000). The legislation stated that ministry of information would check whether the public is really informed, entertained or educated

by programs aired by the station though checking mechanisms are not stated (MOI, 1966, 1973).

When the Derg took power, as other media, television was under its full command and censorship of the government was severe. It was used as a full mouthpiece of the government under the shadow of unity and solidarity. During this time, Ethiopian television leaped to a full color system. And it covered main towns and cities of Ethiopia, especially in relation to the establishment of Workers Party of Ethiopia (WPE) in 1983 (Masresha, 2005). The major difference between the monarchy and the Derg is that the former focused on the immune nature of the king and the transmission nature of power by blood relation while the former emphasized socialism and the equality of citizens. During the Derg, there was no any media that allowed stating anything rather than WPE and its “sisterly” socialist countries (Kinfu, 2001).

After the fall of the Derg, under the declaration of freedom of the press (Proc. 34/92)², Ethiopian media began to experience some democratic practices unique in the history of media. It was relatively a liberal system. In addition to proc.34/92, to facilitate democracy in the country, EPRDF- led Ethiopian government proclaimed a law to “provide for the systematic management of broadcasting services” (proc. No 178/1999*). The objectives of the Agency were “to ensure the expansion of a high standard, prompt and reliable broadcasting service which can contribute to the political, social and economic development and to control it thereof” (p.1120). However, despite the establishment of the Agency seven years before, unlike private press media, there has not been any private broadcasting medium. There fore, in relation to broadcasting, it seems possible to say, as that of the previous regimes, broadcasting media in Ethiopia is under the supervision of the government in a more liberal way comparing with the previous regimes. However it

²TGE. Proclamation No. 34/92: a proclamation to provide press freedom. 1992.

* FDRE. Proclamation No. 178/1999: A proclamation to provide for the systematic management of broadcasting service.

should be clear that during these regimes, a single research on audiences' satisfaction in Ethiopian television services was not done.

2.1.2. Programs of ETV

At the beginning of the monarchy, the programs focused on news, national and international developments, economic and agricultural developments, health, educational lessons and arts. These programs were designed mainly to attract educated and international elites who were working at ECA and OAU (MoI, 1973). The programs were prepared both in Amharic and English languages.

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

Right after the fall of the Derg regime, the programs of Ethiopian television have been improved by including other languages spoken in the country and extending airtime. Many new programs like "120" entertainment, Tigrigna and Oromipha language programs have been included. Besides, the airtime includes Saturday and Sunday day times. Moreover, unlike the Derg, the programs have become free from censorship officially (procl. 34/1992 and the 1995 Ethiopian Constitution³).

The ETV evening Amharic programs at present have two and half hour coverage a day, which is 17 and half hours a week. During the week, there are regular programs that take place everyday (like news program). Throughout the week, at present, there are about 18 programs. These programs are seen to be changed according to the political situations, holidays (religious and national victory commemoration days), and other national and international events. When such things happen, the regular programs will be cancelled and current issues will be aired instead.

³ The 1995 Constitution of The Federal Democratic Republic of Ethiopia

2.2. TV Audiences

Audiences are crucial in communication to all media in general and television in particular. Media always produce programs to audiences. Media program producers bear also in mind the heterogeneity of their audiences and what they want. On the other hand, the audiences have some preconceived idea; that is, they may expect their communication needs would be satisfied by a particular medium or text. Here it is essential to define what an audience is.

An audience is a group of people (with heterogeneous culture, ethnicity, demography and experience which affect media consumption in one or the other) who are receiving or have received a particular mass communication that comes through the air supported by different devices (McQuail, 1997). Television audiences are collections of individuals with different personalities. They are unanticipated, impulsive, and constantly changing their preferences. As a result, an attempt to describe audience as distinct taxonomy even if some scholars suggest is in itself farcical (Fiske, 1987 and McQuail 1997). Regarding heterogeneity, Fiske (1987:84) says:

the television audience is composed of a wide variety of groups and is not a homogeneous mass---- these groups actively read television in order to produce from it meanings that connect with their social experiences.

This idea challenges the past notion which believes that mass media audiences are single and homogeneous who share common psychological and emotional characteristics regardless of distance and culture. Similarly, Ang (1991:14) states, “the world of actual audience is too polysemic and polymorphic to be completely articulated in a closed discursive structure”

This indicates that any definition of television audience can be controversial. In relation to this Croteau and Honyes (2003:266) say that “audience is an unfortunate term,” since media scholars stay long without reaching a consensus on its distinctive definition.

Similarly, in Ethiopia, though it is difficult to state with full confidence in a situation where there is no plausible research in the country on the area, as far as my reading is concerned, there is no any distinct definition that shows/defines what ETV audiences are.

These mass audiences, nevertheless, are not haphazard viewers. They have their own motives to watch. It is also true that any viewer can reject what s/he does not want and has a power to absorb what s/he wants to absorb. It is to mean that unlike what used to be believed in the past, audiences are not passive listeners waiting for the media to shower them with any idea. In relation to this Abercrombie (1996:140) adds, “audiences are not blank sheets of paper on which media messages can be written; members of an audience will have prior attitudes and beliefs which will determine how effective media messages are.”

In other ways, researches in the past focused only on the message of the media not on audiences. At that time viewers were seen as submissive absorbents. It was believed that the attitudes and behaviors of audiences are the result of a powerful external force- media. In other words, to understand the effects of media on people, what is needed to know is the content of the message. That is scholars take more time to interpret media message without looking why people watch television (Downing, Mohammadi and Sreberny-Mohammadi, 1995).

Unlike this belief television audience members are aware of and can state their own motives for using mass communication. They are unorganized, different in socialization and in general with different make-ups, as they are different in demography (Williams, 1998, Abercrombie, 1996 and McQuail, 1997).

Nevertheless, nowadays, though there are some disagreements, many media scholars believe in viewers’ active participation in media. Viewers can differently interpret media messages individually, collectively and socially. Meanings vary from person to person

according to the contextual make-ups audiences have (Croteau and Honyes, 2003 and Klapper, 1960). But it is not to mean that all audiences are active and critical on what they want to watch (Ang, 1991).

Audience research may be viewed more as an outlook of the study of effect, in the sense that counting up the audience and examining its characteristics and its likes and dislikes is a first step (Katz and Lazarsfeld, 1964).

As stated by McQuail (1997), audiences are potentially active in two ways within themselves and with media performers. Though it is difficult to formulate an agreed up on terminology regarding television audience, it is necessary to see television audience as active and purposive (most of the time) viewers and encoders of television messages.

2.3. TV Audience Satisfaction /dissatisfaction

From the above discussion, one can understand that media audiences are active and purposive. If they are purposely watching they will have needs to be fulfilled. When they meet the expected needs, they will be happy and satisfied. However, how would it be possible to know whether audiences are satisfied or not?

Knowing television audiences satisfaction is vital but difficult in mass communication as well as in psychological and organizational communication (Assael, 1998). Manufacturers, for instance, will easily identify which goods get attention from consumers by counting the sold items. It is also possible to improve other items, which do not have public interest by studying the feeble sides of their products. Or one can understand whether invited guests are satisfied with the feasts they had by simply looking their consumption at face. In broadcasting, however, unlike most other goods and services, there is no hand in hand selling. Besides, since satisfaction is a mental process, it is difficult to predict viewers' satisfaction from the lists of subscribers. Nevertheless, media messages can hold viewers' viewing if they touch the needs and interests of viewers.

Nevertheless, media like measuring ETV audiences' satisfaction is an internal and subjective phenomenon; it is even difficult to be sure after doing a house-to-house survey.

Many scholars have defined audience satisfaction/dissatisfaction in different ways. It is an emotional reaction growing out of confirmation or disconfirmation of media message expectations (Oliver, 1980). According to Jacobs (1995) and Assael (1998) satisfaction can be achieved when program or service performance is greater than expectations; on the contrary, when expectation exceeds performance, dissatisfaction overtakes.

On the other hand, Hecht (1978) looks at television audiences' satisfaction as fulfilling expectations through media interaction. Moreover, Palmgreen and Rayburn (1985) define satisfaction as a general feeling of contentment that results from repeated exposure to a particular content genre (e.g. drama). Hence, level of satisfaction with television programs can be explained at least by gratifications gained from media products.

In other words, audience satisfaction is the satisfaction an audience gains from television programs. Audiences with high level of satisfaction are expected to have their levels of viewing becoming more and more frequent accompanied by less and less complaining behavior. On the contrary, viewers who do not get TV programs attractive and satisfying are not supposed to watch since weak performance reduces the level of satisfaction (McQuail, 1997). Satisfaction can be achieved if expected and perceived values are congruent. That is, audiences need something from media, from ETV for example. Keeping these expectations in mind, they watch TV. And when they obtain their expectations or when their expectations match with their needs, they will be gratified (Abercrombie and Longhurst, 1998).

Nevertheless, different audiences regardless of similar programs can not achieve satisfaction equally. Even if all audiences show the sign of satisfaction the degree differs from person to person.

What is encouraging nowadays at least in foreign media is that media agents take satisfaction studies as their important management issues (Assael, 1998). That is bringing satisfaction among customers is the crux of the matter to the economic sustainability of media products and services, for satisfied audiences are likely to stay honest while the dissatisfied will divert to other alternatives.⁴

Hence, attracting audiences is vital; however, making them loyal is of paramount importance to certain media. In the context of this research; therefore, satisfaction is a process whereby audiences attain /fulfill desired needs and wants from Ethiopian Television viewing. And dissatisfaction is said to happen when television (ETV) audience unmeet the expected needs and wants.

2.4. Why People Watch TV

People do watch TV but it is difficult to predict whether they are watching intentionally in order to achieve some specific goals out of it or whether they are viewing it because they are influenced by its unique qualities than other media. From experience, when I started urban life from cowboy in the rural, I used to watch TV just influenced by its uniqueness. Later on I would watch purposely in order to achieve some goals. Similarly, most Ethiopian viewers mainly those who are familiar with the technology may watch ETV actively to attain some desired goals.

To begin with, in the past, media scholars like George Gerbner considered TV audiences as passive recipients. Others see them simply to be manipulated by media messages. According to Gerbner⁵, the beliefs of TV audiences about the existing world are shaped by heavy exposure to the most stable, repetitive and pervasive patterns that TV presents, mainly in its entertainment programs.

⁴ <http://www.communicationymedios.com/Reflexion/teorias/activeviewers.html> Accessed on March 25, 2005.

⁵ <http://www.aber.ac.uk/media/students/pph9701.html> Accessed on May 17, 2005.

Different sectors also see audiences differently. Private broadcasters take audience as consumers to be sold to advertisers, while public broadcasters see audience as citizens to be educated and informed. Nevertheless, both miss the need to assess the behavior of their viewers in depth.⁶

As noted above, earlier researches focus on TV contents, not audiences. They did not inquire into the reasons why people watch TV. This is due to the higher power given to the medium. Since recently; however, an emphasis is being given to what people do with media. That is the belief that the audience is passive is outdated, albeit not completely vanished, and in turn, “active” audience studies have emerged in the media research arena that is of research from magic bullet model (Klapper, 1960) to uses and Gratification tenet (Katz, Gurevitch and Haas, 1973).

The Uses and Gratifications theory originally emerged in 1940s and got its revival in the 1970s and 1980s (McQuail, 1997). Philosophers of the uses and gratifications paradigm asserted that TV viewers meander to the media for different reasons. These reasons are believed to be social, psychological and developmental needs (Erikson; 1968). These social and psychological origins of needs induced to inspirations that lead to expected rewards which cause TV viewers to choose information sources that will give them satisfaction⁷ (Blumler and Katz, 1974).

Audiences bend their head to TV programs in order to maximize their needs and expectations. They do not gaze at the screen unintentionally. They do it purposely and deliberately. Substantiating this idea, Rubin (1994:421) states “people intentionally participate and select media or messages according to their expectations. These expectations emanate from personal traits, social contents, and interactions.” He adds that

⁶ <http://www.communicationymedios.com/Reflexion/teorias/activeviewers.html>. Accessed on March 25, 2005.

⁷ <http://www.nrelsenmedia.com/ethnicmeasure/> Accessed on May 10, 2005.

the audiences have perspicacity for subjective choice and interpretations whose outcomes affect their gratification.

This uses and gratifications paradigm also based its ground on a functional theory of social science (McQuail, 1997 and Fiske, 1990). According to functionalists, mass media have many functions for viewers. As stated by Infante, Rancer and Womack (1993), media give escapism, entertainment, informational and cultural transmission functions.

The uses and gratifications tenet, moreover, emerged from the belief that media audiences have a complex set of needs, which force them intrinsically to watch and to drive out satisfaction. The complex nature of audiences differs from person to person and from time to time (Abercrombie and Longhurst, 1998). Different individuals may watch the same TV program for different purposes. Audiences, for instance, watch quiz programs for different demands. Some, according to Fiske(1990), may watch it to compare oneself, to create social interactions with other people or community, to be educated and to participate in the contest. On the other hand, audiences who watch crime movies use the media for excitement, escapism, and information and reassurance satisfactions⁸ (McQuail, Blumler and Brown, 1972)

Fiske (1990), quoting Blumler and Katz(1974), states some points of social origins of why people watch TV-when they are in tension and conflicts in order to acquire easement, when they feel they lag behind the rest of the world in innovations and problems in order to get information. Sometimes viewers use television viewing as a means to avoid family discussions, especially, when there are disagreements in the family as well as at the work places. While they watch, viewers may not be actively involved in and interpret meanings critically. They may not even know after a while if somebody asks them what they saw.

⁸ <http://www.aber.ac.uk/media/document/short/usegrat.html> Accessed on March 30, 2005.

On the contrary, there are people who watch TV to fulfill their needs and motives to communicate with friends, family members and society. It helps them to create an agenda and discuss and debate with near by friends, and as a result, they can meet their needs and satisfactions (Downing, Mohammadi and Sreberny-Mohammadi, 1995).

Different scholars try to point out different advantages of viewing TV. For instance, Morley (1986, 31- 32) states:

Television content is used in order to facilitate conversation, --- further interaction --- to establish and maintain their interpersonal relationship --- to stimulate conversations --- to provide the context in which reminiscences can be exchanged or for validating each other's sense of themselves as critical viewers.

Moreover, television viewing can help viewers by providing models that can be exemplary of talking, dressing excellence. And it can also help viewers to break prolonged eye contact between people (Livingstone, 1997).

Audiences, according to the uses and gratification model, have different uses of media and make choices over what they want to watch. Whenever audiences encounter a media text, they expect to get something, which is beyond mere entertainment.⁹

However, it is a bare fact that social and personal situations and mental arrangements affect the tastes the audiences have over media. McQuail (1987:235) confirmed that

personal, social circumstances and psychological dispositions together influence both --- general habits of media use and also -- - beliefs and expectations about the benefits offered by the media, which shape specific acts of media choice and assumption, followed by assessments of the value of experience ----and, possibly--- applications of benefits acquired in other areas of experience and social activity.

The degree of involvement, moreover, in media communication affects media audiences' behavior. More strongly motivated TV viewers, according to Lin (1996), fascinate more

⁹ <http://www.audience-av.com> Accessed on April 21, 2005.

in activities while viewing, and achieve a higher level of satisfaction. It is also true that the ability to perceive meanings and get satisfaction can be affected by the attention audiences give to the show. This idea supports the main notion that says audiences are active and selective. They use the media to fulfill their objectives. Hence, it is possible to say that viewers are not willing to take everything from the media as it is (Katz, Blumler and Gurevitch, 1974).

Currently, it seems that there is no study on Ethiopian viewers that found out what purposes people watch TV for, but a study held in 1970 in Illinois, USA, shows that people watch TV for learning, to pass time /out of habit, for companionship, to forget/escape, for arousal, and for relaxation (Rubin, 1979, Fiske, 1990 and Infante, Rancer and Womack, 1993).

Most importantly, the uses and gratification tenet has its initial assumptions and objectives. Infante, Rancer and Womack (1993) and Fiske, (1990) forwarded five assumptions and three objectives.

The first assumes is that audiences actively seek out TV media to gratify individual needs and likes, for passing time, arousal and relaxation. Secondly, audiences utilize TV to comply with expectations. Thirdly, viewers vigorously select channels and contents that resemble their needs. Here, there are two types of viewers; the first type is a group of time-consuming (habitual) information seekers who watches TV for ritual use. They have a high regard for the medium and use it as a diversion.

In countries like Ethiopia, where there is only a single TV channel, viewing might be habitual, ritual and unselective. However in other countries with alternatives, watching can be seen as an aesthetic experience that involves intrinsic motivation.

The second type of viewer watches for instrumental/non-habitual/ purposes. These viewers are attracted more to the programs that please them most. In relation to this, Infante, Rancer and Womack (1993:406) say;

This person is more selective and goal oriented when watching TV and does not necessarily feel that TV is important. --- ritualized TV use represents a more important viewing experience for the audience member, while instrumental TV use represents a more involving experience for the audience members, while instrumental TV use represents a more involving experience for the viewer.

The fourth assumption deals with those viewers who are aware of their motives for watching. For this purpose researchers use interviews, self report measures and questionnaire in order to find out whether they achieve their needs (Infante, Rancer and Womack, 1993 and Fiske, 1990).

The final premise states that motives and gratifications of media use must deeply be analyzed before evaluations about cultural influences of media. That is, before attempting to look at the consequences of media on society, it is wise to look at the uses people have from the media and how media use gratifies individual needs (Infante, Rancer and Womack, 1993 and Fiske, 1990).

The content of the uses and gratifications theory include the following three objectives. These are efforts to elucidate how viewers utilize media to satisfy their needs, to identify why a viewer rushes to home to watch while the other gives priority to reading, and to examine the merit and demerit repercussions of media use (Infante, Rancer and Womack, 1993 and Fiske, 1990). These objectives show that in the uses and gratification paradigm the relationship between viewers and media, media messages, social systems, and consequences of media choices are examined deeply.

From the discussion so far, an attempt has been made to analyze the needs of audiences from different perspectives. These needs are squeezed under different typologies. For

example, Katz, Gurevitch and Haas (1973) categorize the needs of viewers into five. On the contrary, McQuail (1987:79) classifies the needs of TV audiences in to four categories: informational, personal identity, integration and social interaction and entertainment based on results achieved from different researches held on television audiences. This grouping system has broad acceptance in several literature reviews of uses and gratification theory. Accordingly the needs that are expected from media production by audiences are discussed below.

2.4.1. Surveillance Needs

Audience may watch TV in order to get relevant and reliable information about the day-to-day activities of the world. Here the need is to satisfy one's thirst of knowing about every day activities of the globe: what the world has invented, what sorts of models of cars are on sale, what disastrous things are happening (like flood, famine, crashes). People take time to watch TV to satisfy needs of related information, knowledge and understanding that strengthen the bond between environment and society¹⁰ (Downing, Mohammadi and Sreberny-Mohammadi, 1995).

In general, according to McQuail(1987:73) the summarized purposes of the needs under this category are:-

- to find out information about relevant events and conditions in immediate surroundings, society and the world.
- to seek advice on practical issues or ideas and judgment choices.
- to satisfy curiosity and general interest.
- to learn, self education and gain a sense of security through knowledge.

Surveillance need is a determination to seek information from media about the complex world they live in (Fiske, 1990)

¹⁰ <http://www.aber.ac.uk/media/Documents/short/usegrat.html> Accessed on March 30, 2005.

2.4.2. Escapist (Diversion) Needs

Some times people find themselves in tensions or in conflicts. Or they may be tired due to long and hard work; or since they are living in this chaotic world, their mind will be filled by sad and miserable information. When the soul faces downhearted, it seeks other means that could take it out from such apprehension. It is media especially television that can minimize the problem. According to Morley (1986), television viewing may function as a way of avoiding conflicts or lessening tensions instead of spatial privacy.

In addition, watching TV can help one to escape from tensions and problems of the real world and to relax and to find out solutions out of it. Similarly, McQuail (1987) states that TV gives an instantaneous reply to tensioned viewers. That is, as viewers, switching on TV would result in an immediate reduction of anxiety.

It is possible to sum up the purposes of this typology depending on the views of different scholars ¹¹(Fiske, 1990 and McQuail, 1997). Accordingly, the purposes of viewing television are escaping from constraints of routine, relaxing, getting intrinsic cultural or aesthetic enjoyment, filling time, emotional release and sexual arousal as well as being free from burdens of problems. Nevertheless, in Ethiopian context, these purposes may or may not be functional as they are in western culture.

However, sometimes, disastrous effects will result instead due to unexpected awful programs. The programs that are believed to be relaxing and entertaining will aggregate tensions and problems. As a result, in spite of entertaining and pleasing audiences, the programs will spray kerosene of anger and inflame internal problems. Especially, in countries such as Ethiopia where there is only a single TV medium unlike its ethic based politics and composition, gratifying its audiences might be difficult. Hence, the long journey for satisfaction will be unsuccessful.

¹¹ <http://www.aber.ac.uk/media/Documents/short/usegrat.html> Accessed on March 30, 2005.

2.4.3. Personal Integrative Needs

People watch TV in order to improve and integrate themselves with the models seen on TV. For instance, Haile Gebreselassie¹², a well-known Ethiopian long distance runner, takes Miruts Yifter, a former famous long distance Ethiopian runner, as his model. Haile said in an interview held by ETV in 2000 “when I saw him running on TV, my soul ran with him. And then I have been motivated intrinsically to run to be famous as him. Now I can say, if I hadn’t been able to watch him on TV, I would not have got a model and I would not have been what I am now.’’

Similarly, there are people who imitate singers’ style of singing, dressing and other characteristics. They compare themselves with the lives of characters and situations on TV. They try to investigate, reassert or interrogate their personal identities with characters on TV¹³. This justification needs for behaviors of personal values that people have (McQuail, 1987). If their justification appears to be positive, viewers feel better about their own circumstances and try to learn from mistakes of characters on TV.

Alike, Ferguson and Perse (2004) explained personal identity needs as search for personal value motivation for exemplary archetype, for socially accepted norms and for gaining a respect among friends by fulfilling social conducts.

Moreover, Fiske(1990: 154) puts personal identity needs into three branches: “personal reference, reality exploration and value reinforcement.” Personal reference is about comparing oneself directly with the programs broadcasted. Reality exploration is an activity of viewing TV in order to get messages from programs that can help viewers to understand their own lives. And value reinforcement needs, as stated by Fiske, deal with finding models from TV characters that can be used in life.

¹² Haile G/Selasie’s profile which is produced and transmitted by ETV after he won the Olympic medal in Sydney in 2000.

¹³ <http://www.audience-av.com> Accessed on April 21, 2005.

Therefore, in our context, audience satisfaction can be measured based on how ETV tries to deliver such programs that can touch personal identities of individuals.

2.4.4. Social Integrative Needs

These needs revolve around two main facets-companionship and social utilities (Fiske, 1990). People may face loneliness due to different reasons. Some may intentionally isolate themselves from the community while others may be alone because of obligatory situations. When they confront such conditions, they may take viewing television as a solution to create companionship with communities or friends who are far away from.

In addition, viewers usually watch television for social consumption during discussions and debates afterwards. If controversial issues are aired the previous night on television and a viewer was unable to watch, he/she will feel as if he/she is excluded from the group during the discussion that probably happens the next day. On the other hand, if all the communities watch the programs, it will help them to reach on a certain consensus on the issue discussed. Thus as stated by McQuail (1987), TV viewing is used to fill the gap that will probably be created during chats with communities.

TV can help family members to come together and watch programs out of which they can develop a new form of communication. In a broader sense, Morley (1986: 22) states that “television is being used purposefully by family members to construct the context within which they can interact.” An important aspect of television is its ability to satisfy the social integrative needs of the individual. It gives (if it is a well established media) attention to the needs of its viewers at large. People feel as if they are communicating with neighbors who are far away from their residence when the program touches their needs.

Ferguson and Perse (2004) summarize all needs that are sought by viewers as follows. Accordingly, social integrative needs are journeys of gaining insight into circumstances of others, social empathy; identifying with others and gaining a sense of belongingness,

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

2. 5. Limitations of the uses and Gratifications Paradigm

The Uses and Gratification theory is not complete by itself. It has its own weaknesses. The first drawback of the paradigm is that researchers are unable to put clearly and distinctly how much active/ passive television viewers are (Smurthwaite, 2004). Researchers believe viewers to be active and conscious while they are watching. Nevertheless, there are conditions that force viewers to watch television, and due to personal discomforts; they could not be critical on what they are watching. For instance, functionalists believe that if viewers insist to watch, they will find some gratifications from any use of media¹⁴. Besides, Rubin (1994: 424) explains that “activity itself has been treated as variable rather than a description or prescription of the audience.”

The other problem with the tenet according to Abercrombie and Longhurst (1998) is the difficulty of measuring satisfaction. Some terms related with the paradigm include things like needs, consequences, motives and behaviors, and they also relate a variety of meanings to ideas like motives, uses and gratifications¹⁵ (Rubin, 1994). As a result, it is difficult to know the exact gratifications viewers obtain from watching. This is due to intangible and intrinsic nature of concepts used in the study. Since human nature/characteristics is/are too complex, it is hard to state factors that may affect data collection (Smurthwaite, 2004). Moreover, retrospective self-report has own limitation. Viewers may forget or may be unable to express completely what satisfaction they got in the past. They may give what they heard from other viewers¹⁶ (Infante, Rancer and Womack, 1993). Lin (1996: 575) adds that the theory “--- lacks an empirical distinction between needs versus motivation as well as the difficulties involved in measuring

¹⁴ <http://www.aber.ac.uk/media/Documents/short/usegrat.html> Accessed on March 30, 2005.

¹⁵ <http://www.aber.ac.uk/media/Documents/short/usegrat.html> Accessed on March 30, 2005.

¹⁶ <http://www.aber.ac.uk/media/Documents/short/usegrat.html> Accessed on March 30, 2005.

gratification of needs.” That is, it is difficult to draw a concrete boarder line between needs and motivation. And it is also hard to calculate how much audiences are satisfied and achieve their goals (Abercrombie and Longhurst, 1998).

Furthermore; many researchers for its individualistic and psychological nature, which ignores socio cultural contexts, have criticized the theory. As a result, research findings cannot be used on broader scale¹⁷ (Rubin, 1994, Infante, Rancer and Womack, 1993). In addition the theory is deficient in focusing on the content of media output. It emphasizes on knowing why people use media not on what people get from media production. Moreover, it always assumes that media are organized for gratification function only (Downing, Mohammadi and Srebery-Mohammadi, 1995).

2.6. Factors that affect TV Viewing

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

2.6.1. Culture

The world is occupied with immense number of cultures. As one goes from village to village, the culture differs. The views of the world are also shaped by culture. Representations/meanings that we give for events depend on our past experiences. People gather information and knowledge that resemble their cultural perspectives (Infante, Rancer and Womack, 1993). Meanings of messages are always attached with experiences that we have in mind. Audiences according to pre-arranged signals can interpret texts of television. These signals are developed from the culture in which audiences grew up (Samovar and Porter, 1991). Culture is also an entire sequence of life. Understanding of the world is fetched from streams of culture that are acquired through experience.

¹⁷ <http://www.aber.ac.uk/media/Documents/short/usegrat.html> Accessed on March 30, 2005.

Audiences expect TV programs not to be beyond ones' cultural make up in which s/he is growing up (Samovar and Porter, 1991).

It is obvious that Ethiopia is a home of diversified culture, language and practices. Its people understand the world in different ways. As a result, for a single channel ETV in multifarious culture, satisfying its viewers will be difficult and challenging since meaning is highly dependent on culture.

TV audiences in general had undergone through many civilizations, which descend from their ancestors. These civilizations (cultures) perceive the world according to their own cultures. That is, the meaning they give to a message that they get from TV varies/changes from culture to culture, from time to time and from context to context (Samovar and Porter, 1991). Supporting this idea, Fiske (1990: 46) says, "Meaning is not an absolute, static concept to be found neatly parceled up in the message. Meaning is an active process."

The perception of credibility is also affected by culture. For instance, an articulated and outspoken person is more credible in America while a person who is quiet, humble and spends more time listening than out speaking is more credible in Ethiopia. For example, it may not be contested that people from Northern part of Ethiopia give highest value for programs that deal with antiquities of monasteries, rock-hewn churches, monuments, and Christian holiday ceremonies.

This is resulted from the beliefs, values and attitudes conditioned by culture. Beliefs viewers develop in life time have great impact on satisfaction. For example, if ETV transmits programs on how to prepare food from horse's meat to Ethiopian audiences, in most cases, the viewers will turn off their TV sets. Viewers are more interested in programs that go in harmony with the environment in which audience are nurtured (Infante, Rancer and Womack, 1993 and Samovar and Porter, 1991). It has, from experience, been observed during Ethio-Eritrean war that zillions of people gathered

together to watch the reports from the battlefield, to hear about victories, defeats and stories of veterans. When the program was narrated supported with lively pictures of shooting bullets, of enemy corpse and of war captives, the audience seemed to accept it and to be satisfied, because Ethiopian society is nurtured hearing fable of fabulous victories.

2.6.2. Perception

Perception is an intrinsic process by which viewers change physical representation of the external world into internal experience. Using this process, people select, evaluate and organize things in a way they can understand (Samovar and Porter, 1991). The beliefs people have, the value they give to things, the attitudes they develop about them, the social organizations they participate in, and other factors affect individual's perception while watching.

Audiences are autonomous in the perception process. Scholars (Abercrombie and Langhurst, 1998, Copley, 1994) confirm that audience can extract their own meanings of texts with the absence of any necessary implication that without bothering whether the preferred reading has been subverted.

Perception can also be affected by cultural, economic and political beliefs of audiences. Accordingly, audiences watch television and interpret messages depending on the beliefs they have. The audiences' interpretation power leans on a number of factors outside the text. These, besides the above, include class, gender, age, education and ethnicity. Previous knowledge and experiences can also affect perception¹⁸. For example, if a viewer, in Ethiopian context, watches zillion of full sacks on which "Canada" or "USA" is written, she/he may perceive as there is famine and relief work. However, the sacks may have been filled with fertilizers. This shows that extracting meanings depends not only on realities but also on past experiences.

¹⁸ Hanes, <http://www.aber.ac.uk/mwdia/students/pph9701.html>) Accessed on June 12, 2005.

In addition, places of watching television affect meaning construction process and then dissatisfaction with programs may happen. Audiences who watch TV in distractive situations decode meanings differently from those who watch alone in a quiet room. The decoding/encoding process will be attested by viewers' background, the mood they are in, the environment and other factors (Morley, 1986).

Besides, ethnic bias can also affect viewers' satisfaction that they could probably maximize from viewing. If the intended programs are believed to be from another tribe, and if the viewers have a developed hatred, they will be dissatisfied with the programs they watch (Samovar and Porter, 1991).

Moreover, political tendencies may also have an effect on perception and then on satisfaction. Especially in our country where ethnic based politics is practiced, the probability of dissatisfaction with programs that are out of one's own ethnic group will be very high. Thus, this political attitude may blindly push people to hate the medium, ETV for example.

Education and experience, furthermore, influence the deduction of meanings. Since the perception power of people differs according to educational background and experience, the satisfaction level will also varies. Children will not be satisfied with adult programs, which need high reasoning skills (Infante, Rancer and Womack, 1993 and Downing, Mohammadi and Srebery-Mohammadi, 1995).

TV audiences need cognitive involvement with attention, recognition and elaboration in order to maximize their perception and then satisfaction from the programs aired. According to researchers, mental involvement in media messages needs cognitive and affective experiences. This deals with giving attention and recognizing aspects of the content as familiar/unfamiliar, and relating the content with prior knowledge (Perse, 1990).

2.6.3. Demographic Factors

Some of the characteristics of audiences that affect satisfaction include social class, age, gender, educational background and regions of residences of audiences. Scholars like Morley (1986) find out that there are clear differences of media usage in audiences' everyday lives depending on their gender. Factual programs like news and sports are preferred by men, while fiction, soaps and dramas get priority by females. Women watch TV doing other house chores while men watch the program extensively. Men have the control power over the programs. For a man who stays and works outside home, television is used for relaxation; for a woman, on the other hand, the home is often a work place and therefore, the work continues in the evening's television show¹⁹ (Downing, Mohammadi and Srebery-Mohammadi, 1995 and McQueen, 1998)

In Ethiopia, from experience, the man, though there is no alternative channel, controls the programs. That is, programs to be watched by the family are determined by the head of the house. This has mainly disadvantages on the family. Some times they will be pushed to watch the programs they do not want to. They will also miss their favorite programs. As a result, the attitude towards ETV will be negative (McQuail, 1997).

Maturation of an individual also affects pleasure because the interest of old and young people will not be the same. Researches held by many researchers (Condry, 1989,) show that teenagers (mainly boys) sit more to watch sitcoms and sport programs. Females, on the other hand, are more interested in viewing soap opera. Children need to watch cartoons, The Bill Cosby show, and other children programs.

Similarly, a research held by APA Task force on Television and Society (Infante, Rancer and Womack, 1993) showed that the elders take more time to watch TV than any other age groups. The disengaged homemakers who are mainly female in middle age and lower in education and income use TV not for informational purposes but for companionship and to pass time. On the other hand, outgoing activists who are younger, well-educated,

¹⁹ <http://www.communicationymedios.com/Reflexion/teorias/activeviewers.html> Accessed on March 25, 2005.

have good income but mostly unmarried are interested staying informed and enjoy much reading print media than watching TV.

Moreover, Assael (1998) adds that young people seek information that deals with entertainment, sex and events related with their age. On the other hand, adults, when they become older, passions are not longer important. They seek information (programs) that provide emotional satisfaction and self realization.

Furthermore, educational background, environment, and class status affect satisfaction. A well-educated viewer will face difficulties to get a satisfaction from media since s/he has passed many experiences. A religious person will be dissatisfied with programs that deal with secular issues. The environment, in which people are nurtured, does have its own contribution on media satisfaction. It is obvious that a rural based viewer will turn off his/her face from the screen not to watch programs that are out of his/her norm (McQuail, 1987).

Economic status is the other factor to watch TV and establish gratification. Viewing habit differs in relation to the haves and the have-nots. For example, according to Condry (1989), poor white people watch more TV than rich ones, however, rich blacks watch TV more than poor blacks (Smurthwaite, 2004).

2.6.4. Lack of Credibility

Credibility deals mainly with the questions of objectivity, impartiality, factuality and other qualities of reporting information. Journalists must present information based on facts and realities. When they do this, their programs will get credibility by audiences. And as audiences develop trust on the channel, their satisfaction will increase, too (Infante, Rancer and Womack, 1993). In connection with this idea, a prominent BBC editor says “our job is to present fact and truth with clarity, dispassion and neutrality; however, inconvenient or dismaying much of that information may be” (Holland, 1997:170). Attitudes toward the sources to which information and news are credited are likely to affect the acceptance of a mass media message (Katz and Lazarsfeld, 1964).

Credibility of programs aired by television, according to Infante, Rancer and Womack (1993:184) consists of:

factual statements originating from a source other than the speaker, objects not created by the speaker and opinions of persons other than the speaker that are offered in support of the speaker's claims ---- any statement of fact, statement of value or definition offered by a speaker or writer which is intended to support a proposition.

Boring ways of presentation, poor quality of services, unreliability, partiality in reporting, incomplete presentation and unfulfilling other qualities of journalism have the power to spoil the taste of TV programs. Facts that are given to viewers should be new to the viewers. If not, their attraction and satisfaction power will be very low. It is not also enough to empower viewers with mere facts of information, unless it is accompanied by good script, narratives, and pictures (Infante, Rancer and Womack, 1993 and Kovach and Rosenstiel, 2001).

Television viewers will be satisfied and stay loyal to the media they use, if they develop trust in reliability dimension. One may wonder what will happen if viewers lose credibility on the media they use. In this respect, in countries where there are many alternatives, viewers will probably change the channel. However, in Ethiopia, if audiences lose trust, the only chance they will do is closing the channel. Audiences need additional information from other media when they believe the information they take is inadequate, insufficient, contradicts with present experience and when they found the information different from the reality (Assael, 1998). According to Katz and Lazarsfeld (1964), the content of the message that is conveyed through media plays a great role to influence audiences. The way they present facts, events and opinions, the arguments and the cases they present for and against an issue, including both sides of the controversies, the documentaries they air and its style of commenting/presentation and other qualities have the power to hold viewers' attention (Holland, 1997).

2.6.5. Personality

Infante, Rancer and Womack (1993: 140), quoting Allport(1937 : 48), defines personality as “... the dynamic organization within the individual of those psychological systems that determine unique adjustments to his environment.”

Human traits differ from person to person. These traits may come from biological, environmental sources or from both. For example, a study shows that rigid and dogmatic people accept the message and are satisfied with it if they give credibility for the source. If they dislike the source/speaker, whatever true and accurate it is, they will not swallow it (Infante, Rancer and Womack, 1993).

Personality is difficult and complex since television broadcast covers zillions of audiences. Hence, stating all personalities is very difficult. Once a viewer has put feelings pro or con on a certain channel /program, enjoyment depends on the out come. Positive attitude arouses anticipations of positive outcomes. Negative attitude inspires anticipations for negative ones.²⁰

Katz and Lazarsfeld (1964: 23) state that “--- an individual’s attitudes or predispositions can modify, or sometimes completely distort, the meaning of a given message.” For instance, a prejudiced person whose attitude toward another group is strongly entrenched may actively resist a message of tolerance.

Audiences seek gratifications from TV differently. Some need information that substantiates their established experience; while others need completely new information. Some need a calm environment while watching; others hate watching alone in hush context. All these different characteristics of viewers affect the possible satisfaction audiences maximize from TV viewing (Livingstone, 1997).

Similarly, ETV, since it broadcasts to diversified personalities; cannot satisfy all customers. However, if a programmer takes personality differences into consideration while producing, it will catch hearts and souls of many audiences.

²⁰ (<http://www.lucidexperience.com/HypnoPapers/529.html>) Accessed on September 11, 2005.

CHAPTER THREE

3. DESIGN OF THE STUDY

3.1. Research Method

The research method used in this study is quantitative one. This is because quantitative method is suggested to be relatively better in survey studies, which assess attributes like attitude, behavioral and other characteristics of a defined group of population. The method also helps researchers to be more objective, to have a higher sample size, to minimize possible costs (material as well as time). Besides, the outcomes of the quantitative research can be used for the general public better than those of qualitative research.

3.2. Subjects

The subjects of the research were residents in three Amhara Regional state towns (Bahir-Dar, Gondar and Dessie) who had television sets. According to the 1994 Population and Housing Census of Ethiopia, in these towns there are 3555 television owners. Bahir-Dar, Gondar and Dessie towns account for 879, 1322 and 1354 television sets respectively. The researcher felt that the decade old census result might not reflect the present realities. However, because there is no other study after that, it is used as a springboard for this study. Therefore, the 3555 television owners are taken as subjects of the current study.

These towns are selected because,

- 1) The study deals with evening Ethiopian Television Amharic language programs since 1991; there may not be more relevant audiences than these people who basically are Amharic language speakers.
- 2) These towns have higher population density than the other cities in the region.
- 3) TV transmission is mainly available in towns rather than in rural areas.
- 4) The towns are found in different geographical locations, this is hoped to minimize geopolitical biases.

3.3. Samples

From the 3555 television owners in the cities, it was planned that 300 owners would be taken as samples. A three hundred sample size might be large, but the researcher hoped that a three hundred sample size is manageable and it is also believed that the larger the sample size the greater the representativeness will be. The researcher selected these towns in order to minimize problems that may result from bias. Since all the towns do not have an equal number of television set owners, samples to each town are allocated proportionally according to the number of TV owners. Hence, the allocation of the sample size is: Bahir Dar 74, Gondar 112 and Dessie 114.

3.4. Sampling Technique

To select the required sample, the researcher used purposive sampling technique. This technique was employed because it was hoped to enable the researcher to select the real television viewing informants, as all the people who are living in these towns will not have television sets. After selecting the population using purposive sampling, a random sampling technique was used to select samples from subjects to be respondents. This was done supported by the list (which is available from each branch office of ETV) of subscribers from each town. Serial numbers were randomly picked out and the names of the TV owners corresponding to that numbers were included in the study and requested to respond to the questions designed for the research purpose.

3.5. Data Collection Instrument

The researcher used copies of a questionnaire based on Likert's scale type of measurement, i.e. the most frequently used attitude measure in social sciences. Respondents were requested to state their level of agreement with a series of attitude statements. Each degree of agreement or disagreement was given a value of a predetermined scale. A set of Likert items would be summed to provide a total score for the attitude.

The questionnaire has two parts. The first part deals with demographic information about the candidates. The second part focuses on questions that deal with levels of satisfaction. This part has items which mainly inquire information about ETV services, that is, how much the programs transmitted by ETV meet the needs of audiences. Some items are repeated systematically in the questionnaire in different positions in order to crosscheck responses given by subjects. But throughout the data analysis, these questions have been collected under similar categories and the scores for each factor added up, and then the sum has been divided by total number of similar questions to obtain the mean or average score for each factor.

Most of the questions are adapted from Infante, Rancer and Womack (1993:407). Options given for respondents range from strongly agree to strongly disagree. Each option has got its own numerical representative. In the questionnaire, strongly agree was represented by 1, agree by 2, neutral by 3, disagree by 4, and strongly disagree by 5 since people naturally give number one for the thing they love/admire most. However, during data analysis, the value given to these options were different i.e. strongly agree has got a value of 5, agree 4, neutral 3, disagree 2 and strongly disagree 1. If the average result is greater than three, it is assumed that audiences are satisfied. If it is less than three, they are not satisfied, and if it is equal to three, it means audiences are neither satisfied nor dissatisfied.

Since respondents are Amharic language speakers, to minimize language constraints, Amharic version of the questionnaire was used for data collection.

3.6. Procedures

The researcher traveled to the research sites where the target subjects are found. He used an informant at each town in order to minimize possible time wastage due to location problems. Brief explanations about how to respond to the questionnaire were given to respondents to avoid any inconvenience. Respondents were given one day's time to

complete the questionnaire. This was to allow them to think critically and to answer accordingly.

The researcher then collected the completed questionnaires. Next, the responses were put into computer using SPSS package. Then after, the results were examined against the hypotheses.

3.7. Data Analysis Techniques

The data is analyzed by using means and percentages in the SPSS package.

CHAPTER FOUR

4. Presentation and data Analysis

This chapter deals with the presentation, analysis and discussion of results. As it has been indicated earlier, the study targeted at ETV evening Amharic program audiences who have their own television sets. The main purpose of this study was to assess the satisfying power of the Amharic evening programs from the point of view of the reaction of audiences. To gather the required data for the study, a questionnaire was employed as a major tool. The questionnaire has two parts. The first aimed at finding out demographic information of respondents, while the second part is designed to get information to help to know the degree of satisfaction the audiences gain from the programs, and to know whether programs satisfy the needs of the audiences. The questions were distributed at Bahir Dar, Gondar and Dessie towns.

The discussion is preceded by demographic distribution results obtained from the data and then followed by questions related to audience needs satisfaction. The discussion of demographic results will be done by using percentages; whereas the rest of the discussion is done by using mean scores of results as well as percentages. In both cases tables are used to present the data.

4.1. Demographic Distribution of Respondents

Knowing the demographic (which is a broad term that carries many ideas but in this context deals with gender, age, occupation, education, and marital status) distribution of viewers in audience research seems to have considerable importance. It helps to know what demographic combination TV audiences have. With this in mind, the demographic distribution of the target TV audiences of this research is discussed below.

Respondents (the target TV audiences) were selected randomly from the lists (which show names and addresses of annual TV service payers) obtained from Ethiopian

television branch offices of each town. The results show the following demographic distribution in terms of age, sex, occupation, level of education and marital status.

Table 1: Demographic distribution of respondents

	No of respondents N=300	%
Gender		
Male	170	56.7
Female	130	43.3
Age		
From 15-24	118	39.3
From 25-34	93	31
From 35-54	53	17.7
From 55 and above	36	12
Occupation		
Student	94	31.3
House wife	40	13.3
Employed	75	25
Un employed	28	9.3
Private worker	63	21
Level of Education		
Illiterate	0	0
Read and write	29	9.7
10 th grade completed	69	23
12 th grade completed	80	26.7
Vocationally trained	29	9.7
Diploma	56	18.7
BA degree and Above	37	12.3
Marital status		
Married	107	35.7
Single	165	55
Divorced	28	9.3

As shown in the above table, most of the respondents appeared to be males that account for about 56.7% of the total population, while the remaining 43.3% of the respondents are females. There is a significant difference between males and females. This might be due to cultural influence, which pushes females to stay in cookery rather than to respond to the questions. We have seen in the literature that at home males hold the decision power of viewing. In a similar way, in the Ethiopian case too, it seems from the result obtained that women are not usually allowed to sit for watching as much as males.

When we look at the age distribution of respondents, most of them are young viewers who are between 15 and 34 years (70.3%). As researches show, in western media young and old people watch TV more than adults. But in Ethiopia, young people watch more than adults and old audiences. This might be due to excess time or vulnerability towards the technology. Also, parents may direct the questionnaire towards their youngsters to answer due to some unknown reasons. As a result of this, findings might be high. However, political instabilities, in relation to May 2005 election fraud controversies and the chaos that happened in the country, since young people are vulnerable to any event in the environment, will have an influence on the responses of these young viewers. Nevertheless, the participation of old people above 55 years old (which constituted for about 12%) seems significant.

Besides, the table depicts the occupational distribution of audiences. Hence, 31.3% of the respondents were students, whereas employed, private workers and housewives accounted for about 25%, 21% and 13.3% respectively. The rest 9.3 % of the respondents are unemployed. As regards level of education, over a quarter of the respondents (26.7%) have completed 12th grade, 23% are 10th grade complete, 18.7% are diploma holders, while 12.3% have BA degree and above. Subjects who responded that they are vocationally trained were 9.7% while those who could read and write each account for 9.7%. No one responded as an illiterate viewer. However, it does not mean that ETV does not have uneducated viewers since urban illiteracy level of the region accounts 38.5 percent.

Moreover, table one illustrates the marital distribution of respondents. Many of the respondents (about 55 %) are single; whereas 35.7% reported that they are married. The remaining 9.3% of the respondents said that they are divorced.

The researcher also attempted to assess the length of time the selected audiences have been watching ETV. The results are presented in the following table.

Table 2: The length of time through which audiences have been watching ETV

Years	No of respond N=300	%
From 1-5	69	23
From 6-10	116	38.7
From 11-15	54	18
From 16 and above	61	20.3

Table 2 shows that 23% of the respondents have been watching ETV for 5 years. The majority (56.7%, by adding 38.7 and 18) of them replied that they have been watching ETV for a minimum of six years and a maximum of 15 years. The rest 20.3% of them reported that they have been viewing ETV for about 16 years and above. But for ETV, which is 41 years old, the result confirms that its viewers are not watching it continuously. Nevertheless, it seems possible to say that respondents are the right people who can infer and deduce something from what they watch in terms of satisfaction /dissatisfaction.

However, as it has been mentioned in chapter three, the population is taken from the 1995 national census, which means respondents may have watched at least for ten years. But in practice as shown in table 2, there are viewers who watched ETV for less than 5 years. This might be because the National Census was done to decide the real population. Therefore, there is no any contradiction between the result and the population.

After knowing the length of years audiences used to watch ETV, respondents were asked for how many hours they sit to watch ETV in the week from the total airtime of seventeen and half hours. Time intervals that are set randomly were given to facilitate the responses.

Table 3: Number of hours Respondents Spend Watching ETV in a Week

Time interval	Percent (N 00)
From ½ – 1hrs	11.7
From 1-2 hrs	14.3
From 2 ½-3 ½ hrs	13.7
From 4-5 hrs	21.3
From 6-7 ½ hrs	7.6
From 8 ½ -10 hrs	10
From 11-13 hrs	10.7
From 14-17 ½ hrs	10.7

As the above table shows, about 11.7 % of the respondents said that they sit for a maximum of an hour in a week which is the least of all, whereas about 10.7 % of the respondents replied that they spend from 14 to 17 ½ hrs in the week. However, most of the audiences are not watching ETV all the time through out the week. About 68.7 % of them spend below 7 and half hours. This shows that audiences are not interested in spending more time watching ETV evening Amharic programs. According to Fiske (1990), audiences devote much time to watch television when they find it satisfying. If they do not get any gratifications from viewing, there will not be any interest gazing at any television set because the most disliked television program is watched the least by its audiences (Adams, 1997).

4.2. Ranking of ETV Programs According to Satisfaction Level by Audiences

In this section, the purpose of the questions is to know the level of satisfaction audiences have on each evening Amharic programs that are aired by ETV. In a week, the evening Amharic division of ETV covers 17 and half hours airtime. Using this time, the channel

transmits different programs under 18 genres. Respondents ranked the programs according to their satisfaction. It seems generally true to say that all programs may not satisfy or dissatisfy audiences equally. This is true in Ethiopia too; because audiences are highly heterogeneous in many aspects- cultural, political, and educational and language. Let alone these differences, people with similar language, culture and political attitudes will not achieve similar gratification from similar programs (McQueen, 1998). In whatever way, some programs will give satisfaction for the majority, while others may not.

Table 4: The Satisfaction Level Audiences have from ETV Amharic Programs

Programs	Local News	International news	Current Affairs	Investigative	Sport	"50" Lemon	Music	Youth	Family	Health	Drama	"Tadias	Q&A	African n journal	development	Women	The world in the week	Adverment
Mean Score	1.87	2.95	2.21	3.42	3.61	3.61	3.14	3.08	3.18	3.08	3.40	2.80	3.91	3.19	2.52	2.89	3.23	2.09

Note: Q&A is selected relatively the most satisfying while Local News is selected as the most dissatisfying program

Most of the programs that are aired on Ethiopian Television evening Amharic program have been stated on the questionnaire inquiring respondents to rank these programs according to the satisfaction/dissatisfaction level they received from the programs. They rated each program using five points of the Likert scale from strongly satisfied (5 points) to strongly dissatisfied (1 point).

Accordingly, as can be seen in the table, Q&A gives highest satisfaction (m=3.91) to audiences, which is followed by Sport and "50 Lemon" (m=3.61 each), and then by Investigation (m=3.42) and Drama (m=3.40). On the contrary, Local News, Advertisements and Current Affairs (with mean score of 1.87, 2.09 and 2.21 respectively) are selected as dissatisfying programs.

On the other hand, the mean score of other programs seem slightly neutral, that is, according to the research assumption; respondents did not clearly put their level of satisfaction either of the two extremes-satisfaction or dissatisfaction.

To summarize this section, it is possible to say that among the programs that are aired on Ethiopian Television in the week, the most loved and satisfying program is Q&A (3.91), followed by Sport (3.61) and “50 Lemon” (3.61). Unfortunately, Local News with mean score of 1.87 is selected as the most dissatisfying, followed by Advertisement and Current Affairs by mean scores of 2.09 and 2.21 respectively.

Dissatisfaction, as cited in the literature, comes from different factors. As stated by Assael (1998) and McQuail (1997), dissatisfaction results from TV programs being unable to meet the needs of audiences. Moreover, credibility is an important aspect to gratify viewers. But in the Ethiopian case, viewers are not that much satisfied with Local News. Though there may be other factors, untruthfulness, imbalance, out-datedness, and repetitiveness of the news may contribute to dissatisfaction (Kovach and Rosenstiel, 2001). In other words, local news program in Ethiopia is not reported keeping the above journalistic aspects in which viewers need to be. If audiences; however, develop trust in news broadcasts, the credit they give to the channel; ETV for example, will be positive. Because, as stated by Abercrombie and Longhurst (1998), news is a symbol for national pride and a cornerstone to build trust in viewers.

It is assumed that respondents might probably answer more than one program as satisfying, dissatisfying or neutral. Due to this reason, questions number 3 and 4 of part two (see appendix A) were set to ask respondents to rank their satisfaction and dissatisfaction level accordingly. The ranked responses of audiences are presented in table 5 below.

Table 5: A comparative presentation of ETV Amharic programs in reference to the satisfaction or dissatisfaction they cause in audiences

	Percentage of respondents on	
	Satisfaction	Dissatisfaction
Local news	1.7	29.3
International News	5	1.7
Current Affairs	1.7	18
Investigative	6.7	1.7
Sport	16.7	1.7
“50 Lemon”	14.7	1.7
Music	4	3
Youth	2	1
Family	2	1.7
Health	1.3	2.3
Drama	6.7	0.3
“Tadias”	1	3.7
Q&A	26	1.3
African Journal	3.3	2.7
Development	1	6.3
Women	3	3
The world in the week	0.7	0.7
Advertisement	1.7	20

As illustrated in table 5, all programs have been selected as satisfying though the degree varies from 0.7% of ‘the world in the week’ to 26% of Q&A. This might be happened by the diverse nature of audiences. In this connection, McQuail (1997) argues that all audiences do not have and will never have similar meaning and taste of one program. Satisfaction level of audiences varies according to experience, gender and educational levels (McQueen, 1998). However, in the current study, Q&A is selected as the most satisfying program by 26%. Respondents chose sport (16.7%) and ‘50 Lemon’ (14.7%) as the 2nd and the 3rd most gratifying programs.

The most dissatisfying program according to respondents is Local News. About 29.3 % of the subjects replied that they are dissatisfied with local news. Similarly, 20% and 18% of

viewers ranked Advertisement and Current Affairs as the 2nd and the 3rd most dissatisfying programs. As illustrated in table 3, the average response of satisfaction indicated that audiences are less satisfied with these programs. In the same way, when they rank (table 5), they put these programs as most unsatisfying programs.

Besides, the results obtained, as shown on table 3 and 4, are similar. This can confirm the consistency of responses given by respondents.

One should bear in mind that audiences are satisfied or dissatisfied with a certain program does not mean that the programs are impeccable or faulty in many ways. The results are treated relatively.

4.3. Audiences' needs and their Satisfaction/Dissatisfaction

This section attempts to present, analyze and discuss the results obtained under item number 6 of part two in the questionnaire, which is distributed to respondents. This item has 31 items under it. From these, 27 items are set in a way that can control the reliability of the study. From these 27, three similar items, i.e., items focusing on the same issue are repeatedly included in different positions. These items are grouped into nine factors based on Infante, Racer, and Womack's (1993) classifications. These media needs of audiences are believed to affect the taste of viewers either positively or negatively. These typologies are relaxation (needs for pleasure and entertainment), companionship (needs for personal relationship, social utilities), habit (to fulfill usual behavior of viewing), pass time (need to spend time under the shadow of TV viewing), learning about things and oneself (need of curiosity about the world and oneself), arousal (need for internal reinforcement), forget/escape (need that liberate from difficult and tense situations) and credibility (need for truth, balance and plausibility).

Under item number 6, sub item 28 in the questionnaire deals with overall satisfaction of audiences with the services of ETV evening Amharic programs. Item 30, on the other hand, deals with whether audiences watch ETV due to lack of alternative channels. All

these sub items are scored on a five-point scale ranging from “strongly agree” (5 points) to “strongly disagree” (1 point). The average satisfaction level of respondents to each item was gained by summing the tallies of responses of viewers and multiplying them by 5,4,3,2 or 1 according to the ratings. Thereafter, the mean score is achieved dividing the sum of ratings by total population.

Table 6 below depicts the overall results of the mean score of responses and percentage of respondents who responded either agree, disagree or neutral. The last two columns of the table show the combined percentages of audiences who agreed and strongly agreed and disagreed and strongly disagreed with the statements.

Table 6: Mean Score and percentages of Overall Responses on the sub items under Item Number 6 (part two)

Item	Mean	Strongly agree		Agree U		ndecided		Disagree		Strongly disagree		Both strongly agree& agree		Both SDA &DA	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
1	2.07	14	4.67	27	9	57	19	72	24	130	43.33	41	13.67	202	67.33
2	2.63	38	12.67	62	20.67	50	16.67	52	17.33	98	32.67	100	33.34	150	50
3	3.36	89	29.67	64	21.33	61	20.33	38	12.67	48	16	153	51	86	28.67
4	3.50	93	31	80	26.67	55	18.33	29	9.67	43	14.33	173	57.67	72	24
5	1.96	10	3.33	15	5	58	19.33	87	29	110	43.33	25	8.33	217	72.33
6	2.02	10	3.33	32	10.67	53	17.67	65	21.67	140	46.67	42	14	205	68.34
7	2.28	25	8.33	33	11	59	19.67	66	22	117	39	58	19.33	183	61
8	2.35	27	9	37	12.33	51	17	84	28	101	33.67	64	21.33	185	61.67
9	1.83	10	3.33	20	6.67	37	12.33	75	25	158	52.67	30	10	233	77.67
10	1.92	10	3.33	24	8	51	17	62	20.67	153	51	34	11.33	215	71.67
11	3.02	72	24	53	17.67	54	18	52	17.33	69	23	125	41.67	121	40.33
12	3.49	101	33.67	64	21.33	59	19.67	32	10.67	44	14.67	165	55	76	25.34
13	3.62	105	35	82	27.33	49	16.33	21	7	43	14.33	187	62.33	64	21.33
14	2.01	15	5	18	6	50	16.67	88	29.33	129	43	33	11	217	72.33
15	2.07	15	5	26	8.67	58	19.33	67	22.33	134	44.67	41	13.67	201	67
16	2.28	28	9.33	32	10.67	59	19.67	58	19.33	123	41	60	20	181	60.67
17	2.63	47	15.67	43	14.33	45	15	83	27.67	82	27.33	90	30.00	165	55
18	2.03	15	5	30	10	45	15	70	23.33	140	46.67	45	15	210	70
19	1.97	10	3.33	20	6.67	50	16.67	91	30.33	129	43	30	10	220	73.33
20	3.05	78	26	46	15.33	57	19	50	16.67	69	23	124	41.33	119	39.67
21	3.66	102	34	73	24.33	64	21.33	42	14	19	6.3	175	58.33	61	20.33
22	3.52	117	39	39	13	52	17.33	69	23	23	7.67	156	52.00	92	30.67
23	1.98	10	3.33	22	7.33	58	19.33	72	24	138	46	32	10.66	210	70
24	2.20	12	4	36	12	73	24.33	59	19.67	120	40	48	16.00	179	59.67
25	2.46	29	9.67	42	14	62	20.67	72	24	95	31.67	71	23.67	167	55.67
26	2.51	25	8.33	38	12.67	79	26.33	83	27.67	75	25	63	21	158	52.67
27	1.89	12	4	20	6.67	37	12.33	86	28.67	145	48.33	32	10.67	231	77
28	1.85	10	3.33	16	5.33	44	14.67	79	26.33	151	50.33	26	8.66	230	76.66
30	3.93	159	53	46	15.33	43	14.33	20	6.67	32	10.67	205	68.33	52	17.34

Note; SDA= strongly agree, DA= Disagree

As it has been mentioned above, all the sub items under item 6 are grouped into eleven factors. Accordingly, questions no 1, 10, and 19 deal with relaxation, questions no 2, 11,

and 20 attend to companionship, items 4,12, and 21 focus on habitual viewing questions no 3, 13, and 22 are concerned with finding out if the respondents are watching TV to pass time, questions no 5, 14 and 23 target at investigating audiences' feelings on whether ETV helps them to learn about things in the world, and questions no 6, 15, and 24 were designed to know if audiences learn something that can help them to improve themselves. Sub items 7, 16 and 25, on the other hand, deal with arousal factor, while no 8, 17, and 26 deals with forget/escape factor. Moreover, questions no 9, 18 and 27 are concerned with finding out some information regarding credibility. At last, sub items no 28 and 30 focus on assessing the overall satisfaction of audiences with ETV, and whether they watch it due to lack of alternative channels. There are also two open ended questions. From these, item no 29 inquires audiences' reasons for their answers to question number 28, while question no 31 gives a chance for respondents to suggest the strengths and weaknesses of Ethiopian Television. The mean score and percentages of respondents are taken throughout the discussion.

There are different reasons why people watch TV. The broad genres, in this regard, according to McQuail (1987), could be categorized in to four: information, personal identity, integration and social interaction, and entertainment needs. People watch TV to achieve these needs. If the expectations precede performance (i.e., if the TV programs are below what audiences expect to achieve), the satisfaction level will be very low and vice versa (Assael, 1998).

The factors used in this discussion, as touched up on above, are adapted from Infante, Rancer and Womack (1993).

Table 7: Average score and Percentages of Responses and Respondents

Factors		Number of respondents in percent					Both	
	Mean score	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	SA&A	SDA&DA
Relaxation	1.99	3.78	7.89	17.56	25	45.78	11.67	70.78
Companionship	2.90	20.89	17.89	17.89	17.11	26.22	38.78	43.33
Habit	3.55	32.44	22.33	20.44	12.44	12.33	54.77	24.77
Pass time	3.50	35	23.33	17.33	13.22	12.11	58.33	25.33
Learning about things	1.98	3.89	6.11	18.44	27.44	44.11	10.00	71.55
Learning about oneself	2.09	4.11	10.44	20.44	21.22	43.78	14.55	65
Arousal	2.34	9.11	11.89	20	21.78	37.22	21.00	59
Forget/Escape	2.50	11	13.11	19.44	27.78	28.67	24.11	56.45
Credibility	1.91	4.11	7.78	13.22	25.67	49.22	11.89	74.89
Over all satisfaction	1.85	3.33	5.33	14.67	26.33	50.33	8.66	76.66
Alternative channel	3.93	53	15.33	14.33	6.67	10.67	68.33	17.34

Note: SA=strongly agree; A= agree; SDA=strongly disagree and DA= disagree

4.3.1. Relaxation

Audiences watch TV when they want to get some gratifications from the programs that are aired. Mere factual presentation might be boring for audiences. Cliché and repetitive ideas and entertainment programs might not sometimes be satisfying (Herbert, 2000). In relation to this, respondents were asked whether they get relaxation from ETV evening Amharic programs.

As shown in table 7, audiences are not generally satisfied with the ETV Amharic programs. They do not feel that much comfort when they are watching ETV. The average mean of satisfaction in relaxation is 1.99, which according to the assumption set earlier means; viewers are dissatisfied with programs that are aired for entertainment purposes. In this connection, table 5 depicts that music and drama programs which are mainly presented for entertainment purposes are selected as satisfying programs by only 4% and 6.67 % of the total respondents consecutively. That is, most of the viewers under this

study do not fulfill their relaxation needs which they expect from the ETV. This might imply that the programs are not presented in a way that could entertain their audiences. This has been confirmed by 70.78 % of the respondents who expressed their dissatisfaction in the programs that are meant for relaxation. Only about 11.67 % of the respondents reported their satisfaction, while 17.56% of them remain undecided.

It is generally believed that one of the main mechanisms to catch audiences' viewing for a certain channel is the attractiveness of its programs. Moreover, one of the main objectives of any media is to entertain its customers (McQueen, 1998). If a medium like ETV forgets to please its audiences, it will be very unlikely for its audiences to sit and watch. The result implies that despite the fact that audiences turn on their TV to relax and entertain, most of the programs of ETV are found to be unsatisfactory in terms of relaxation and entertainment.

4.3.2. Companionship

Media experts such as Katz, Blumler and Gurevitch, (1974), McQuail (1987) and others believe that audiences switch their television on in order to integrate and interact via television programs with others who are far away from them. Through the medium, they try to develop a sense of belonging, to have a substitute for real-life companionship, and to have social empathy and avoid loneliness. Viewers may develop a para-social relationship when they believe that they have a relationship with a television character or personality who mediates viewers with socialization processes (Hoffner, 1996).

Similarly, Ethiopian Television audiences might watch TV to have these needs satisfied by the programs of the media. In this regard, the average score of audiences is 2.90. This means ETV programs are not helping audiences to avoid loneliness and integrate themselves with other people in the community. The above table indicates that about 43.33 % of the respondents do not satisfy their companionship needs, while 38.78% of the candidates believe in getting the benefits they are expecting though there is a significant difference between the two groups. In this regard too, the level of satisfaction, the

majority of audiences show that ETV is not providing companionship services, which could minimize loneliness and strengthen social bond.

4.3.3. Habit

The third factor deals with the habit of viewing television. Viewers sometimes watch television for ritual purposes. They watch television as a habit from a high respect they give to television (Intante, Rancer and Womack, 1993). According to Adams (1998), audiences watch television regardless of its content and message. In this case, as illustrated in table 7, many of the respondents (about 54.77 %) said that they are watching television simply because it has become their habit, while about 24.77% of them replied in opposition of TV viewing for habitual reasons. Moreover, the average mean score of respondents (3.55) shows the agreement of respondents that they watch television as a habit, not intentionally and purposely.

This is related with lack of alternative channels. Since most of Ethiopian audiences have no any chance to change their channel, they switch their TV on habitually.

4.3.4. Pass Time

The mean score of the fourth factor, which is pass time, is 3.50. It implies that audiences watch ETV just to pass time. People sometimes turn on their television when they do not have anything to do or anywhere to go. Though the television is functioning, viewers might not understand what it is being transmitted, or they do not seriously follow and realize gratification. As it can be seen in Table 7, about 58.3% of the respondents watch Ethiopian Television when they want to spend their spare time. This might imply that although the ETV transmits many programs, most of these do not have a power to attract people to watch them deliberately to get some satisfaction out of them. In other words, viewers do not turn on their television purposely due to dissatisfaction in the programs broadcasted. Moreover for many viewers ETV is not a channel, which is watched by choice.

4.3.5. Learning about Things

The main objective of media establishment is to educate its citizens. Audiences are eager to know about relevant events and condition in immediate surroundings, society and about the world as well. It is a need to acquire norms, beliefs, attitudes, values, language characteristics and other social and cultural phenomena in one's nation as well as the world. These needs of curiosity push audiences to switch on their television. More importantly, the contribution of media in educating and molding the generation in developing countries such as Ethiopia is not debatable. The main objective of the establishment of ETV is also to perform this important task. However, ETV being the only TV channel in the nation fails to educate its citizens.

With reference to education audiences obtained from ETV as shown in the table above, 75.5 % of respondents indicate their dissatisfaction with the educative power of ETV. This is supported by the overall mean score of 1.98, which is according to the assumption a negative satisfaction level. Only 10 % of candidates believe that they are getting relevant information that could satisfy their information needs while 18.4 % remain undecided. The gap between satisfied and unsatisfied is very large.

4.3.6. Educating Oneself

Individuals need to learn salient skills that could help them to cope up with colleagues as well as the community in which they are living in. They want to educate themselves with media. They need to get some models for themselves and learn something from these models. In order to acquire these needs they seek information, which help them to compare themselves with the characters and evaluate their own capacities and lives. Moreover, if they feel they are educating themselves via television, they will develop a sense of security.

Overall results obtained from respondents show that viewers seem unsatisfied with the services they expect to educate themselves supported by ETV. In a similar way with the result of "learning about things", as it can be observed from the table above, the majority

of respondents (65%) do not feel they are learning while they are watching ETV. This is also supported with slight differences by the mean score of responses (2.09 and 1.98 respectively).

As shown in part one of this chapter, most of the viewers are young people who wish to be educated and integrated with the community by the help of media. TV, moreover, supported by its audiovisual nature, can bring a concrete change by educating its audiences. However, though social integrative need is one that audiences seek to achieve from ETV, when their level of satisfaction is observed, it is very low. It is therefore possible to say, as stated by Katz, Gurevitch and Haas (1973) ETV has forgotten the needs of psychological, social and environmental circumstances that lead audiences to satisfaction.

4.3.7. Arousal Factor

Arousal is another factor that affects media satisfaction. Audiences sometimes want to get physiological and emotional arousals from television broadcasts. Some may watch to acquire romance while others may view to maximize heroic programs that show the bravery, courage, determination and fearlessness of national heroes, which have a power to hold viewers watching emotionally. In this case audiences need dramatic programs that could maximize their arousal gratifications.

The mean score of respondents; however, (2.34) shows the dissatisfaction of audiences. 59% of the population disagree with arousal services they get from ETV. Besides from those who showed dissatisfaction the majority of respondents with 37.22 % replied they “strongly disagree”. In other words, when audiences are watching ETV actively they do not get arousal advantages. Nevertheless, 21% of the population agreed with arousal satisfaction they gain from ETV.

In this regard, supported by cultural factors, ETV would satisfy its viewers easily by presenting heroism programs based on past experiences; because, as it has been observed

during Ethio-Eritrean war, people were watching ETV with high satisfaction taking all the reports as truth and as parts of their lives.

4.3.8. Forget/Escape Factor

The eighth factor is concerned with the need that could liberate viewers from temporary apprehension or dejection. Besides, it is a demand sought by viewers in order to forget and hide oneself from bad moods that happened recently. These needs might be achieved when TV programs include fantasy type of games on different issues, like sex, astronomy, science fictions and others. Here audiences are not necessarily get relaxation. They might simply sit to hide themselves from the bad thing they are confronted with.

In this regard 56.5 % of respondents are dissatisfied with the diversion needs they achieved from ETV. 24.1 % of candidates who participated in the research, however, confirmed their satisfaction. That is as stated by Morley (1986) viewing ETV helped them to minimize their tension and forget bad things that happened recently. On the contrary, the overall average responses (2.5) show the dissatisfaction of audiences with the programs that are transmitted by ETV. That is viewers are not achieving diversion needs from ETV.

4.3.9. Credibility Factor

The last item from the grouped items is credibility. A media organization should take credibility as a biblical rule. All the programs mainly news, current affairs, development programs should be presented based on factual information objectively and impartially. Audiences always expect truth from media and it is this evaluation that bond or divorce customers with dealers. If audiences develop confidence in the media they watch, they will stay more watching TV and develop satisfaction in the programs that are broadcasted on any channel.

Audiences do not believe in the credibility of reports that are broadcasted by the medium. Table 7 depicts that audiences of ETV do not have confidence in the plausibility of

information, which is transmitted by the medium, as the mean score of 1.91 which is a dissatisfaction level according to the assumption shows. Three-fourth (74.9%) of the respondents also said they disagree with the reality of facts told by the medium. Moreover, almost half of the respondents (49.2%) said, they "strongly disagree" on the credibility of information. On the contrary, 11.9% of respondents have replied that they "strongly agree" (4.1%) and "agree" (7.8%) with the credibility of the programs.

As researches showed, in 1999 only 21% of Americans believed in the credibility and watchdog role of American media (Kovach and Rosenstiel, 2001). Similarly, only 12% of Ethiopian audiences believe in the credibility of reports. This implies that programs produced by ETV are not independent, reliable, accurate and comprehensive that citizens require them to be. Therefore, in such conditions satisfaction with ETV will never happen.

In addition, lack of confidence in the reality of information will have a direct impact on the overall satisfaction of audiences with the channel.

4.3.10. Overall Satisfaction of ETV Audiences

Although current situations, which are related with chaos resulted due to May 15/2005 national election fraud controversies, may have an impact on the overall level of satisfaction, Ethiopian television programs are found to be dissatisfying with average score of 1.85 on a five point scale. 76.7% of the respondents are not satisfied with the transmissions that are aired by ETV (from which 50.33% express their strong dissatisfaction). Nevertheless, only 8.7% of audiences who filled the questions are satisfied with ETV programs.

The core point of this research reclines at this point-overall satisfaction level of audiences with ETV evening Amharic programs. The results show that most of the respondents are not satisfied with. As it has been mentioned in the review of literature, audiences are most probably dissatisfied with media products when they unmeet their social and

psychological needs. It is for these needs audiences sit to watch TV. These needs are true for Ethiopian audiences too. Knowing these needs, media firms should try to satisfy their audiences by presenting programs that go with. However, ETV does not seem to show that much effort to serve its audiences based on their needs.

Respondents were also asked to state their reasons for the answers they gave for “the overall satisfaction with ETV evening Amharic programs.” The answers that are given can be seen in two ways. The first groups are those who expressed their satisfaction with the services they get from the channel. The reasons why audiences are satisfied can be squeezed in to the following points.

Because;

- 1 It mainly concentrates on domestic issues rather than foreign and irrelevant to our social, political and economical issues.
- 2 It uses our own language, which is a sign of pride.
- 3 It shows unity with in diversity.

The second group, the majority of repliers who showed their dissatisfaction with the channel, stated their reasons why they are not satisfied with ETV evening Amharic programs. Accordingly, the causes for dissatisfaction are enumerated as follows:

1. All the programs are unfair, partial and blindly biased for the government.
2. The programs are not from ordinary people to people but they are from government elites to pro-government people.
3. Most news, development and current affairs reports are full of lies. The people who are interviewed are in one way or the other pro-EPRDF assigned to echo the interests of the ruling party.
4. Journalists lack the professional skills and confidence and some even act as if they are cadres.
5. Many of the programs are repetitious and boring
6. The channel seems uninterested to listen to the interests of its audiences and adjust its programs in such a way

7. It is a propaganda machine; it does upset us instead of entertaining us.
8. Its ponderous advertisements kill our desire of watching.

It seems; however, that when we compare the results obtained from "credibility" and "overall satisfaction" they are positively correlated. The figures of respondents are very close. As a result, the main, it is possible to say that, stream of audiences dissatisfaction in ETV may result from lack of credibility. If audiences are dissatisfied with the medium why do they watch ETV? This inquiry leads to the question of alternative channel.

4.3.11. Alternative Channel

Audiences were asked their agreement to a statement "I watch ETV due to lack of alternative channels". 68.3% (from which 53% of the repliers replied "strongly agree") of respondents showed their agreement. That is audiences watch ETV since they lack alternative channels. It is also substantiated by mean score of 3.93 of scaling results. According to the results obtained 17.3% of respondents watch ETV regardless of alternative channels. If such a large number of audiences are watching ETV due to lack of alternatives it is easy to forecast what per cent of its audiences will stay loyal when alternative channels are available.

CHAPTER FIVE

5. SUMMARIES, CONCLUSIONS AND RECOMMENDATIONS

This chapter deals with a brief summary of the works, conclusions of findings and some recommendations. The first part is about summary and conclusions of the research while the second part is concerned with some possible recommendations that, the researcher believes, may minimize some of the problems and help to maintain audiences with the channel.

5.1. Summaries and Conclusions

Throughout this research, attempt has been made to assess the level of satisfaction of audiences in relation to Ethiopian Television evening Amharic programs. The initial point was to investigate audiences' position on ETV evening Amharic programs in terms of the level of satisfaction or dissatisfaction based on the services they gained from the medium. To support the research with previous works related literature on the issue has been discussed. The review mainly revolved around "why people watch TV." and their satisfaction based on the uses and gratification paradigm.

The research was held basically using quantitative research method. Questionnaires were distributed to Bahir-Dar, Gondar and Dessie towns dwellers who have television set and paid annual service charge fees. The analysis was done based on different factors that are related with audiences' needs (table.7). The responses were coded in to numbers and these numbers were used in data analysis basis on mean scores and percentages.

Regarding the findings, although the current situations in relation to May 2005 general election in the country will have a direct impact on the overall results, based on the findings obtained from the research, the following conclusions are drawn.

Most importantly, the respondents were asked to give their overall level of satisfaction with ETV's evening Amharic programs. Nevertheless, the overall satisfaction evaluation is discouraging. In this regard, 76.7 percent of respondents, with 1.85 mean score of

satisfaction level, which is less than the satisfaction level according to the assumption, are not satisfied with evening Amharic programs of ETV. This is a very large number when compared with 8.7 percent of respondents who show their satisfaction. This shows that ETV is traveling with only the minority of its audiences. If the relation between the customers and the dealer is in parallel, it is possible to say ETV is sowing its programs on unfertile ground (where there is no any viewer). ETV, therefore, is the channel that is unable to produce and present programs that can touch hearts and minds of its audiences.

As clearly stated in the literature, the central point of the uses and gratification paradigm is that audiences have needs and objectives they seek to achieve from media firms and if they secure the needs and objectives they sought they will be gratified. Besides, according to this paradigm, audiences are active and purposive viewers. The finding of this research showed that the uses and gratifications theory appears not fully applied by the side of ETV. That is, the channel is not able to satisfy the needs and interests of its audiences. However, the principle that audiences are active and purposive is seen positive in Ethiopian audiences too. Because, viewers have clearly expressed their feelings and satisfactions they develop on Ethiopian Television. Besides, during data collection, audiences did not reject any questionnaire feeling oneself inactive viewer. Moreover, if they were not active they would not be able to judge the programs that are transmitted by ETV. Therefore, it is possible to conclude that uses and gratifications paradigm is not fully applied by ETV.

Truth, moreover, has paramount importance in media firms. It is the pillar of media house. If media spectators observe straight forwardness in reporting, they, most likely, will stay long watching and will become indestructible consumers of media programs. However, audiences do not have satisfactory confidence on the credibility of reports that are transmitted by the medium, ETV. For this, the mean score of credibility is very low (1.91) and frightful. This shows, on the side of viewers, the programs of ETV seems it has been overloaded by fabricated information; or the programs are deviating from the reality, which is obvious to the general public.

TV, nowadays, has an uppermost momentousness in educating and shaping the existing generation. Alike, ETV's major objective is to educate its viewers. However, regarding education, the outcomes of this research show that ETV's Evening Amharic program is inefficient to teach its viewers; or it has pushed its educative programs aside and occupied the airtime with non-educative programs.

As a result, the educative quality of ETV is found despondency. Almost three-fourth of the respondents (see table 7) countersigned their dissatisfaction with ETV's evening Amharic programs teaching quality.

ETV's evening Amharic programs are found very weak to lighten up and gratify its audiences. As findings (in table 7) show, viewers with a total percentage of 70.8 witnessed that they are not achieving their relaxation needs from the programs. In other words, ETV's evening Amharic programs do not have a power to gratify its customers.

Likewise, ETV is unable to deliver programs, which pleased and fulfill arousal, forget and companionship needs of audiences. Because as stated by audiences, most of the programs are produced in the same trend filled with cliché and repetitive information. These problems contribute a lot for these negative results. If audiences are unable to acquire these needs from the programs, most likely, they will deviate from watching. Since audiences have their eyes on the screen when they find the programs charming and interesting (McQueen, 1998).

Audiences, on the other hand, are watching ETV's Evening Amharic program either as a habit or just to pass time. It is to mean that because of some negative factors viewers do not give any attention to deduce meanings from the transmissions. The results from data analysis indicated that most of the spectators replied that they watch ETV as a habit to warm up their houses and/or to pass time when they do not have something to do or somewhere to go. Therefore, ETV audiences, when they watch, are viewing not to satiate their social and psychological needs but as usual behavior that is done repeatedly or to veil oneself under the shadow of viewing when they are idle.

Nevertheless, among the programs that are transmitted by ETV, audiences show relatively higher satisfaction with Q&A program. Besides, Sport and '50 Lemon' are chosen as the second most satisfying programs. On the contrary, Local News is registered the most unsatisfactory program followed by advertisement and current affairs programs.

Those who watch ETV's Evening Amharic Program, moreover, are watching because of lack of alternative channels. Viewers of this program with 68.3 percent and mean score of 3.93 confirmed that they are opening and trying to watch ETV since it is the only available channel with minimum cost. Therefore, ETV is a channel, which is watched by its viewers, albeit very low, not because of its impeccable and satisfying programs but due to scarcity of multi channel services in the country.

Therefore, from the results, it is possible to conclude that ETV's evening Amharic program is unable to meet the needs of its audiences and to gratify them. Moreover, ETV is a medium, which is not watched by choice.

5.2. Recommendations

The outcomes of this research vividly show almost all evening Amharic programs are not touching the needs of audience. As a result, audiences are unsatisfied with the programs. People naturally have the right to deviate from media if they find the programs unsatisfactory.

On the other hand, media without audience is inconceivable. That is, it is a must to a national medium ETV, to have viewers. In order to stay audiences with the channel, ETV should understand the interests and needs of its viewers. Although it is difficult to satiate all individuals, it is possible to follow a formula, which has majority support.

Based on the research findings; therefore, the following recommendations are forwarded.

1. Authorized people of ETV should ask themselves as well as their audiences what type of content, presentation and circumstance can help the medium to attract,

gratify and keep audiences closer to the channel and should adjust the programs in a way that go with the interests and needs of viewers.

2. Credibility is the backbone for any report in media services. In order to develop plausibility with its viewers, reports should be reported in an impartial way- including either parts of the story and using credible sources.
3. Program producers of ETV should go deep into the ordinary people and produce programs that could show the real life of ordinary citizens instead of concentrating on political issues.
4. Journalism profession needs skilled manpower. When reports are supported or done by professionally trained or intuition journalists, the outcomes will, without any doubt, be successful in many dimensions. Therefore, since skilled manpower affects directly or indirectly the whole work, ETV has to upgrade its journalists' professional careers.
5. ETV should accept opinions from viewers and media professionals and identify its weakness and should take measures to improve its programs.
6. ETV has to evaluate the ways news and current affairs programs are reported. These reports should be fresh and balanced.
7. Advertisements are sources of finance to the channel. However, the way they are presented should not be boring for viewers. Hence, ETV should develop regulations that enable the channel to control advertisers and as a result to present interesting, fresh and standardized advertisements which are charming to its viewer.
8. TV is an audiovisual medium. It needs well-trained filmmakers and editors and modern materials. In this regard, ETV should have skillful and competent technical

staffs and should upgrade and equipped itself with new technological innovations of the area.

9. Though satisfaction research is difficult and complex, it is tantamount important for media firms to do great jobs in their profession. It needs deeper and continuous studies using different methods- triangulation. Therefore, the researcher would like to recommend scholars for further studies on the issue.

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Appendix - A
Questionnaire
Addis Ababa University Graduate School of Journalism and
Communication

Dear Respondents,

The purpose of this questionnaire is to assess the level of satisfaction ETV audiences have with evening Amharic programs that have been broadcasting for ten years. Your genuine and accurate answers have great contribution to the out comes of the research. Therefore, you are kindly 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 in advance.

Part One: Demographic Information

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

1. **Age:** ☐ From 15-24 ☐ From 25-34 ☐ From 35-54 ☐ From 55 and above
2. **Gender :** ☐ Male ☐ Female
3. **Occupation:** ☐ Student ☐ House wife ☐ Employed
 ☐ Unemployed ☐ Private Business
4. **Educational Background**
☐ Illiterate ☐ Read and write ☐ Grade 10 complete
☐ Grade 12 complete ☐ Vocationally trained ☐ Diploma
☐ BA degree and above
5. **Marital status** ☐ Married ☐ Single ☐ Divorced

PART TWO

1. For how many years do you watch ETV? _____
2. 18 ETV evening Amharic programs are listed below. Indicate your satisfaction level by putting number 1, 2, 3, 4, or 5 in the boxes given just before the programs. The representation of each number is:

1 = strongly satisfied 3 = Undecided 5 = strongly dissatisfied

2 = satisfied 4 = dissatisfied

- | | | |
|--|--|--|
| ☐ Local News | ☐ International News | ☐ Current Affairs |
| ☐ Investigation | ☐ Sport | ☐ "50" Lemon |
| ☐ 'For the Youth' | ☐ 'For the family' | ☐ Health |
| ☐ Drama | ☐ Tadias" | ☐ Q & A |
| ☐ Africa Journal | ☐ Development | |
| ☐ Women | ☐ The world in the week | ☐ Advertisement |

3. From the programs that you select as satisfying on question number two above;

The program/s that satisfied you 1st is /are _____

The Program/ s that satisfied you 2nd is/are _____

The Program/ s that satisfied you 3rd is/are _____

The Program/ s that satisfied you 4th is/are _____

The Program/ s that satisfied you 5th is/are _____

4. From the programs that you dissatisfied with,

The program/s that dissatisfied you 1st is /are _____

The program/s that dissatisfied you 2nd is /are _____

The program/s that dissatisfied you 3rd is /are _____

The program/s that dissatisfied you 4th is /are _____

The program/s that dissatisfied you 5th is /are _____

5. How long do you watch ETV evening Amharic programs in the week?

- ☐ From ½ hr - 1 hour ☐ From 1hr - 2 hrs ☐ From 2 ½ - 3 ½ hrs
☐ From 4 -5 hrs ☐ From 6-7 ½ hrs ☐ From 8 ½ - 10hrs
☐ From 11 -13 hrs ☐ From 14 -17 ½ hrs

6. To what extent do you agree or disagree with the following statements in relation to the Ethiopian Television evening Amharic programs? Answer by circling the numbers given on the right side of the questions. The numbers represent:

1 = Strongly agree 3 = Neutral 5 = strongly disagree
2 = Agree 4 = disagree

I watch TV;

1	Because it relaxes me.	1	2	3	4	5
2	Because it helps me not to feel lonely.	1	2	3	4	5
3	As a habit.	1	2	3	4	5
4	When there is no better job to do.	1	2	3	4	5
5	Because it helps me to learn things happening in the world.	1	2	3	4	5
6	Because it helps me learn things myself.	1	2	3	4	5
7	Because it is thrilling.	1	2	3	4	5
8	Because it helps me to forget about previous hard works.	1	2	3	4	5
9	Because sources of information are credible.	1	2	3	4	5
10	Because it calms me down when I am angry.	1	2	3	4	5
11	When there is no any one to talk to me.	1	2	3	4	5
12	Because I just like to watch.	1	2	3	4	5
13	Because it helps me to pass the time away.	1	2	3	4	5
14	Because it teaches me things I don't learn in school.	1	2	3	4	5
15	To learn about what could happen to me.	1	2	3	4	5
16	Because it excited me.	1	2	3	4	5

17	To get away from the rest of the family.	1	2	3	4	5
18	Because I get original information.	1	2	3	4	5
19	Because it gives me pleasant rest.	1	2	3	4	5
20	To avoid companionless.	1	2	3	4	5
21	Because I just enjoy watching.	1	2	3	4	5
22	Because it gives me something to do.	1	2	3	4	5
23	To learn how to do things I haven't done before.	1	2	3	4	5
24	Because it shows how other people deal with the same problems I have.	1	2	3	4	5
25	Because it excites me.	1	2	3	4	5
26	To escape from what I am doing.	1	2	3	4	5
27	To get balanced information from both sides of subjects of the issue.	1	2	3	4	5
28	All in all I satisfied with Ethiopian television evening Amharic programs.	1	2	3	4	5

29. What is (are) your reason (s) for the answer you give to question number 28?

30. I watch ETV due to lack of alternative channel. 1 2 3 4 5

31. What do you think ETV should do to sustain its strong sides and to improve its programs in the future?

Appendix - B

Amharic Version of the Questionnaire

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1. °ÉT@: ☐ Ÿ15-24 ☐ Ÿ25 - 34 ☐ Ÿ35-54 ☐ 55 ¯Sf “ Ÿ²=Á uLÃ
2. ë: ☐ ¨”É ☐ c?f
3. Y^: ☐ }T] ☐ ¾u?f Su?f ☐ pØ` c^}- ☐ e^
¾K?K¨ <
☐ uÓM e^ ¾T>}ÇÅ`
4. ¾/!Å[í: ☐ ÁM}T[☐ T”uw“ Séõ ¾T>◁M ☐ 10- ÿõ M Á”kk
☐ 12- ÿõ M Á”kk ☐ uS<Á fUI`f ¾cK† ☐ Ç=ýKAT
☐ ¾SËS]Á Ç=Ó]“ Ÿ²=Á uLÃ
5. ¾Öw% G<'@: ☐ ÁÑv ☐ ÁLÑv ☐ ›Öw,, ¾õ

$$i \tilde{O} M \quad G < Kf$$

1. „K? y= »" SŸ } M ŸËS\ e" f -S f ÃJ' M ; -----

2. $\ddot{Y} \prec \ddot{Y}\}^2[\mathfrak{A}f \ \mathfrak{Z}_4=f\ddot{A}\mathfrak{A}\mathfrak{A} \ ,K?y=\gg" \ \mathfrak{Z}_4T \ ` \ - \ \acute{y}a\acute{O}^{\wedge}V \prec \ \grave{o}f \ K\grave{o}f \ \ddot{Y}\}c\grave{i} \prec f \ v\hat{E} \ d\emptyset \bullet \prec$
 $\text{"} \prec e\emptyset \ 1 \ , \ 2 \ , \ 3 \ , \ 4 \ \text{"}\ddot{A}U \ 5 \ uS\acute{e}\tilde{o} \ \ddot{A}SMc \prec :: \ I\emptyset a\ddagger$
 $\mathfrak{Z}_4T > \text{"}iK \prec fU\&$

1 , $u \times U \ \acute{A}[\ddot{Y} \prec -M$ 3 , $S''\ddot{Y}K-$

2 , $\acute{A}[\ddot{Y} \prec -M$ 4 , $\mathfrak{A}[\ddot{Y} \prec \sim U$ 5 , $u \times U \ \mathfrak{A}[\ddot{Y} \prec \sim U$

☐ $\mathfrak{Z}_4\tilde{N} \ ` \ \text{"} \prec e\emptyset \ ??"$ ☐ $\mathfrak{Y}KU \ \mathfrak{Y}k\tilde{o} \ ??"$ ☐ $\text{"}p \copyright \ \acute{y}a\acute{O}^{\wedge}U$ ☐ $\neg\ddot{A}\text{"}\prec$

☐ $e\mathfrak{p} \ ` \ f$  ☐  $50 \ KAT >$  ☐  $Iw[f \ f \ ` \ \mathfrak{Z}f$ ☐ $K'' \times_{,,}\prec$ ☐ $u?\}cw$

☐ $i?\text{"}\prec$ ☐ $\acute{E}^{\wedge}T$ ☐ $\mathfrak{C}=\acute{A}e$ ☐ $\emptyset\acute{A}o\text{"} \ SMe$ ☐ $\mathfrak{Y}\tilde{o} \]" \ \mathfrak{D} \ ` \ "M$

☐ MTf ☐ $\ddot{Y}c?_{,,}\prec \ \mathfrak{Y}\acute{E}Te$ ☐ $\neg KU \ \text{"}\grave{E}f \ c'u\}\prec$ ☐ $Te \ \text{"}m\acute{A}$

3. $\ddot{Y}L\ddot{A} \ u\emptyset\acute{A}o \ I\emptyset \ ` \ G \prec Kf \ L\ddot{A} \ \acute{A}[\ddot{Y} \prec -M \ wK'' \prec \ \ddot{Y}S\acute{A}vD\ddagger'' \prec \ \acute{y}a\acute{O}^{\wedge}V \prec$
 $\text{"} \prec e\emptyset \ \mathfrak{Z}_4 \ ` \ " \ \text{"} \ S'' \ \acute{A}[\acute{I} \ k\emptyset KA \ u\}W\grave{i} \prec f \ i\tilde{o}f \ x \ \prec \ L\ddot{A} \ uS\acute{e}\tilde{o} \ \acute{A}\acute{O}K\grave{i} \prec ::$

$u''\acute{A}- \ \acute{A}[\acute{I} \ \mathfrak{Z}_4U["u\grave{f}/v\ddagger'' \prec \ \acute{y}a\acute{O}^{\wedge}U/V \prec \text{-----}$

$uG \prec K\}\text{--} \ \acute{A}[\acute{I} \ \mathfrak{Z}_4U["u\grave{f}/v\ddagger'' \prec \ \acute{y}a\acute{O}^{\wedge}U/V \prec \text{-----}$

$u\mathfrak{f}e\}\text{--} \ \acute{A}[\acute{I} \ \mathfrak{Z}_4U["u\grave{f}/v\ddagger'' \ \acute{y}a\acute{O}^{\wedge}U/V \prec \text{-----}$

$u\mathfrak{Y}^{\wedge}\}\text{--} \ \acute{A}[\acute{I} \ \mathfrak{Z}_4U["u\grave{f}/v\ddagger'' \prec \ \acute{y}a\acute{O}^{\wedge}U/V \prec \text{-----}$

$u\mathfrak{Y}Ue\}\text{--} \ \acute{A}[\acute{I} \ \mathfrak{Z}_4U["u\grave{f}/v\ddagger'' \prec \ \acute{y}a\acute{O}^{\wedge}U/V \prec \text{-----}$

4. $u\}\wedge \ I\emptyset \ ` \ G \prec Kf \ SMe \ \mathfrak{A}[\ddot{Y} \prec \sim U \ wK'' \prec \ \ddot{Y}SKdD\ddagger'' \prec \ \acute{y}a\acute{O}^{\wedge}V \prec$
 $\text{"} \prec e\emptyset \ \acute{A}KS \ ` \ "f \ \text{"} \ S'' \ \acute{A}[\acute{I} \ KTd\mathfrak{Z}_4f \ k\emptyset KA \ u\}c\grave{i} \prec f \ i\tilde{o}f \ x \ \prec \ L\ddot{A} \ uS\acute{e}\tilde{o}$
 $\acute{A}d\grave{i}::$

u»"Å – Å [í ¾TÁ[" ~ /ÿ< ~ ýaÓ^U/V< -----

uG<K} – Å [í ¾TÁ[" ~ /ÿ< ~ ýaÓ^U/V< -----

u f e } – Å [í ¾TÁ[" ~ /ÿ< ~ ýaÓ^U/V< -----

u>^} – Å [í ¾TÁ[" ~ /ÿ< – ýaÓ^U/V< -----

u>U e } – Å [í ¾TÁ[" ~ /ÿ< ~ ýaÓ^U/V< -----

5. ŸLÃ ¾}ÑKè" ýaÓ^V< KSSMŸf u d U'f " < e Ø U" ÁIM c¯f ÃKS×K<;
 u d Ø'< " < e Ø U Mif ÁÉ`Ñ<::

□ 1/2 - 1 c¯f □ 1 - 2 c¯f □ 2 1/2 - 3 1/2 c¯f □ 4 - 5 c¯f
 □ 6 - 7 1/2 c¯f □ 8 1/2 - 10 c¯f □ Ÿ11-13 c¯f □ 14-17 1/2 c¯f

6. Ÿ< ¾}²[Ÿ" ®[õ} 'Ña< "'u u< uL e U U'f " ¾}c|<f" ›T^à< uTiuw
 ÅSM c<:: ›T^à ‡ U

1 , u×U e TTKG< 2 , e TTKG<

3 , S"ŸK– 4 , ›Me T T U 5 , u×U ›Me T T U

¾= fÄ å Á ,K?y= » "" ¾UŸ }K" <&

1	eKT>Á'"" ~ '"" <::	1	2	3	4	5
2	w† ~ f "ÇÃcT ~ eKT>[Ç ~ '"" <::	1	2	3	4	5
3	,K?y= » " ¾SSMŸf MUÉ eLK ~ '"" <::	1	2	3	4	5
4	¾Uc^" < e^ uTÃ•[~ Ñ>²? '"" <::	1	2	3	4	5
5	u¯KU ²<]Á ¾T>Ÿc~ É`Ñ>„<" KT"p eKT>[Ç ~ '"" <::	1	2	3	4	5
6	uÓK? "ÉT` eKT>[Ç ~ '"" <::	1	2	3	4	5
7	›e Å d< ýaÓ^V< eKT>Áe }LM õ '"" <::	1	2	3	4	5

8	$\frac{3}{4}Y^{\wedge} \acute{E} "T@ " \acute{E} [d \ eKT > \acute{A}\acute{O}^2 \sim ' " < ::$	1	2	3	4	5
9	$\frac{3}{4} \tilde{N} v \ U " \grave{a} \langle \rangle \triangleright T' > \ G < ' " < \ eKT \tilde{N} - \dagger " < ' " < ::$	1	2	3	4	5
10	$\acute{A}Kw \sim " \ we \ell f \ " \acute{E} [d \ eKT > [\zeta \sim ' " < ::$	1	2	3	4	5
11	$uu? \{ \sim < e \emptyset \ \frac{3}{4} T > \acute{A} \acute{Y} " < \} \sim \ c " < " \tilde{N} u ? \ d \tilde{A} \bullet \ ` \ ' " < ::$	1	2	3	4	5
12	$,K?y = \gg " \ \frac{3}{4} SSM \ddot{Y} f \ MU \acute{E} eLK \sim ' " < ::$	1	2	3	4	5
13	$\tilde{N} > ^2 ? " \ KTdK\grave{o} \ eKT > \dot{p}S \sim ' " < ::$	1	2	3	4	5
14	$uS\acute{A}u - \{ UI \ ` \ f \ \frac{3}{4} TL \tilde{N} - " < " \ eKT \tilde{N} \sim ' " < ::$	1	2	3	4	5
15	$\frac{3}{4} KU " \ G < ' @ \ uS^2 \tilde{N} w \ u ' @ \ L\tilde{A}U \ U " \ K = \acute{A} \ ` \ ew \sim " \acute{A} T > \langle M \ k \acute{E} V \ eKT > \acute{A} d " < k \sim ' " < ::$	1	2	3	4	5
16	$\frac{3}{4} T > \} LK \tilde{n} f \ \acute{y} a \acute{O}^{\wedge} V \langle \ \acute{y} " \sim " \ \triangleright e \acute{A} d \langle \ uSJ " \dagger " < ::$	1	2	3	4	5
17	$u \triangleright \zeta " \acute{E} \ U_i " \acute{A} \langle \ \ddot{Y} u ? \} cu ? \ \acute{O} \ ` \ S " \acute{A} \frac{3}{4} " \ S \acute{O} \tilde{N} \ ` \ dM \grave{o} M \acute{O} ' " < ::$	1	2	3	4	5
18	$\acute{y} a \acute{O}^{\wedge} V \ddagger \ \triangleright \zeta = e \ S [\acute{I} \ eKT > c \dot{I} < \sim ' " < ::$	1	2	3	4	5
19	$\acute{y} a \acute{O}^{\wedge} V \ddagger \ \acute{A} e " \ \frac{3}{4} T \acute{O} " \grave{i} \grave{o} \ wn f \ eLL \dagger " < ' " < ::$	1	2	3	4	5
20	$w \dagger - \ uUJ " u f \ \tilde{N} > ^2 ? \ \ddot{Y} w \dagger \sim \ ` \ eKT > \tilde{N} L \acute{O} K \sim ' " < ::$	1	2	3	4	5
21	$,K?y = \gg " \ SSM \ddot{Y} f \ eKT > \acute{A} e \acute{A} e \} \sim ' " < ::$	1	2	3	4	5
22	$u \acute{O} K ? \ M c^{\wedge} \dagger " < \ \frac{3}{4} U \grave{o} M \acute{O} \dagger " < " \ \tilde{N} a \langle \ k \acute{E} V \ eKT > \acute{A} d \frac{3}{4} \sim ' " < ::$	1	2	3	4	5
23	$\triangleright \zeta \zeta = e \ \tilde{N} a \langle \ \acute{E} f \ \ " \acute{A} T > \ddot{Y} " " " < \ eKT > \acute{A} e \} U \ ` \ ' " < ::$	1	2	3	4	5
24	$w^2 < \ \frac{3}{4} \tilde{A} " f \ \} V i a \ \acute{A} L \dagger " < " \ c \ \langle \ uTp [w \ \ddot{Y} ' c < MU \acute{E} \ " \zeta \tilde{N} \sim \ eKT > [\zeta \sim ' " < ::$	1	2	3	4	5
25	$\ddot{Y} \grave{o} \} - \ \frac{3}{4} J' \ \acute{A} e \ \ " \zeta \tilde{N} - \ eKT > [\zeta \sim ' " < ::$	1	2	3	4	5
26	$\ddot{Y} e^{\wedge} \hat{A} \ \triangleright [\grave{o} \ KTK f " \ KS \acute{r} " " f \ eKT > \acute{A} \acute{O}^2 \sim ' " < ::$	1	2	3	4	5
27	$T > \ ^3 " \textcircled{C} \ S [\acute{I} \ KT \acute{O} - f \ eKT > [\zeta \sim ' " < ::$	1	2	3	4	5
28	$u \dot{I} nL\tilde{A} \ \frac{3}{4} = f \tilde{A} \acute{a} \acute{A} \ ,K?y = \gg " \ \frac{3}{4} U \dot{I} f \ \frac{3}{4} T \ ` \ - \acute{y} a \acute{O}^{\wedge} V \langle \ \ ` \ " \ \tilde{A} c \dot{I} < - M ::$	1	2	3	4	5

29. $u \}^{\wedge} \ | \emptyset \ ` \ 28 \ Kc \dot{I} < f \ SM e \ U_i " \acute{A} \sim \ U " \acute{E} " ' " < ;$

30. $\frac{3}{4} = \sqrt[3]{\frac{27}{64}}$, $K?y = \gg'''$ $\frac{3}{4}USKY\}$ " < $K?L \rightarrow T^{\wedge}$

$\frac{3}{4}, K?y = \gg''$ $\times u = \acute{A}$ e $KK?K$ ' " < ::

1 2 3 4

5

31. $\frac{3}{4} = \sqrt[3]{\frac{27}{64}}$, $K?y = \gg''$ $\acute{A}K < f''$ $\hat{O} \bullet \times u^2Lm'f$ $KTq\frac{3}{4}f''$ $\acute{A} "T \hat{O} \bullet \times$ $KT hhM$
 $U'' S\acute{A} [O \rightarrow Ku f \tilde{A}LK < ;$

$\rightarrow Sc\acute{O} "KG < !$

Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the thesis have been duly acknowledged.

Abel Adamu _____

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December, 2005

Approved by _____

Advisor