



**ADDIS ABABA UNIVERSITY
COLLEGE OF HUMANITIES, LANGUAGE STUDIES,
JOURNALISM AND COMMUNICATION**

**ANALYSIS OF AUDIENCE'S PERCEPTION ON
PRESENTATION OF CHILDREN PROGRAM:
THE CASE OF ETV**

**By
TesfayeMidekesaMergia**

**A Thesis Submitted to the Graduate School of Journalism and
Communication Addis Ababa University**

**In Partial Fulfillment of the Requirements for the Degree of Master of Arts
in Journalism and Communication**

**Addis Ababa University
Addis Ababa, Ethiopia
June 2019**

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Advisor: YohannesShiferaw, PhD

**Addis Ababa University
Addis Ababa, Ethiopia
May 2019**

APPROVED BY BOARD OF EXAMINERS

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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.

Tesfaye Midekesa Mergia

School of Journalism and Communication

May 2019

Approved by _____

Advisor

Table of Contents

Contents	page
Acknowledgement.....	i
Declaration.....	ii
Table of contents.....	iii
List of Tables.....	vii
List of Appendices.....	ix
Abstract.....	x
CHAPTER ONE	1
1. INTRODUCTION	1
1.1. Background of the study.....	1
1.2. Statement of the problem.....	3
1.3. Objective of the Study.....	4
1.3.1. General Objective.....	4
1.3.2. Specific Objectives.....	4
1.3.3. Research Question.....	4
1.4. Significance of the study.....	5
1.5. Scope of the study.....	5

1.6. Limitations of the study.....	6
1.7. Thesis Organization.....	6
CHAPTER TWO	8
2. REVIEW OF RELATED LITERATURE	8
2.1 Media and Children.....	8
2.2. Children's television program Historical Overview.....	9
2.3. Children's use of television.....	11
2.3.1. Feature of children's program around the world.....	12
2.3.2. Characteristics of quality children's program.....	14
2.3.3. Children's right to get access to television program.....	15
2.3.4. Why do children watch television.....	16
2.4. Principles of television programs.....	16
2.5 Types of television programs.....	17
2.6. Children's Television program Charter.....	18
2.7. Challenges on children's Television program production overview.....	19
2.8. Ethiopian Television and its children's program review.....	19
2.9. Theoretical framework.....	20
2.9.1. Social Learning theory.....	20
2.9.2. Reception Theory.....	23

CHAPTER THREE	24
3. RESEARCH METHODOLOGY	24
3.1 Introduction.....	24
3.2. Research design.....	24
3.3. Instrumentations for data collection.....	25
3.4. Subject of the study.....	26
3.5. Data Analysis.....	27
CHAPTER FOUR	28
4. PRESENTATION AND DATA ANALYSIS	28
4.1. Demographic Distribution of respondents.....	28
4.2. Parents perception about children's program broadcast of ETV.....	32
4.3. Parents Responses to Open Ended Questions.....	44
4.4. Response to Interview Questions.....	46
4.4.1. Respondents on ETV Children Program Aim	46
4.4.2 Respondents on ETV children's program broadcasting time and day.....	47
4.4.3. Program Content and its appropriateness.....	48
4.4.4. ETV children's program production.....	49
4.4.5. ETV children's Program related to professional ethics	50
4.4.6. Responses on challenges of ETV children's Program	50

4.4.7. Responses on what ETV should do as solution.....	51
CHAPTER FIVE.....	52
5. SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	52
5.1. Summary and conclusion.....	52
5.2. Recommendations.....	53
References.....	56

List of Tables

Table No	Contents Page	Page
1.	Demographic distribution of respondents.....	29
2.	Parents' Watching children's Program of ETV in Years.....	31
3.	Parents' Frequency of watching children's program on ETV	31
4.	Duration respondents spend watching ETV children's program in a week	32
5.	Mean Score and percentages of Overall Responses on the parents' perception on ETV Children programs.....	33
5.1	Appropriateness of Broadcasting Time/Day.....	35
5.2	Attractiveness of Program Content.....	37
5.3	Appropriateness of program presentations.....	38
5.4	Appropriateness of Program objective/aim.....	40
6.	Average score and Percentages of Responses and Respondents	41
6.1	Appropriateness of broadcast time/ day.....	42
6.2	Attractiveness of program content.....	43

6.3. Appropriates of the programs' presentations.....	43
6.4 Appropriateness of program objective/aim	44

List of Appendices

Contents	Page
Appendix – 1 List of Interview respondents with their respective profiles.....	xi
Appendix – 2 In Depth Interview Questions English version.....	xii
Appendix – 3 In Depth Interview Questions Amharic version.....	xiv
Appendix – 4 Questionnaire English Versions.....	xvi
Appendix – 5 Questionnaire Amharic Versions.....	xiv

ABSTRACT

Television is currently playing a very significant role of informing and educating society, especially children. However, parents are very much concerned about their children's television consumptions. This study aims at analyzing of audience's perception on presentation of children program on Ethiopian Television (ETV). Attempts are made to see the audience's perception of ETV children's program through journalist, producers of the program and parents. Purpose of the study is primarily, might help ETV children program producers and the organization by indicating ways to broadcast children's television programs effectively. In addition, the study may provide some insights to producers of ETV media station and other similar TV stations that work on children program production and would help them avoid similar challenges and run a program that satisfy their audiences. Moreover, it might benefit the professionals of the media and trigger new point of view to the area. For the data collection, Parents were purposively selected based on availability of a child at specific households from Akaki kality, Yeka and Bole sub cities, which have more condominium housed from the ten-sub cities of Addis Ababa. Reception Theory and Social Learning Theory were used as theoretical framework. The study used mixed method and therefore employed both qualitative and quantitative approaches. While questionnaire used to obtain quantitative data from parents, in-depth interview was used to get qualitative data from Journalists and program producers. The findings of the study depicted that journalists and programmers did not perceive ETV Amharic children program as a most preferred children program. They attribute this to the various challenges such as time allocated, budget assigned, interference and the low level of attention given by authorities to the program. They call for structural adjustment and reform on the department running it. Response from parents revealed presence of content repetition that the same content would be aired using different people or locations, there was lack of consistency, and the time was insufficient to each segment. Therefore, the major findings of this study are, there is inadequate budget, un professional interference, ETV children program not being as a most preferred children program. It was recommended that the producers of the program understand the interests and needs of its viewers through need assessment studies on children and also parents, and that ETV has to upgrade its journalists' professional skill pertaining to children's program.

Appendix – 1

List of Interview respondents with their respective profiles

No.	Name	Age	Sex	job position
1	Samrawit Girma	25	Female	journalist
2	Daniel Tsehay	36	Male	producer
3	Ayenalem Balcha	50	Female	producer

Appendix – 2

In Depth Interview Questions

Questions for ETV children's program production Journalists and producers (English Version)

- Name:

A. For how many years have you been watching ETV Amharic language children's program? _____

B. For how long have you worked in children's program? _____

1. What are the goals and mission of your organization in relation to children's television program?
2. Do you think your organization children's television program is achieving its goals and mission?
3. How do you evaluate the time duration given by ETV for children's program?
4. Do you think the current children's program broadcasting is appropriate for shaping generation?
5. Do you think that your bosses give equal attention for children's program as other program productions? (for journalists)
6. Do you believe that children's program need diverse and talented journalist compared to other TV programs?
7. How does your organization determine the needs of children related to their program?
8. Do you think the children's program that are being broadcast in ETV are free from bosses' unprofessional interference?

9. Do you think your organization budgeting on children's program is enough to bring better production with referring to the need of children's television program?
10. What are the major challenges the program and the program producers are facing?
11. What should be done to solve these problems?
12. What are the prospects of this children program?
13. Do you think commercial factors of your station affects children program? (for producers)
14. Do you think the treatment of children's program according to the Ethiopian broadcast proclamation No 533/2007, had brought about an effect on the production of children program? (for producers)
15. Do you think that the journalists give equal attention for children's program as they do for other program productions? (for producers)

Appendix – 3

In Depth Interview Questions

Questions for ETV children's program production Journalists and producers (Amharic Version)

የቃለ-መጠይቅ ጥያቄዎች

ለኢ.ቲ.ቪ (ኢትዮጵያ ቴሌቪዥን) የሕጻናት ፕሮግራም ዝግጅት ጋዜጠኞችና አዘጋጆች ስም

ሀ. ለምን ያህል ዓመታት የኢ.ቲ.ቪ ሕጻናት ፕሮግራምን ተመልክተዋል? _____

ለ. ለምን ያህል ጊዜ የኢ.ቲ.ቪ ሕጻናት ፕሮግራም ክፍል ሰርተዋል? _____

1. ከሕጻናት ፕሮግራም ጋር በተያያዘ የኢ.ቲ.ቪ ተልዕኮ እና ግብ ምንድን ነው?
2. ኢ.ቲ.ቪ ከሕጻናት ፕሮግራም ጋር በተያያዘ ተልዕኮ እና ግቡን በምን ያህል ደረጃ አሳክቷል?
3. ኢ.ቲ.ቪ ለሕጻናት ፕሮግራም የሰጠው የስርጭት ሰዓት በቂ ነው ብለው ያስባሉ?
4. አሁን በመሰራጨት ላይ ያለው የሕጻናት ፕሮግራም በልጆች አእምሮ ላይ ዕድገት ለማምጣት በመልካም ስነ-ምግባር ለማነጻጻፍ ወዘተ ያስችላል ብለው ያስባሉ?
5. የስራ ላይ አለቆችዎ እንደሌሎች የኢ.ቲ.ቪ ፕሮግራሞች ለሕጻናት ፕሮግራም ዝግጅት እኩል የሆነን ትኩረትን በምን ያህል ደረጃ ይሰጣሉ? (ለጋዜጠኞች)
6. ከሌላ የቴሌቪዥን ፕሮግራም በተለየ የሕጻናት ፕሮግራምን ለማዘጋጀት ጋዜጠኛው ምን ያህል የተለየ ችሎታና አቅም ሊኖረው ይገባል ብለው ያምናሉ?
7. የሕጻናት ፕሮግራምን በተመለከተ ኢ.ቲ.ቪ ምን ያህል የሕጻናት/ተመልካቾችን ፍልጎትን ቀድሞ ያጠናል?

8. ኢ.ቲ.ቪ የሚያስተላልፈው የሕጻናት ፕሮግራም ከአለቆሽ ኢ-ሙያው ከሆነ ጣልቃ ገብነት ምን ያህል የጸዳ ነው?
9. ኢ.ቲ.ቪ ለሕጻናት ፕሮግራም የሚመድበው በጀት ምን ያህል የተመልካቾቹን ፍላጎት ለማርካትና የተሻለ ፕሮግራም ለማዘጋጀት የሚረዳ ነው?
10. እንደ ጋዜጠኛ ከሕጻናት ፕሮግራም ዝግጅት ጋር በተያያዘ ምን ምን ተግዳሮቶችን እየተጋፈጣችሁ ነው?
11. ችግሮችን ለመፍታት ምን መደረግ አለበት?
12. ህጻናት ፕሮግራሙ ራዕይ እና ተስፋ ምንድን ነው?
13. በሚዲያ ዙሪያ ያሉ የንግድ ውድድሮች የህጻናት ፕሮግራሙን በምን ያህል ደረጃ ተጽዕኖ አሳድረውበታል?(ለአዘጋጅ)
14. የኢትዮጵያ ብሮድካስት አዋጅ ቁጥር 533/2007 ለሕጻናት ፕሮግራም በምን ያህል ደረጃ ተጽዕኖ አሳድሯል?(ለአዘጋጅ)
15. ጋዜጠኞች እንደሌሎች የኢ.ቲ.ቪ ፕሮግራሞች ለሕጻናት ፕሮግራም ዝግጅት እኩል የሆነን ትኩረት ምን ያህል ይሰጣሉ? (ለአዘጋጅ)

Appendix – 4

Questionnaire

Questions for ETV children's program production Journalists and producers (English Version)

Addis Ababa University Graduate School of Journalism and Communication

Dear Respondents,

The purpose of this questionnaire is to identify the prospects and challenges of children's television program of ETV that is broadcasting in Amharic language. Your genuine and accurate answers have great contribution to the outcomes 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 /√/ sign in the boxes given below.

1. Age: From 20-34 From 35-44
From 45 -54 From 55 and above

2. Gender: Male Female

3. Educational Background: Illiterate Read and write
Grade 10 complete Grade 12 complete
Certificate Diploma
BA degree and above

4. Number of children you have: One Two and more

PART TWO

1. For how many years have you been watching ETV Amharic language children's program?

Less than a year 2-5 years More than 5 years

2. How often do you watch children's program on ETV?

Always Sometimes Rarely Never

3. How long do you watch ETV Amharic language children's program in a week? /duration

All the program Some part of the program

I hear about it from my children I never watch

4. To what extent do you agree or disagree with the following statements in relation to the Ethiopian Television Amharic language children's program? Answer by putting /√/ sign in the table given on the right side of the questions. The numbers represent:

1 = strongly disagree (SD) 2 = Disagree (D) 3 = Undecided (U)
4 = Agree (A) 5 = Strongly agree (SA)

Parents' perception on ETV children program

No.	Items	SD	D	U	A	SA
1	ETV children programs time allocated for broadcasting is sufficient.					
2	ETV children programs time allocated for program leader/s is sufficient.					
3	ETV children programs time allocated for different content presentations is sufficient.					
4	ETV children programs broadcasting time is convenient for children.					
5	ETV children programs broadcasting day is convenient for children.					
6	ETV children program's contents of the program are attractive.					

7	ETV children programs selection of music is appropriate.					
8	ETV children programs literature (poem, drama, fable....) content is sufficient.					
9	ETV children programs are appropriate in recording area.					
10	ETV children program is competent with other children TV programs.					
11	ETV children programs are get along with the need of this generation.					
12	ETV children programs are shows improvement from time to time.					
13	ETV children programs can shape children's mind.					
14	ETV children programs entertain children.					
15	ETV children programs educate children.					
16	ETV children program are employ modern production techniques.					
17	ETV children programs have appropriate timing.					

18. As audience what kinds of challenges are facing ETV in relation to children's programs?

19. What do you think ETV should do to improve its children's programs in the future?

Appendix – 5

Questionnaire

Questions for ETV children's program production Journalists and producers (Amharic Version)

የጽሁፍ መጠይቅ

ለውድ መላሾች

የዚህ የጽሁፍ መጠይቅ ዝግጅት ዋና ዓላማ በኢ.ቲ.ቪ. (ኢትዮጵያ ቴሌቪዥን) በአማርኛ ቋንቋ የሚሰራጨው የህጻናት ፕሮግራም ራዕዮተስፋዎች እና ተግዳሮቶች ምንድን ናቸው የሚለውን ለመለየት ነው። ስለሆነም እርስዎ የሚሰጡት ቀናና ትክክለኛ ምላሽ ለጥናታዊ ስራው ውጤታማነት ጉልህ ድርሻን ይይዛልና ከታች ለቀረቡት ጥያቄዎች ያለዎትን ትክክለኛ ምላሽ እንዲሰጡ በአክብሮት እየጠየኩ፤ የሚሰጡት ምላሽ ለጥናታዊ ስራው ብቻ የምጠቀምበት መሆኑን በአክብሮት ላሳስብ እወዳለሁ። በቅድሚያ ለሚያደርጉልኝ ትብብር ላቅ ያለ ምስጋናዬንም አቀርባለሁ።

ክፍል አንድ

ትዕዛዝ:-ከታች ለተዘረዘሩት መጠይቆች በሳጥኑ ውስጥ /√/ ምልክት በማስቀመጥ ምላሽዎን ያሳዩ።

1. ዕድሜ:- ከ20 - 34 ዓመት ከ35 - 44 ዓመት
ከ45 - 54 ዓመት 55 ዓመትና ከዛ በላይ

2. ፆታ:- ወንድ ሴት

3. የትምህረት ደረጃ:- ያልተማረ ማንበብና መጻፍ
10ኛ ክፍል 12ኛ ክፍል
ሰርተፍኬት ዲፕሎማ
ዲግሪና ከዛ በላይ

4. ያለዎት የልጅ ብዛት:- አንድ ሁለት እና ከዛ በላይ

ክፍል ሁለት

1. ለምን ያህል ዓመት/ታት የኢ.ቲ.ቪ የአማርኛ ቋንቋ የሕጻናት ፕሮግራምን ተመልክተዋል?

ከ1 ዓመት በታች ከ2 እከ 5 ዓመት ከ5 ዓመት በላይ

2. የኢ.ቲ.ቪ የአማርኛ ቋንቋ የሕጻናት ፕሮግራም ስርጭት በምን ያህል ጊዜ ይመለከታል?

ሁልጊዜ አልፎ አልፎ ከብዙ ቆይታ በኋላ በጭራሽ

3. የኢ.ቲ.ቪ የአማርኛ ቋንቋ የሕጻናት ፕሮግራም የስርጭቱን ክፍል ምን ያህል ይመለከታል?

ሁሉንም ፕሮግራም የፕሮግራሙን የተወሰነ ክፍል

የምሰማው ከልጆቼ ነው በጭራሽ አላይም

4. ከኢ.ቲ.ቪ በአማርኛ ቋንቋ የሚሰራጨው የሕጻናት ፕሮግራምን በተመለከተ ከታች የተዘረዘሩት አረፍተ ነገሮችን ሃሳቦች ላይ በምን ያህል ደረጃ ይስማማሉ ወይም አይስማሙም? ምላሽዎንም ከጥያቄዎቹ በስተቀኝ በኩል በተዘጋጁት ሳጥኖች ውስጥ የ/√/ ምልክት በማስቀመጥ ምላሽዎን ያሳዩ።

1= በፍፁም አልስማማም (በአ) 2= አልስማማም (አ) 3= እርግጠኛ አይደለሁም (እአ)

4= እስማማለሁ (እ) 5= በሚገባ እስማማለሁ (በእ)

በኢ.ቲ.ቪ የሕጻናት ፕሮግራም ላይ የወላጆች አረዳድ/አቀባበል/ምልክታ፡-

ተ.ቁ	ዝርዝር	በአ	አ	እአ	እ	በእ
1	የኢ.ቲ.ቪ ሕጻናት ፕሮግራም ለስርጭት የተሰተው የጊዜ ርዝማኔ በቂ ነው።					
2	የኢ.ቲ.ቪ ሕጻናት ፕሮግራም ለፕሮግራሙ መሪዎች (አስተዋዋቂዎች) የሚመድበው ጊዜ በቂ ነው።					
3	የኢ.ቲ.ቪ ሕጻናት ፕሮግራም ለሚቀርቡት የተለያዩ የፕሮግራም ይዘቶች ማቅረቢያ የሚመድበው ጊዜ በቂ ነው።					
4	የኢ.ቲ.ቪ ሕጻናት ፕሮግራም የሚሰራጭበት ሰዓት/ጊዜ ለሕጻናት ምቹ ነው።					
5	የኢ.ቲ.ቪ ሕጻናት ፕሮግራም የሚሰራጭበት ዕለት ለሕጻናት ምቹ ነው።					

6	የኢ.ቲ.ቪ. ሕጻናት ፕሮግራም የሚያቀርባቸው የፕሮግራም ይዘቶች ሳቢ/ማራኪ ናቸው።					
7	የኢ.ቲ.ቪ. ሕጻናት ፕሮግራም ለፕሮግራሙ የሚመርጣቸው ሙዚቃዎች ተገቢ ናቸው።					
8	የኢ.ቲ.ቪ. ሕጻናት ፕሮግራም የስነ-ጽሁፍ ይዘቶቹ (ግጥም ፣ ድራማ፣ ተረት፣ መዝሙር...) በቂ ናቸው።					
9	የኢ.ቲ.ቪ. ሕጻናት ፕሮግራም የሚቀረጽበት ቦታ ወቅታዊነት ያለው (ወቅቱን የጠበቀ) ነው።					
10	የኢ.ቲ.ቪ. ሕጻናት ፕሮግራም ከሌሎች መሰል የህጻናት ፕሮግራሞች ጋር ተወዳዳሪ ነው።					
11	የኢ.ቲ.ቪ. ሕጻናት ፕሮግራም ከካለው ትውልዱ ፍላጎት ጋር አብሮ የሚሄድ ነው።					
12	የኢ.ቲ.ቪ. ሕጻናት ፕሮግራም ከጊዜ ወደ ጊዜ መሻሻልን እያሳየ ነው።					
13	የኢ.ቲ.ቪ. ሕጻናት ፕሮግራም የሕጻናትን አእምሮ ይቀርጻል።					
14	የኢ.ቲ.ቪ. ሕጻናት ፕሮግራም ሕጻናትን ያዝናናል።					
15	የኢ.ቲ.ቪ. ሕጻናት ፕሮግራም ሕጻናትን ያስተምራል።					
16	የኢ.ቲ.ቪ. ሕጻናት ፕሮግራም ዘመናዊ የዝግጅት ስልቶችን በመጠቀም የሚሰራ ነው።					
17	የኢ.ቲ.ቪ. ሕጻናት ፕሮግራም ወቅቱን የጠበቀ (ወቅታዊነት ሚታይበት) ነው።					

18. እንደ ተመልካች ኢ.ቲ.ቪ. ከሕጻናት ፕሮግራም ጋር በተያያዘ ምን ዓይነት ተግዳሮቶች /ክፍተቶች/ አሉበት?

19. ኢ.ቲ.ቪ. ለወደፊት የሕጻናት ፕሮግራሙን ለማሻሻል ምን መስራት ይጠበቅበታል?

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

Mass Media, because of their contribution in a society, can be viewed as the source of information and entertainment, as they play tremendous role. Because of this, we can list many things about the role of media and its place in a society from different aspects. Therefore, from the viewpoint of different global as well as particular issues of the society, media bring about a great change on the mind of the society (media law handbook for southern Africa).

Hence, if we consider specially, the scope of television in a society from other medium, people spend on average 25 hours per week watching television (Mehraj.et al, 2014).This shows that people give great emphasis for television in their life owing to their exposure and need of information or entertainment purposes. In addition, particularly if we focus on the relations of children with television, we can identify that children spend their time on this technology. As statistics indicate, children represent one third of world population leading to the following conclusion.

A new generation of children growing up with television exposure in modern society, the impact of television in this modern society, on the personality of the children, needs to be examined scientifically and systematically. Children spend a sizeable mass of their time on watching television programs. (Guru et.al, 2013).

Therefore, the involvement of children as audience should not be seen easily. Because of the age of modern technology, the exposure of children with this different medium is seen as wide experience. As different studies indicate in the dawn of 21th century, television became well-organized medium of communication in the society in driving children's attention. Based on these tracks, when we come to Ethiopian television (ETV) and its program, the station has been broadcasting different programs since its establishment.

At the beginning, the programs of ETV were mainly news and issues of health and education; additionally there were issues that are related with development programs such as agricultural development, and economic development. In addition, medium related to Amharic and English languages were carried out in the transmissions of the programs. Moreover, during the Derg regime, the programs were focusing largely on propaganda giving priority for the military governance and its ultimate power. However, besides this there were development programs (Abel, 2005).

Currently, ETV transmits its programs for about 168 hours per week; in all the languages, it uses local as well as foreign languages. The programs that are transmitted from this TV station are news, including women, youth's and children's programs. Agriculture and development issues, including reports from the regions, police program (usually reports of crimes that have taken place in the country), historical sites of Ethiopia and sport and magazine programs are regular productions. There are also drama and entertainment programs (Ellene et. al., 2003).

Mostly, many people including children watch different programs that are being broadcasted from ETV. From those ETV transmitting programs, the one that would be intentionally prepared and broadcasted is children programs because ``children's television programming was intended to appeal primarily to children, consisting typically of cartoons, educational stories and the like `` (Danes, 2009).

This kind of preparation on children's television program broadcast has its own positive impact on children to gain essential life skills, which allow them to develop and express their opinions, problem solving, communication, self-expression, negotiation skills and so on (UNICEF, 2007).

The issue at the heart of this study is assessing this children television programs broadcast from ETV. Therefore, the study is set particularly to analyze audience's perception on presentation of children program broadcasts on ETV.

1.2 Statement of the Problem

As statistics shows, from the total number of Ethiopian population 43.47% are under 15 years old (CSE, 2014). So nowadays in Ethiopia, especially in cities, as children spend a lot of time viewing media, enough study on children's program is required. Thus, there is a need in Ethiopia to expand children television program, and identifying the qualities, analyze audience's perception on presentation of children programs should go together. Because, identifying the gaps through different research would bring fruitful results to increase the qualities of media's programs broadcasting outlets. Identifying the gap in children program through research would have its own impacts on audience satisfaction as well.

Even though, there has been a growing amount of literature in different fields of media and children study, which takes in to consideration the right of children and their media structure through television (UNICEF, 2007 and Enyonam, 2008), Children TV programs in Ethiopia is a least studied area. Several studies have been conducted on media in related to children elsewhere. Many of the studies stand from different perspectives.

For instance, (UNICEF 2007) conducted study on children's right and journalism practices and presented the document as student guide; which explores the media related to children's development from different aspects. The study also explained the challenges of meaningful participations of children in the media. According to Gunter and McAleer (1997) "Children have to learn how to behave in different social situations. Society requires its citizens to follow certain norms or conventions and to adopt appropriate and accepted social roles. In other words, as they grow and develop, children become socialized."

Nevertheless, as different researches shown, there are different challenges that media organization faces related to children program from different perspectives. The study which was conducted on Nigeria television station in 2015 stated, inadequate funding, government interference, commercial factor and preference (being first choice) of audience for foreign children's programs as a problem in particular to the challenges of children's program

production. The factors used in this discussion, as touched up on above, are adapted from such findings.

However, in Ethiopia there exists, to the knowledge of the researcher, a few research directly related to children's television program broadcast. Therefore, this thesis would give insight on children's television program seen on ETV. The main objective of this study is to analyze audience's perception on presentation of children program broadcasts on ETV. The study is conducted on the assumption that the programs would have possible gaps on presentation of children program that the researcher would hope to surface.

1.3 Objectives of the Study

1.3.1 General Objective

The main objective of this study is to analyze audience's perception on presentation of children program broadcasts on ETV.

1.3.2 Specific Objective

This thesis addressed the following specific objectives:-

- Explore the producers' perception on ETV children's television program production process.
- Assess the challenges producers are facing in relation to ETV children's program.
- Describe parents perceptions about children's programs broadcast of ETV.

1.3.3 Research Questions

This research intends to answer the following questions:-

- What is the producers' perception on ETV children's television program production process?

- What are the challenges producers are facing related to ETV children's television programs broadcasting?
- What is parents' perception about children's program broadcast of ETV?

1.4 Significance of the Study

The researcher hopes that the findings of the study would have valuable contributions to different people and organizations. Primarily, the significance of conducting this study is that, it might help ETV children program producers and the organization by indicating ways to broadcast children's television programs effectively. The study analyzes audience's perception on presentation of ETV children program thereby indicating it to the authorities at ETV that they need immediate attention. In addition, the study may provide some insights to producers of ETV media station and other similar TV stations that work on children program production and would help them avoid similar challenges and run a program that satisfy their audiences. Moreover, it might benefit the professionals of the media and trigger new point of view to the area.

Furthermore, the study may contribute to the growing body of literature by presenting a local image of such programming and by focusing on the children's right aspect. The study is hoped to be significant for those who have an interest to study children's television program in general. In addition, the result of the study may also have the significance for policy makers working on children. There is a possibility that the study attracts attention of policy makers and suggests that necessary attention should be given to children television programming. It may provide detailed information to concerned bodies on the challenges so that the children programs get strengthened.

1.5 Scope of the study

As it is known from different broadcasting media that are found in Ethiopia, ETV is the one and formerly established media organization, which has been broadcasting different programs in different local and foreign languages throughout the country, using its branches or TV stations,

to reach its target areas. But, the scope of this study is limited and focused only on children's program which is always broadcast on weekend time in Amharic language from ETV main station.

In addition, other issues that are related directly or indirectly to children program were not included under this study. Therefore, the study is limited only to the analysis of audience's perception on presentation of children program in the case of ETV media organization.

1.6 Limitations of the study

Although, the study attempts to meet its goals in the end, there are some unavoidable and expected limitations. First, because of time limits, this study is forced to be conducted on small size of interviewees. Second, there exist very few studies conducted regarding audience's perception on presentation of children program broadcasts television program, which can serve as a base. Finally, during conducting interviews, because of bureaucracy and structural problems, the media station may make data collection a difficult task.

1.7 Thesis Organization

This thesis contains five chapters, out of which this first chapter deals with the general feature of the paper. This chapter is a show up for the background of the research, statement of the problem, objectives and significance of the study, scope of the study and limitation of the study. Chapter two, the related literature review, deals with some of the prominent features of children and television. This chapter also presents the premises of social learning and cultivation theory that are related with children and television and which represents the theoretical framework of the study.

It also comprises the short historical background of the Ethiopian Television Amharic language children's program and children program. Details of research methodology, data collection

methods, sampling techniques and data analysis are the center of attention for the third chapter. The rationale for the adoption of mixed research methods will be discussed. The fourth chapter provides the presentation and interpretation of the data. Finally, chapter five concludes the thesis in terms of the findings and results of the study.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter presented a review of literature on television and children. It is organized under the following key sections: Media and children, principles of television program, types of television programs including history and challenges of children's program.

2.1 Media and Children

Nowadays, the majority of information retrieval, learning, keeping in touch with people and entertainment takes place through media. We live in a media culture in which information spreads quickly and new facts born and die out every minute. Therefore, media plays a big part in the lives of children (Sanna, 2017:4). Children cover more than one third of the world's population and almost half of the world's population is under the age of 25 according to the recent statistics. The relationship between media and children is subjected to serious media debates and investigations all over the globe (Guru, 2013).

As different studies, which are conducted in different countries about children's and media relation indicates that younger children are increasingly exposed to screen time opportunities. As American College of Pediatricians, (2016) study shows, 18 percent of children 0 – 2 years old had a television in their bedroom. 63% of children between birth and two years of age had watched television in a day, and the mean television viewing time was 75 minutes. Also, a recent study in Singapore evaluated 725 children aged two years and below, of 93 children who were between 18 and 24 months of age, 88.2 percent were allowed daily screen time, with television being the most commonly used.

From the mass media, Television is a combination of the attractive features of the radio and movies, and is one of the most popular forms of mass media during the childhood. According to

American College of Pediatricians (2016), children who make use of media have greatly increased in the past 5 – 10 years.

Accordingly, media plays a central role in children's culture today. By identifying with different characters and stories in media, children are able to express different emotions, roles and events and contemplate what is right and wrong. Shared media favorites are important themes in games, playing and talking with other children. Media inspires children to draw, sing and express themselves in other ways. In this sense, the stories and characters in media are not “just a fairy-tale”, but play a huge role in children's lives (Sanna, 2017).

2.2 Children's Television Program: Historical overview

More than seven decades have passed since the first children's television program was launched in 1946 in UK (Richards, 2007). Then, in 1979, in America, the first children television channel was started. Also, the programs had spread all over the world including Africa. Among these countries children channels, two categories have emerged. The first categories include, U.S. produced children's channels, such as Cartoon Network, and Disney Channel, which gave limited airtime to local programs but was dominated by American programs.

The second categories include, channels launched by other countries such as the United Kingdom's: Children's Channel, France's Canal J, Canada's YTV and the Netherlands' Kinder Net (Imaizumi, 2005). Following these, other children's channels were launched in North America and Europe in the 1980s. In addition, by the end of 1990 children programs were spread all over the continents. Besides, countries with children's television program have come up with different channel and well-structured broadcast productions on children programs.

Germany:

According to (Imaizumi 2005), until the introduction of commercial channels in 1984, the only children's television available in Germany was produced and broadcast by German public television. Also, German is the home of the international children's television festival, which is

called ``the Prix Jeunesse International`` which was established in 1964 by the Free State of Bavaria, City of Munich, and the Bavarian broadcasting corporation which was held in Munich and testifies the eager interest in the quality of children's programs in that country. Moreover, German children's programs have won numerous prizes in competitions around the world. Because, Germany Television producers believe that children's programs should be of high quality, and modern standards.

Netherlands:

In Netherlands a Dutch children's channel, Kinder Net, was launched in the 1980s and two U.S. children's channels, Cartoon Network and Fox Kids, began to air in 1999. These channels broadcast children's programs widely in Netherland. In addition, from these children's channel, Kinder Net, won four of the seven prize categories, thereby establishing a new record at the festival in 2004 which is prepared by Prix Jeunesse International (Imaizumi, 2005).

United Kingdom:

According to the global digital broadcasting, the first service was introduced in the United Kingdom children's television channel which was frequently viewed Nowadays there are 17 children's channels available in the United Kingdom. These are mostly viewed channels by the audiences of both in and outside the country (Imaizumi, 2005).

Ghana:

In 1965 when the first television service was launched in Ghana, because of many reasons, there were no enough programs broadcasted .Also, broadcasting hour were less than ten hours in a day. However, in 1970, the Ghana Broadcasting Corporation began children and youth programs including programs that are entertaining and educate the targeted aged group or children. Based on this, Ghana's television station continued its program for diversified age grouped by using different local channels and programs.

*By the 1970s, the Ghana Broadcasting Corporation began televising a number of programs targeting younger children there was a popular puppet show called **Koliko**, which used puppets to dramatize adventure stories assuming characters with which children could identify. Another program for 5 to 15 year olds was titled **Children's Own**; an educational program using an entertainment format to encourage children to engage in the arts it began broadcasting between the late 1970s and early 1980s. There were programs that taught children 10 to 15 years of age basic scientific concepts and fundamental natural laws. Nowadays in Ghana New children's programs were introduced at an average of one about every two years.*

Enyonam M. (2008)

2.3 Children's Use of Television

According to the report of (UNICEF 2004), for reference Television is the dominant medium for children and adults around the world. From the mid-1980s to the mid-1990s, the number of television channels, household television sets and hours spent watching television have increased more than doubled. Now, there are approximately 250 televisions sets per thousand people in the world—far more than the number of telephones.

Related with this, satellite television reaches all continents, offering increasing numbers of channels targeting specific market segments, including young viewers. In the late 1990s, some 50-television channels, directed specifically to children, were launched, several of which have had enormous international success. However, this has caused national television services in many areas to cut back their own production of children's programs (UNICEF 2004).

Also, Average daily use of television among those school-age children around the world with access ranges from 1.5 hours to more than four hours; many of these children will rarely read a book. The prominence of television in young people's daily lives makes it one of their major information sources about the world around them (UNICEF, 2004).

The prevalence of television viewing among children raises serious concerns about recent national and global trends in the television industry. The uncontrolled consolidation of commercial media has meant the dominance of only a handful of large and powerful companies. Also, it explains, In developing countries, where resources limit domestic productions, a majority of programs for children and youth are imported. Unfortunately, much of which contains characters and messages that, at best, are simply not relevant to local cultures, and at worst convey violent images and mass marketing messages (UNICEF 2004).

In addition, public broadcasters that have traditionally produced some of the best-quality children's media had to reduce their youth programming in the face of funding cuts and growing competition from private channels. Clearly, the case for media pluralism, i.e., access to media that effectively communicates and supplies relevant content, applies to children and young people as well (UNICEF 2004).

2.3.1. Features of children's programs around the World

This section looks at the types of programs broadcast for children in the current era of children's channels. In addition to this, there are different programs that are broadcast based on children's issues. Among those program types, some are shown here, according to (Imaizumi, 2005:116).

• Children's News Programs:

This program type was launched in the name of News round in BBC in 1972. The program was more child-centered, with news items presented by children, and it was supported by a website. The website contains information and pictures about the full range of news stories, as well as links to past stories. Information is also presented on how to learn more about the medium of television.

- **A Case Study of Topical Issues:**

This program was launched since 1969. In this program, different contemporary issue such as AIDS, culture and other presented at the level of children's mind. This might focus to serve and shape the way youngsters view the world from an early age.

- **Programs that Encourage Children’s Critical capacities:**

Focus on the age four-to-six-year-olds. It attracts the attention of children also television producers around the world due to its innovation of focusing on “ways of seeing and thinking.” The aim of the program is to translate the concept of “the way we think” into images. It achieves this aim by means of a creative combination of animation, puppets, live action, and songs. Each episode explores a scientific topic, such as gravity or the ecology of an animal, by means of animated stories.

- **Cartoons:**

Cartoons have been a major feature of the growing number of children’s channels and children’s television programs.

- **Dreams and Fantasy:**

On the children’s channel for 6-to-12 year-olds, 650 hours per year are committed to drama programs. The variety is broad, including literary dramatizations, suspense-packed mysteries, comedies, and drama series that feature the day-to-day concerns of children, such as the long-running school-life drama.

2.3.2. Characteristics of quality children's program

Quality children's program means, the program that is presented, based on the need of children's related to the development of children's intellectual, cognitive or social and emotional desires. Therefore, the program, which is equipped with the necessary requirement and presented in this manner, to address in particular the need of children's can be said that it is a quality program.

Based on this, a research which was conducted by the Australian Council on Children and youth the Media(2011:2) stated that the good characteristic of quality children's television program is considered as follows:-

- ***Excellence in instruction*** — such as the program's ability to teach children life lessons, encourage cultural and other diversity, demonstrate social skills, and introduce cognitive components such as math, science, reading, geography, world events, and other classroom skills and sensitive issues that are related with them.
- ***Excellence in general program characteristics*** — programs that, as a whole, were inspiring, entertaining, made learning fun and were innovative.
- ***Excellence in production*** — where the focused point was on the technological aspects rather than content, such as technical qualities of music, writing, camera work, visuals, graphics, animation, or acting.
- ***Age appropriateness*** — including consideration by producers of the concerns of parents and educators about this aspect of programming, and its relevance to problems and abilities of a specific age group.
- ***Acclaim or impact*** — related to those programs that created outcomes, were publicly praised and discussed and even rebroadcast to reach more children.
- ***Prestigious participants*** — the involvement of 'big names' that bring skills and talent together to create quality programs.

So, we conclude that these characteristics are the ways we get access from others that help to measure the qualities of children television program from their mental as well as social expectation of children's needs.

2.3.3. Children's right to get access to television program

As it is known, children have their own different rights in different aspects. Therefore, every television station in every broadcasting program should serve the need of children's i.e. ``Television can never be substituted for children's direct experiences in interacting with the world`` (Brereton, 2008).

Also, their age group children cannot distinguish the real life from the literature life (fiction). Because of this, the programs should be designed and served based on the need of children. Therefore, according to Mass Media Bureau Federal Communications Commission Washington, DC (1999 also, 2008), the following point should be considered specifically designed for children television programs:

- *Educational and Informational: consider programming educational and informational if it in any respect furthers the educational and informational needs of children. (This includes their intellectual/cognitive or social/emotional needs).*

As literatures, identification and explanation of children's television program broadcasting since its beginning should target to serve and develop children's need related with their intellectual, cognitive, emotional ...needs i.e. television channels, according to their ways of broadcasting programs, they should serve children to achieve the their needs. Therefore, "Children are actively associated with the media services as consumers but they want the media institutions to provide the goods and services from their everyday life point of view" (Guru.et.al, 2013).

Also, as different scholars and advocate of children's right on behave of children's set that how the media should have to work to protect all things that are related through the recognition of children's right. I.e. are children to have a voice in the media, media programming standards should accept, related with the bases, of a clear understanding of children's rights and the media should monitor different forms of violations of children's rights in the media Mass Media Bureau Federal Communications Commission Washington, DC (1999 and 2008) .

2.3.4. Why Do Children Watch Television?

To answer the question why children should watch television (obviously it is difficult to get clear answer all the time) However, intentionally or unintentionally people watch television. I.e. children also like other audiences watch television to get something out of the media.

Additionally, children and other audiences have their own likes and dislikes. In fact, different scholars wrote about the question ‘why people watch television?’ ‘likes and dislikes of television program?’ ‘As it is, literatures indicates television has its own positive impact or importance on children's life.

Television can be of general benefit to children. It can bring them into contact with aspects of life they would not otherwise become aware of. It can provide a valuable tool in the home and at school not simply to keep children occupied but also, if used appropriately, as a constructive way to use their time....Television is not a ‘one-eyed monster’ lurking impishly in the corner of the living room, kitchen or bedroom waiting to exert an evil influence over young members of the household. It is a channel through which a range of entertainment, drama and learning can be obtained and experienced and increasingly these days it is under the control of the viewer (Gunter and McAleer, 1997: xi-x).

Yet, for this particular purpose, as children are the target the researcher applies Social-learning theories as a theoretical framework for the particular study - prospects and challenges of children Amharic television program in the case of ETV.

2.4. Principles of Television Programs

Any television Channel for its programs should follow different principles to control its output in the respective standard and clarity. Among those principles, the following are general and mandatory. First, licensees should ensure that their programs are handled in a responsible

manner and should avoid needlessly offending audiences by what they broadcast. Second, in the presentation of television programs, certain basic standards must always be observed (Communications authority, 2018).

Therefore, a licensee should not include, in its programs any material, which is indecent, obscene, or of bad taste which is not ordinarily acceptable to the viewers, taking into consideration the circumstances in which the program is shown. Also, any material which is likely to encourage hatred against or fear of, and/or considered to be denigrating or insulting to any person(s) or group(s) on the basis of ethnicity, nationality, race, gender, sexual preference, religion, age, social status, or physical or mental disability; or anything which is in contravention of the law(Communications authority, 2018).

Additionally, television program production should follow the following principles related with the protection of children. These are the licensee should be watchful on the likely effects of all material shown on television about children. Children cover a wide age range. It is, therefore, necessary for the licensee to exercise judgment on the capacity of children in different age groups in coping with the depiction and treatment of material that may not be suitable for them. No advantage should be taken of children's natural credulity and sense of loyalty and no false hopes should be raised. The licensee should ensure that scenes are likely to frighten, unnerve or cause pain to children should not be permitted in programs targeting children (Communications authority, 2018).

Therefore, these are the principles that any television stations should follow related to their broadcasting programs. These principles are framed instead of controlling and strengthening the social responsibility of the media in particular to protect the rights and mental development of the children.

2.5 Types of Television Programs

Taking in to consideration any media its importance lays on the promotion of freedom of speech. However, besides giving information the media should target and work on promoting the outlet

programs related to social, economic and political issues. Therefore television programs broadcasting stations mainly have these and related duties.

According to Advanced Cable Solutions Consortium (CTAM) in October (2011), television programs based on the types of show are classified as follow: Advertisement, Events, Kids, Lifestyle, Movie, Music, Series, and Sports. Therefore, each program type, according to its mission, target, goal and its specific issue, will be categorized under these if it is show-based program.

2.6 Children's Television Program Charter

According to Encyclopedia children, adolescence and the media (2007:164), different organizations in different countries of the world actively used the Children's Television Charter in their own countries. This charter states:

First, children should have programs of high quality which are made specifically for them, and which do not exploit them. These programs, in addition to entertaining, should allow children to develop physically, mentally and socially to their fullest potential. Second, children should hear, see and express themselves, their culture, their languages and programs that affirm their sense of self, community and place. Third, children's programs should promote an awareness and appreciation of other cultures in parallel with the child's own cultural background. Fourth, children's programs should be wide-ranging in genre and content, but should not include gratuitous scenes of violence and sex. Fifth, children's programs should be aired in regular slots at times when children are available to view, and/or distributed via in other widely accessible media or technologies. Sixth, sufficient funds must be made available to make these programs to the highest possible standards; and Seventh governments, production, distribution and funding organizations should recognize both the importance and vulnerability of indigenous children's television, and take steps to support and protect it.

Also the African Charter on Children's Broadcasting demands that children's programs should be of high quality, made specifically for them, for development of their physical, mental and social

potentials to the fullest and that they should be involved in the production process. They should also be protected from commercial exploitation, guaranteed right to freedom of expression, thought, conscience and religion and must be ensured equitable access to programs. In addition to the afore-mentioned demands is the affirmation of the sense of self by children through their culture and language and creation of opportunities for learning and empowerment to promote and support the child's right to education and development (Omotosho et.al, 2015).

2.7 Challenges on Children's Television Program Production Overview

There are different studies that had been conducted on children related to television medium. From those the study which was conducted on Nigeria television station and published on journal of social science and humanities of Malaysia university : 2015, stated as a problem in particular to the challenges of children's program production as follow:

- ✓ inadequate funding,
- ✓ government interference,
- ✓ Commercial factor and
- ✓ Preference (being first choice) of audience for foreign children's programs

These are the challenges that the study found and explored about the challenges of children television program. Therefore, these findings can be taken as a clue for other similar media related parallel issues of children's television program broadcasting.

Challenges to Sub-Saharan African children's television is issues like geography, colonialism, economics, political unrests, foreign imports, religion, cultural beliefs, linguistic differences, and lack of interest in the media industries by investors have all presented problems to media in general and children's broadcasting in particular. (Pecora.et.al 2008)

2.8 Ethiopian Television and its Children's Program Overview

In Ethiopia, compared to the more than a century experience of printing media, broadcast media, especially television is a recent phenomenon. The first black and white television station, ETV, was started on November 2, 1964 in the time of Emperor H/Silassie I. with the technical help of

the British firm (Ellene.et.al, 2003). Then, in 1982, the time of Derg color television was introduced and since its establishment it was handled by the government. At that time, media was standing by the side of the government and supporting the WPE (workers party of Ethiopian) was its main objective (Abel, 2005). After the fall of the Derg, Ethiopian television in its programs began to experience some practices that looked democratic in its history. The way appeared to have been a completed to relatively moderate system compared to the previous experiences (Ellene et.al, 2005).

Generally, nowadays ETV broadcasts in different languages: - Amharic, Afan Oromo, Tigrigna, English, Arabic and other local and foreign languages. Since 1994, different television stations have been established in the country (Gebre Medihin: 2006).However, there is no clear literature that discussed about how children's program had been started in *ETV*, which also refers to other television stations in Ethiopia. This, there was a children's program every weekend that was broadcasted from ETV station, in the name of `Yelijoch Gize` (`Children's time`) lead by Tesfaye Sehalu (Ababa Tesfaye).

From the outstanding hosts of the program, Abbaba Tesfaye was one of them. There is no evidence about exactly when and how he and his responsibilities to children who attend the program started. He was in the program for more than forty years. On the time when he was the major presenter of the program, children were eager to attend the program because of him. He told them many stories and gave them advices that educate and entertain the children. Even if there was no a single research on the impact of his words - stories and advices – on the viewers, it is supposed to have a great impact(positively) on the attitudes and behaviors of the children (Tseganesh, 2009).

2.9 Theoretical Framework

2.9.1 Social Learning Theory

Social learning theory is a general theory of human behavior, but Bandura and people concerned with mass communication have used it specifically to explain media effects. Bandura warned,

"Children and adults acquire attitudes, emotional responses, and new styles of conduct through filmed and televised modeling."(Griffin, cited in Tseganesh, 2009)

According to Gunter and McAleer (1997), "Children have to learn how to behave in different social situations. Society requires its citizens to follow certain norms or conventions and to adopt appropriate and accepted social roles. In other words, as they grow and develop, children become socialized."

This socialization of the child come from learning about living in the world and it acquired through watching and listening to families, peer groups, teachers and other adults. Socialization is a process during which people (and young children in particular) learn what to expect from the world and what the world expects from them. It has also been defined as the process of learning how to live in human society or as the process by which human behavior is learned and maintained. (Roberts 1973, McLeod and O'Keefe 1972, cited in Davison and et al. 1982:176, quoted in Tseganesh, 2009)

Television is another prevalent potential source of social learning. Characters on television can provide role models whom children may strive to emulate. Even if they do not directly copy their favorite characters, children may acquire certain values, attitudes or rules from them.

This means that television can play a fundamental role in the social development of a child. According to McQuail, cited in Tseganesh(2009), media especially television has an advantage in the child's social interaction. Through television, children learn about the wider world, helps informing an identity and learning of pro-social attitudes and behaviors. One of the social uses of the media is social learning and identification with role models

The basic idea of Bandura's social learning theory is that learning takes place through watching other people's various behaviors as a model. A child can observe someone engaged in certain behavior on television and can then practice that behavior in his or her own life. In other word,

children can learn behaviors by observing it from the mass media especially television. In addition to parents, brothers, sisters, friends, teachers, and others, television has socializing effects on children through the adoption of various models of action. It is believed that television has its own importance in the social interaction and integration. In relation to this, McQuail (1987, cited in Tseganesh, 2009) presented the following typologies:

Gaining insight into circumstances of others or social empathy; identifying with others and gaining a sense of belonging; finding a basis for conversation and social interaction; having a substitute for real-life companionship; helping to carry out social roles; and enabling one to connect with family, friends and society.

Through television and the people whom the children like most, it is easy to teach them. If children have their role model in the television, they may observe and learn everything from their role model. The children create a close association with their role models whom they aspire to be like. Those people who appear on the television screen and whose performance stimulates face-to-face conversation with the children have their own role in the social learning of the child. In the television, people should understand this and make it available to their target audience. The richness of children's learning environment can be measured in part by the quality and variety of available sources of lessons.

Gunter and McAleer (1997) stated that children often claim that television provides various kinds of learning – in the form of both factual knowledge and how to handle other people and different social situations. If children are motivated to find out about something through viewing, then learning is likely to occur. However, learning of the child depends on many factors as Robinson and Levy (1985) stated.

Whether or not children learn from television depends on a mixture of factors which relate to viewers' background knowledge and interests, reasons for watching television, degree of concentration and attention while viewing, and the way that programs are produced.

2.9.2 Reception Theory

Reception Theory explores the different ways in which an audience/a reader might respond to a media text. Although media texts are constructed to communicate a particular point of view, as audiences are active, Therefore audiences might respond in different ways. According to (Kinoshita, 2004) stated that there are three different positions audiences (receivers) take in order to decode the meanings different audience responses:

- **Dominant, or Preferred Position** - how the producer wants the audience to view the media; clear messages in your video; audience member is same age/ culture; your video is relevant to modern society; your video has an easy to follow narrative; your video deals with themes that are relevant to your audience; audience member likes this style of music.
- **Oppositional Position** - when the audience rejects the preferred message, and creates their own meaning for the media. Your video has difficult or controversial themes; audience member disagrees with the messages in your video. Audience member dislikes this style of music, your video has a complex narrative structure, your video does not deal with themes in modern society, your video references a previous era, audience member has different beliefs, audience member is of a different age/ from a different culture.
- **Negotiated Position** - a compromise between the dominant and oppositional viewing, where the audience accepts parts of the producer's views, but has many factors could affect whether we take the dominant, oppositional or negotiated, life experience, mood at the time of viewing, age, culture, beliefs, and gender.

Therefore, reception theory introduced the concept of decoder or viewer involvement and how converges in a process of meaning production. This means meaning is encoded by the sender and decoded by the receiver and that these encoded meanings may be decoded to mean something else. That is to mean, the senders encode meaning in their messages according to their ideals and views and the messages are decoded by the receivers according to their own ideals and views, which may lead to miscommunication or to the receiver understanding something very different from what the sender intended.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1 Introduction

This study focuses on the prospects and challenges of children television programs: with specific references to ETV. This unit explains the methods to be used in this study. It consists of three sections that focus on the processes. Primarily, it includes the research design then, instrumentations for data collection finally, subject of the study.

3.2 Research Design

According to Kumar (cited in Kerlinger, 1986) a research design is a plan, structure and strategy of investigation so conceived as to obtain answers to research questions or problems. The plan is the complete scheme or program of the research. It includes an outline of what the investigator will do from writing the hypotheses and their operational implications to the final analysis of data. Therefore, in this study mixed method or in other word both qualitative and quantitative methods are used.

In qualitative research, the main focus is to understand, explain, explore, discover and clarify situations, feelings, perceptions, attitudes, values, beliefs and experiences of a group of people or condition. On the other hand, qualitative research is concerned with qualitative phenomenon, i.e. phenomena relating to or involving quality or kind (Kumar, 2011, and Kothari, 2004).

Moreover, quantitative research is based on the measurement of quantity or amount. It is applicable to phenomena that can be expressed in terms of quantity. From a broader perspective, it can be defined as a type of empirical research into a social phenomenon or human problem, testing a theory consisting of variables, which are measured with numbers and analyzed with statistics in order to determine if the theory explains or predicts phenomena of interest (Kothari, 2004 and Yilmaz, 2013).

Based on this, the research design of this study used both quantitative and qualitative methods to answer the basic research questions. Hence, it is a mixed method. Mixed method research represents research that involves collecting, analyzing, and interpreting quantitative and qualitative data in a single study or in a series of studies that investigate the same underlying fact (Cameron, 2015). A mixed method is a combination of qualitative and quantitative methods since it includes the elements of both approaches. The main purpose of using mixed method is because of its multiple advantages. Therefore, the design of mixed method is involving multiple methods. This helped better understand the research problem in such a way that it would be important to answer the research questions.

3.3 Instruments of Data Collection

To answer the research questions different data collection instrumentations were used. These are:

-Interview:

This study used in depth interview on ETV children's program producers, and journalists to get a qualitative data. This method is particularly suitable for intensive investigations (kotari2004:97). Moreover, it is used to draw out information in order to get a general understanding of the interviewee's respondents point of view. The interview questions were semi structured, who are selected using purposive method of the ETV children television program producers, journalists and administrator were interviewed. At the time of interview, recording tools were used.

- Questionnaire:

According to (Pandey 2015), a questionnaire is a systematic compilation of questions that are submitted to a sampling of population from which information is desired. In addition, a good questionnaire includes both open and close-ended questions. Questions should be short and simple. Kothari (2004) states the merits and demerits of using questionnaire.

The merits of questionnaire method are low cost of conducting questionnaire (it's very economical), it is free from the bias of the interviewer; answers are in respondents' own words, respondents have adequate time to give well thought out answers, large samples can be made use of and thus the results can be made more dependable and reliable.

The study, applied descriptive surveys that included both close and open-ended questions. The questionnaire was distributed in three sub cities Akaki Kality, Yeka and Bole that have more condominium houses from the ten sub cities of Addis Ababa. These sub cities are selected to get many respondents on single area at a time. The questionnaire was in Amharic language and the respondents were selected based on the nature of the questionnaire to get there better views. Generally, in this study, the questionnaire and dip-interview are considered as the base to answer the research questions. Therefore, this combination of the two methods, the researcher believes, would minimize bias and strengthen the findings of the study.

3.4 Subjects of the Study

The subjects of the study are journalists/professionals who are working in ETV and audiences/parents who are watching children television program on ETV. Thus, the researcher purposely selected the subjects of the study. ETV media station has the experience of more than five-decades, and Amharic language children television program from the Addis Ababa station is the one. In addition, the workers who often work in this television station on children program and managerial/administrative staff were also selected purposely as source of data.

Additionally, there are different viewers of ETV that are living all over the country. However, as the scope of this study indicates, it is limited only to Addis Ababa. Therefore, parents who are living in Addis Ababa were included i.e. from the ten sub-cities of Addis Ababa three of them that have more condominium house were selected and parents who are living in these condominium and those who watch children program and who also have children were selected.

Therefore, parents who are living under these three condominium house areas were selected using purposive method. Accordingly, twenty parents from each three selected sub-cities totally sixty parents from three sub-cities were included as source of data.

3.5 Data Analysis

It was mentioned that the study used both qualitative and quantitative research methods in a mixed method approach. Since the methods of data collection are different, the data obtained within these methods were analyzed accordingly. The interviews, the researcher has with journalists, producers was transcribed, grouped under themes and quoted with great care. Thus, the analysis employed categorization and thematic analysis. On the other hand, data obtained through questionnaire were analyzed qualitatively using basic statistics and were presented in tables using percentage and frequencies.

CHAPTER FOUR

4. PRESENTATION AND DATA ANALYSIS

This chapter deals the presentation, analysis and discussion of results. As it has been indicated in the previous chapter, the study targeted at ETV Amharic language children television program. The main purpose of this study was to analyze audience's perception on presentation of children program broadcasts on ETV. To gather the required data for the study, questionnaire and interview were employed as 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 audience's/parents perception on presentation of children program broadcasts on ETV. The questionnaires were distributed at Addis Ababa, from the ten sub-cities in, Akaki Kality, Yeka and Bole, which has more condominium houses places.

The discussion is preceded by demographic distribution results obtained from the data and then followed by questions related to audience perceptions about ETV children program. The data from demographic results were presented 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.

Similarly, individual in-depth Interview questions aimed at finding out the challenges that ETV children program faced from the journalists and producers of the program.

4.1. Demographic Distribution of Respondents

In this study, the demographic section deals with gender, age, education, and number of children of viewers' and with this in mind, the demographic distribution of the target TV audiences of this research is discussed below. Respondents were selected randomly from the three more populated condominium house and sub-cities. The following results show the demographic distribution in terms of gender, age, sex, level of education and number of children (the respondent have).

Table 1: Demographic distribution of respondents

Demographic lists	Number of respondents (N=60)	%
Gender		
Male	25	41.7
Female	35	58.3
Age		
From 20-34	37	61.7
From 35-44	16	26.6
From 45- 54	3	5
55 and above	4	6.7
Level of Education		
Uneducated	0	0
Read and write	4	6.7
10th grade completed	1	1.7
12th grade completed	5	8.3
Certificate	9	15
Diploma	18	30
BA degree and Above	23	38.3
Number of children		
One	26	43.3
Two and above	34	56.7

As shown in the above table, most of the respondents appeared to be females that account for about 58.3% of the total population, while the remaining 41.7% of the respondents are males. There is a significant difference between males and females. This might be due to cultural influence, which pushes females to stay with their children and spends their time with them

rather than males even if they have job. Therefore, it seems from the result obtained, that women are giving more attention than men related with television program follow-up.

When we look at the age distribution of respondents, most of them are young viewers/parents who are from 20 to 34 years (61.7%). This shows that in Addis Ababa, young people watch TV more than adults and old audiences do. This might be due to cultural influence that pushes women to stay at home and care giving for the child. In addition, parents may direct the questionnaire towards their youngsters to answer due to some unknown reasons so this, findings might be high.

Also, some of the respondents are adult viewers who are from 35-54years (31.6%). This might be given well-experienced responses on the questionnaire. Although the participation of old people above 55 years constituted only about 6.7%,it brought about significant impact on the finding.

Besides, the table shows level of education, over a quarter of the respondents (38.3%)have BA degree and above, 30% are diploma holders, 15% are certificate holders, while 8.3% 12th grade complete. 1.7% 10th grade complete while those respondents who could read and write are6.7%. No one responded as an illiterate viewer. However, it does not mean that ETV children program does not have uneducated viewers.

Regarding to the number of children, 43.3% of the respondents have a child over half of the respondents (which constituted about 56.7%) have two and above children.

The researcher also attempted to assess for how many years the selected audiences have been watching children's program of ETV. The results are presented in the following table.

Table 2: Parents' watching children's Program of ETV in Years

Year	Number of respondents (N=60)	%
Less than 1	12	20
From 1 - 5	11	18.3
5 and above	37	61.7

As table 2, shows 20% of the respondents have been watching ETV children's program less than a year. The rest 18.3% have been watching ETV children's program from one up to five years. The majority respondents, which are counted 61.7%, replied that they have been watching ETV children program more than five years.

Here, the table shows that how the audiences had long time exposure on ETV viewing and an experience in viewing ETV children's program. Also for the researcher, the respondents might give better sight. Having understood the length of years audiences have been watching Amharic Language children's program of ETV, respondents were asked for how long they watched children's program on ETV. The intervals that are set randomly were given to facilitate the responses.

Table 3: Parents' Frequency of watching children's program on ETV

How often do they watch	Number of respondents (N=60)	%
Always	6	10
Sometimes	38	63.3
Rarely	11	18.3
Never	5	8.3

Table 3 shows, about 10 % of the respondents said that they sit to watch all parts of the children program. Whereas about 63.3 % of the respondents replied that, they would spend their time to watch the program sometimes. Also, 18.3% of the respondents said that their watching experience on ETV children program is rare. Besides this, 8.3% of the respondents never watched ETV's children programs. This shows clearly, what the interest of audiences looks like on the selection of ETV's children program.

Following respondents were asked how long they watch ETV Amharic language children's program in a week from the total airtime of the program. The intervals or durations that are set randomly were given to facilitate the responses.

Table 4: Duration respondents spend watching ETV children's program in a week

Watching duration	Number of respondents (N=60)	%
All the program	9	15
Some part of the program	39	65
I hear about it from my children	4	6.7
I never watch	8	13.3

As the above table shows, more than half of the respondents (which are counted 65 %) said that they sit to watch some parts of the program. However, 15% of respondents watch all parts of the program. Similarly, 6.7% of respondents are hear about the program from their children. Beside this 13.3% of the respondents, they never watch ETV children program. This might be showing that the gapes and scopes ETV children program has on audience attraction.

4.2. Parents Perception about Children's Program Broadcast at ETV

This section attempts to present, analyze and discuss the results obtained from the questionnaire, which is distributed to respondents. This table presents 17 items under it. These items are

grouped into four themes related to 'Appropriateness of broadcasting time/day', 'Attractiveness of program content', 'Appropriateness of program presentations,' and 'Program objective/aim'.

As it has been mentioned above, all the sub items under the table 6 are grouped into four factors. Accordingly, questions number 1 up to number 5 and 17 deal with appropriateness of broadcasting time/day. Items 6, 7 and 8 focus on attractiveness of program content. questions number 9 up to 12 and 16 focuses on appropriateness of program presentations. At last, items 13 up to 15 focuses on program objective/aim. These 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 marks of responses of viewers and multiplying them by 1,2,3,4 or 5 according to the ratings. Thereafter, total population achieves the mean score dividing the sum of ratings.

Table 5 below shows the overall results and the mean score of responses. The detail percentage of respondents who responded to each category (strongly disagree, disagree, undecided, agree, or strongly agree) have been placed as follow.

Table 5: Mean Score and percentages of Overall Responses on the parents’ perception on ETV Children programs

No	Item	Strongly Agree		Agree		Strongly Disagree		Disagree		Mean	Undecided	
		N=	%	N=	%	N=	%	N=	%		N=	%
I	<i>Appropriateness of broadcasting time/day</i>	60		60		60		60			60	
1	ETV children programs time allocated for broadcasting is sufficient.	5	8.3	8	13.3	11	18.3	23	38.4	2.53	13	21.6
2	ETV children programs time allocated for program leader/s is sufficient.	4	6.7	14	23.3	5	8.3	22	36.7	2.82	15	25

3	ETV children programs time allocated for different content presentations is sufficient.	4	6.7	7	11.6	10	16.6	22	36.7	2.53	17	28.4
4	ETV children programs broadcasting time is convenient for children.	7	11.6	19	31.7	10	16.6	12	20	3	12	20
17	ETV children programs have appropriate timing.	4	6.7	14	23.3	9	15	10	16.6	2.89	23	38.4
5	ETV children programs broadcasting day is convenient for children.	13	21.6	22	36.7	6	10	5	8.3	3.5	14	24
II	<i>Attractiveness of program content</i>	N= 60	%	N= 60	%	N= 60	%	N= 60	%	Mean	N= 60	%
6	ETV children program's contents of the program are attractive.	8	13.3	20	33.3	8	13.3	15	25	3.07	9	15
7	ETV children programs selection of music is appropriate.	7	11.6	26	43.3	6	10	6	10	3.36	15	25
8	ETV children programs literature (poem, drama, fable....) content is sufficient.	5	8.3	11	18.3	11	18.3	21	35	2.44	12	20
III	<i>Appropriateness program presentations</i>	N= 60	%	N= 60	%	N= 60	%	N= 60	%	Mean	N	%
9	ETV children programs are appropriate in recording area.	6	10	13	21.6	7	11.6	18	30	2.87	16	26.7
10	ETV children program is competent with other children TV programs.	5	8.3	14	23.3	12	20	13	21.6	2.77	16	26.7
11	ETV children programs are get along with the need of this generation.	7	11.6	12	20	12	20	15	25	2.78	14	24

12	ETV children programs are shows improvement from time to time.	6	10	21	35	10	16.6	5	8.3	3.12	18	29.9
16	ETV children program are employ modern production techniques.	7	11.6	13	21.6	11	18.3	6	10	2.97	23	38.4
IV	Program objective/aim	N=	%	N=	%	N=	%	N=	%	Mean	N=	%
		60		60		60		%			60	
13	ETV children programs can shape children's mind.	15	25	15	25	4	6.7	10	16.6	3.44	16	26.7
14	ETV children programs entertain children.	13	21.6	19	31.7	5	8.3	12	20	3.37	11	18.4
15	ETV children programs educate children.	13	21.6	16	26.6	7	11.6	12	20	3.25	12	20

Note: N=Number of respondents

The researcher attempted to discuss the issues based on the categories that divide the above table. The four categories identified are discussed as follows.

Table 5.1 Appropriateness of Broadcasting Time/Day

No	Item	Strongly Agree		Agree		Strongly Disagree		Disagree		Mean	Undecided	
		N=	%	N=	%	N=	%	N=	%		N=	%
I	Appropriateness of broadcasting time/day	60		60		60		60			60	
1	ETV children programs time allocated for broadcasting is sufficient.	5	8.3	8	13.3	11	18.3	23	38.4	2.53	13	21.6
2	ETV children programs time allocated for program leader/s is sufficient.	4	6.7	14	23.3	5	8.3	22	36.7	2.82	15	25

3	ETV children programs time allocated for different content presentations is sufficient.	4	6.7	7	11.6	10	16.6	22	36.7	2.53	17	28.4
4	ETV children programs broadcasting time is convenient for children.	7	11.6	19	31.7	10	16.6	12	20	3	12	20
5	ETV children programs have appropriate timing.	4	6.7	14	23.3	9	15	10	16.6	2.89	23	38.4
6	ETV children programs broadcasting day is convenient for children.	13	21.6	22	36.7	6	10	5	8.3	3.5	14	24

Table 5.1 above shows response on parents' perception on items related to appropriateness of the time and day children programs are broadcast. Item 1 is related to whether sufficient time was assigned for the program. In response, while 38.4%, which is the majority, stated they disagree and 18.3% strongly disagree with the statement, other 13.3% of the respondents indicated agree and 8.3% are strongly agree with the statement. This shows that majority of parents feel that more time should be allocated to children's program. The mean score was 2.53 which is lower than the average point. Here again while 21.6% state that they undecided with the statement.

Item 2 requests about adequacy of time given to the presenters, here again while 36.7% state that they disagreed also, 8.3% are strongly disagree with the statement that time given for presenters was sufficient. Other 23.3% however felt agree and 6.7% strongly agree with the statement. The fact that the mean result of 2.82 shows that significant percentage disagreed with the statement. Also 25% state that undecided with the statement

Item 3 asks if the respondents felt the time allocated for the different contents presentation was adequate. Here also majority 36.7% disagreed and 16.6% are strongly disagreeing with the statement indicating the time given was insufficient. Still another 11.6% agree and 6.7% are strongly agree with the statement. i.e. they felt the time was sufficient, but 28.4% undecided with the statement.

When asked whether the time programs aired was convenient for children under item 4, majority, 31.7% showed their agree and 11.6% strongly agree that they have no complain about appropriateness of the time. Still 20% disagrees and 15% strongly disagree with the statement that requires further investigation from the programmers. However, 20% state that undecided with the statement.

The fifth item requests if parents felt the timing for the programs were appropriate. While 16.6% stated they disagree and 15% strongly disagree with the statement, other 23.3% agreed and 6.7% strongly agreed. With the mean result of 2.89, it is possible to say the disagreement size was slightly bigger than the agreement. However, majority 38.4% state that undecided with the statement. Finally, item 6 asks if parents felt the day used for child program at ETV was convenient to children. Majority, 36.7% stated agree and 21.6% strongly agree that the time was convenient. While 8.3% stated disagree and 10% stated strongly disagree with the time was not convenient. With a mean of 3.5, it is possible to state that there are majority of those who agree, but 24% undecided with the statement.

Table 5.2 Attractiveness of Program Content

No	Item	Strongly Agree		Agree		Strongly Disagree		Disagree		Mean	Undecided	
		N=	%	N=	%	N=	%	N=	%	Mea n	N=	%
II	<i>Attractiveness of program content</i>	60		60		60		60		n	60	
1	ETV children program's contents of the program are attractive.	8	13.3	20	33.3	8	13.3	15	25	3.07	9	15
2	ETV children programs selection of music is appropriate.	7	11.6	26	43.3	6	10	6	10	3.36	15	25
3	ETV children programs literature (poem, drama, fable....) content is sufficient.	5	8.3	11	18.3	11	18.3	21	35	2.44	12	20

Table 5.2 above deals response on parents' perception on items related to attractiveness of program content the children programs are broadcast. Item one is related to whether attractive program content was broadcasted for children. In response, 33.3 %, which is the majority, stated they agreed and 13.3% strongly agree with the statement, other 25% indicated that they disagree and 13.3% strongly disagree with the statement. This shows that majority of parents feel that the program has attractiveness. The mean score was 3.07 point to state that there is majority of those who agree, also 15% of respondent state undecided with the statement.

When asked whether the selection of music was appropriate for children under item 2 requests about suitable selection of music given to the presenters, here again while 43.3 % state that they agreed and 11.6% strongly agree with the statement that selection of music was appropriate. However, 10% felt strongly disagree and similarly others 10% disagree with the statement. Also 25% state undecided with the statement. The fact that the mean result of 3.36 shows that significant percentage agreed with the statement.

Lastly, item 3 asks if parents felt the literature content for child program at ETV was sufficient to children. Majority, 35% stated disagree and 18.3% strongly disagree that the literature content was insufficient while 18.3% stated agree and 8.3% strongly agree that the literature content was sufficient. With a mean of 2.44, it is possible to state that there is majority of those who disagree with the statement. However, 20% stated undecided.

Table 5.3 Appropriateness of program presentations

No	Item	Strongly Agree		Agree		Strongly Disagree		Disagree		Mean	Undecided	
		N=	%	N=	%	N=	%	N=	%		Mea n	N=
III	<i>Appropriateness of program presentations</i>	60		60		60		60		Mea n	60	
1	ETV children programs are appropriate in recording area.	6	10	13	21.6	7	11.6	18	30	2.87	16	26.7
2	ETV children program is competent with other children TV programs.	5	8.3	14	23.3	12	20	13	21.6	2.77	16	26.7

3	ETV children programs are get along with the need of this generation.	7	11.6	12	20	12	20	15	25	2.78	14	24
4	ETV children programs are shows improvement from time to time.	6	10	21	35	10	16.6	5	8.3	3.12	18	29.9
5	ETV children program are employ modern production techniques.	7	11.6	13	21.6	11	18.3	6	10	2.97	23	38.4

Table 5.3 shows response on parents’ perception on items related to appropriateness of program presentations the children programs are broadcast. Item one is related to whether appropriate in recording area for the program. In response, while 30%, which is the majority, stated they disagree and 11.6% strongly disagree with the statement, other 21.6% indicated that they agree and 10% strongly agree with the statement. This shows that majority of parents feel that more recording area should be seen to children’s program. The mean score was 2.87 shows that more percentage disagreed with the statement. But in response, while 26.7% stated they undecided.

Item2 requests about competence of ETV children program with other children TV programs, here, as the same 21.6 % state that they disagreed and 20% strongly disagree with the statement that ETV children program was competent. However 23.3% felt agree and 8.3% strongly agree. The fact that the mean result of 2.77 shows that significant percentage disagreed with the statement. Similarly here 26.7% stated they undecided.

Item 3 asks if the respondents felt the ETV children programs were get along with the need of this generation. Here also majority (25%) disagreed and 20% strongly disagree with the statement indicating the programs were not get along with the need of this generation time given was insufficient. Still other 20 % stated agree and 11.6% strongly agree with the programs were get along with the need of this generation. Nevertheless, 24% are stated undecided.

When asked whether the ETV children programs were shows improvement from time to time. under item 4, majority, 35% showed their agreement and 10% strong agreement that they have no compliant about improvement of time to time. Still 16.6 % strongly disagreed and 8.3% disagree with the statement that requires better improvement from the programs. Also 29.9% of respondents stated undecided.

The last (5th) item requests if parents felt the program were employ modern production techniques. While 21.6% stated they agree and 11.6% strongly agree with the statement, other 18.3% strongly disagreed and 10% disagreed. With the mean result of 2.97 it is possible to say the agreement size was somewhat bigger than the disagreement. However, the majority, 38.4% stated undecided with the statement.

Table 5.4 Appropriateness of Program objective/aim

No	Item	Strongly Agree		Agree		Strongly Disagree		Disagree		Mean	Undecided	
		N=	%	N=	%	N=	%	N=	%	Mea n	N=	%
<i>IV</i>	<i>Program objective/aim</i>	60		60		60					60	
13	ETV children programs can shape children's mind.	15	25	15	25	4	6.7	10	16.6	3.44	16	26.7
14	ETV children programs entertain children.	13	21.6	19	31.7	5	8.3	12	20	3.37	11	18.4
15	ETV children programs educate children.	13	21.6	16	26.6	7	11.6	12	20	3.25	12	20

The above table 5.4 deals response on parents' perception on items related to appropriateness of Program objective/aim the children programs are broadcast. Item 1 is related to whether ETV children programs could shape children's mind. In response, 25 %, agreed and 25% strongly agreed with the statement, other 16.6% indicated that they disagree and 6.7% strongly disagree with the statement. This shows that majority of parents feel that the program can shape children's

mind. The mean score was 3.44 point to state that there is majority of those who agree with the statement. Nevertheless, 26.7% are stated undecided.

When asked whether the programs were entertain children under item 2 requests about entertainment of program given to the presenters, here also while 31.7 % state that they agreed and 21.6% strongly agree with the statement that programs were entertain. Other 20% however felt disagree and 8.3% strongly disagree. The fact that the mean result of 3.37 shows that significant percentage agreed. In addition, 18.4% are stated undecided with the statement.

Finally, item 3 asks if parents felt the programs educate children. Majority, 26.6% stated agree and 21.6% strongly agree that the programs were educate children. While 20% stated disagree and 11.6% strongly disagree that the programs were not educate children. With a mean of 3.25, it is possible to state that there is majority of those who agree with the statement. However, 20% are stated undecided.

Part II: The researcher also presented discussion based on the average results under each of the four categories as follow.

Table 6: Average score and Percentages of Responses and Respondents

No	Items in Average	Strongly Agree	Agree	Strongly Disagree	Disagree	Mean	Undecided
I	Appropriateness of broadcasting time/day	10.3%	23.3%	14.13%	26.15	2.76	26.23%
II	Attractiveness of program content	11.06%	31.63%	13.86%	23.33%	3.05	20%
III	Appropriateness of program presentations	10.3%	24.3%	17.3%	18.98%	2.88	29.14%
IV	Appropriateness of program objective/ aim	22.73%	27.76%	8.87%	18.87%	3.41	21.67%

Table 6.1 Appropriateness of broadcast time/ day

No	Items in Average	Strongly Agree	Agree	Strongly Disagree	Disagree	Mean	Undecided
I	Appropriateness of broadcasting time/day	10.3%	23.3%	14.13%	26.15%	2.76	26.23%

Table 6.1 above shows response in average parents’ perception on items related to appropriateness of the time/day the children programs are broadcast. Items related to whether sufficient time/day was assign for the program. In response, 26.1%, which is the majority, stated they disagree and 14.13% strongly disagree with the statements that time allocated for program transmission, presentation, appropriateness of program timing also broadcasting day is insufficient. Another 23.3% indicated that they agree and 10.3% strongly agree with the statement. This shows that majority of parents feel that more time should be allocated to children’s program. The mean score was 2.76 it is possible to say the disagreement size was slightly bigger than the agreement. However, 26.23% indicated undecided with the statement.

Generally, one of the mechanisms to catch audiences’ viewing for a certain channel or program beside the contents of enough time allocating is important. Children's television viewing time per a day is more than an hour (American College of Pediatricians, 2016). However, ETV forgets to place enough time for children's program for its audiences because the children's programs cover two days in weekend time for 30 minute of fixed program. so, the program presentation by itself shows haste on it.

Therefore, the result implies that although the fact that audience's turn on their TV to see children's program regularly ETV is found to be in adequate in terms of allocated time/day for children's programs.

Table 6.2 Attractiveness of program content

No	Items in Average	Strongly Agree	Agree	Strongly Disagree	Disagree	Mean	Undecided
II	Attractiveness of program content	11.06%	31.63%	13.86%	23.33%	3.05	20%

Table 6.2 above shows response in average parents' perception on items related to attractiveness of children program content are broadcast. Items related to whether program contents were attractive for children. In response, 31.63 %, which is the majority, stated they agree and 11.06% strongly agree with the statements that program contents were attractive. While 23.33% stated they disagree and 13.86% strongly disagree with the statements related with in average items attractiveness of children's program content. With the mean result of 3.05, it is possible to say the agreement size was to some extent bigger than the disagreement. Nevertheless, 20% indicated undecided with the statement.

Table.6.3. Appropriateness of the programs' presentation

No	Items in Average	Strongly Agree	Agree	Strongly Disagree	Disagree	Mean	Undecided
III	Appropriateness of program presentations	10.3%	24.3%	17.3%	18.98%	2.88	29.14%

Table 6.3 above shows response in average parents' perception on items related to appropriateness of children's program production and presentations are broadcast. In response, 18.98 %, stated disagree, 17.3% strongly disagree with the statements that program production, and presentations on children program were inappropriate. Other 24.3% indicated that they agree and 10.3% strongly agree with the statement. This shows that majority of parents feel that modern program production and presentations should be apply to children's program. The mean score was 2.88 it is possible to say the disagreement size was to some extent bigger than the agreement. So far, 29.14% indicated undecided with the statement.

This shows that ETV children's program production is not modern and competent with other similar channels children program. Also, it does not get along with the need of this generation, ETV should advance its capacity from different perspectives of production outlooks.

As literature shows, the excellence in production's focal point is on the technological aspects rather than content, such as technical qualities of music, writing, camera work, visuals, graphics, animation, or acting Therefore, children's program should have high quality which are made specifically for them (Australian Council on Children and youth the Media, 2011 and Encyclopedia children,2007).

Table 6.4 Appropriateness of Program objective/aim

No	Items in Average	Strongly Agree	Agree	Strongly Disagree	Disagree	Mean	Undecided
IV	Appropriateness of program objective/ aim	22.73%	27.76%	8.87%	18.87%	3.41	21.67%

Table 6.4 above shows response in average parents' perception on items related to appropriateness of Program objective/aim the children programs are broadcast. In response, 27.76%, which is the majority, stated agree and 22.73% strongly agree with the statements that the Program objective/aim is appropriate. Other 18.87% indicated that they disagree and 8.87% strongly disagree with the statement. This shows that majority of parents feel that the Program objective/aim is appropriate to children. The mean score was 3.41 it is possible to say the agreement size was slightly bigger than the disagreement. However, 21.67% indicated undecided with the statement.

4.3 Parents Responses to Open Ended Questions

The questionnaire contained two major open-ended questions (Q18 and Q19). Accordingly for question number 18, asks the kind of challenges faced by children's program. The challenges that are given by the respondents can be seen as follows.

Limitation in all aspects of quality program presentation:

Related to on the all aspects of ETV's quality children's program presentation the respondents response stated as fallow. this are; limitation on using quality lighting system, camera shooting, choosing recording areas, addressing of multilingualism, continuity of contents, involving children as program leader, getting no along with the need of this generation, addressing regional children in production process as stack holder and locally animated films are the response that parents forwarded as limitation.

Related to the program:

Beside these Limitations of various programs that helps in all aspects of children's development, bulky repetition of programs specially films, limitation of separate programs for different age grouped children, not giving enough attention by the professionals of this program workers, confusing of ideas not only children also parents are the responses forwarded related to limitation of ETV's children's program.

Other ideas surfaced include insufficient of time allocated for all parts of children's program, gap to be independent media related with political interference, and not being competent with similar television channels of children's program

Therefore, when we look the results listed for "challenges" of ETV children program by respondents it is possible to say that, stream of audiences in listing of challenges of ETV children program may lead to that ETV, as not be much more preference channel for children's program. This inquiry leads to as that audiences are going to in the choice of alternative channel for children's program.

Respondents were also asked open-ended question on number 19 "what do you think ETV should do to improve its children's program in the future." The answers that are given are stated as follow.

- ETV children program mandated professionals should do children's need assessment study before the broadcasting of the program.
- ETV should prepare and come with more interesting and eye catching program contents.
- ETV should strengthen the back, and coming with modern and upgrading production that is getting along with the generation.
- ETV should update its all structure in all aspects.
- ETV should take some experience from other well-experienced channels in broadcasting children program that are found local or foreign.
- ETV should come in touch with new and attractive indigenous ideas.
- ETV should come in touch with different indigenous languages.
- ETV should come in touch with indigenous animations.
- ETV should come in touch with different indigenous histories presentation.
- ETV children program should organize as independent channel focusing on children separately as possible.

4.4 Responses to Interview Questions

Perception of Producers and Journalist of ETV Children Program

The data collected by means of in-depth interviews has been presented and discussed under the following major themes: 'program aim' , 'broadcasting time and day', 'program contents and its appropriateness', 'program production', 'professional ethics, 'challenges of the program', and 'ETV should do as solution'. In this in-depth interview a journalist, a vice children program producer, and a producer of children program and manager of children and youth program production department are interviewed.

4.4.1 Respondents on ETV Children Program Aim

Respondents felt that children's program has its own gap, which might be because of many challenges that they are facing. According to the respondents, the one reason is before a couple of years the program was leading as single production some flash that shows improvement in the

program. Adding Samrawit (a journalist, having 2 years' experience in ETV children's program production and more than ten years' experience in watching ETV children program): stated

Our Television station aims at ideas related with children's program creating well-experienced citizens. However, ETV does not achieve its aim related to this. Because, many problems are challenges for us.

As to Samrawit, stated that the program because of many reasons does not achieve its aim. Similarly, Daniel also assumed that as his colleague. However, Ayenalem, (manager of children and youth program producers department, having 23 years experience in ETV children's program production and more than forty years experience in watching ETV children program): believed that ETV is working travelling on the right track specially since the past two years. Daniel (a vice children program producer, having 2 years' experience in ETV children's program production and more than ten years' experience in watching ETV children program): states that

ETV related to children's program is able to know their history, identity ethics and values. According to my opinion in the achievement of its aim related to children's is not succeeding but it needs the overall research.

The respondents explain that the vision or aim of the children's program is to contribute something for children's cognitive development. Also, they states since 2 years, the program is organized and lead as department level.

4.4.2 Respondents on ETV children's program broadcasting time and day

As to the respondents, the programs that are broadcasted should have been sufficient in time allocation and convenient of day for children. They believe that it helps to address a wide range of children at a time. (Encyclopedia children, 2007) support this idea that children's programs should be aired in regular slots at times when children are available to view, and/or distributed via in other widely accessible media or technologies. Samrawit states the following in relation to time and day of programming:

Time and day allocated for children's program is not sufficient because ETV should have independent channel that serves the need of children.

Other respondents are also strength the response similarly. Daniel for instance states that

I will never accept that ETV allocated time and day for children's program is sufficient. In my opinion, ETV children's program should have independent channel. Because insufficient time and day allocated is the one problem that pull us our walk to backward.

These respondents stand at the same point in focusing on ETV children's program is in insufficient of time and day allocation. Aynalem argues that allocated of time and day for children's program in ETV is not sufficient. As Daniel's response, this gap creates that the output of their program to be walk backward.

4.4.3 Program contents and its appropriateness

The professionals were also asked how the current ETV children's program broadcasting is appropriate for shaping generation, when asked about the appropriateness of the contents their responses are stated as follow. For instance, Samrawit said: *“Nowadays we are coming in new and appropriate contents for children. However, there are some gaps”*. Daniel, on the other hand states that -

I believe that our contents that we present for our viewers/children are appropriate. Also in strengthening of culture and different aspects of children development, our contents are hopefully good.

Aynalem on her behalf also explains the matter as follows:

My colleague and I are striving to address better and appropriate contents for children. However, as children program needs sufficient financial support. We (ETV department of children's and youth production) do not have get any beget from ETV. That means there is no budget for children's program at corporate level.

4.4.4 ETV children's program production

Even if children's program has better idea, the probation should be going with it. Therefore, the production rather than content it needs technical equipments of camera working, editing machines animations, visual aids and so on. Also before broadcasting any content for children's in their airtime, the need of viewers /children's should be researched. Related with this the responses are discussed as follow. Samrawit states the following in relation to children's program production:

As children's program department, I believe that the workers have better motivation. But, financial problem that we have, stopped us not to be conducted any need assessment related with children's program. Therefore, we are working simply based on past trend and sharing of colleagues' experience to one another.

Daniel on his behalf also explains the matter as follows

We have not been conducted any need assessment related to children's program. Nevertheless, using free cell phone number 982 we are collecting feedback from our children's program viewers and trying to upgrade ETV children's programs. Therefore, the financial problem that we have as department pushes us to produce less quality production.

As the above responses, show us to produce quality production the idea is not only enough but it should be supported with enough finance. Also, Aynalem: strength her colleagues' idea as follow:

To produce quality production first researching on children's need is important but it is not easy because finance is very crucial. For such matter, we do not have any beget. Now at corporate level we are working through repeatedly of asking our heads to manage our financial cost at a minimum level.

Therefore, the limitation that ETV children's program producers are facing through the process might affect the broadcast of children's program of ETV. As this study respondents, ETV stands in opposite to funding children's program. According to (Encyclopedia children, 2007) sufficient funds must be made available to make children's programs the highest possible standards.

4.4.5 ETV children's program related to professional ethics

Obviously professional ethics stand, with the individual ethical behavior on its profession. Therefore, the respondents were asked questions that are related to their profession. For instance, Samrawit said: *“According to professional ethics, there is something on managers that are at corporate level that interrupt our program and they give our chances for other departments of ETV.”* In her opinion, this shows that the quality production of ETV children's program is largely dependent on the hand of some government officers. Daniel: on the other hand states that

According to my view, in our department the professionals are trying their level best. Also, the professionals who are working in children's program should be skillful in different aspects. Therefore, if they get some training, they will become more productive at department level.

Aynalem argues that working in children's program needs more effort and the professionals should get some training, they will become more productive in their profession.

4.4.6 Responses on challenges of ETV children's program

Respondents felt that children's program has its own many challenges that they are facing. In light of this, respondents gave their own responses on the challenges of the specified program. Samrawit states the following in relation challenges of program:

According to my view the major challenges that we are facing related to children's program are financial problem, giving less attention and unprofessional interference of managerial staffs' of ETV for children's program, and suffering from inadequate production materials (technological equipments such as camera, editing machine, sound system machine...

Daniel also states challenges that they are facing in children's program:

There are many challenges that we are facing in this department these are core: not being ready to have trialing for children's program production department professionals, not having enough allocated time for the program,

Aynalem on her behalf also explains the challenges as follows:

First Ethiopian broadcasting proclamation no533/2007 brought for us no opportunity to be financially strong. So it is better if mandated professionals revisit this situation. Second, most of the time as our production recording takes places at schools, unwillingness/challenges of school owners and directors for recording is the other. Third huge financial problem that we face are some of the major challenges of ETV children's program.

4.4.7 Responses on what ETV should do as solution

The producers and journalist of ETV children's program offered their own suggestions that ETV should be able to solve problems that are related to children's program. The responses differ accordingly the researcher tried to sum up the responses in the following ways:

- Through research, the program has to reach the needs of the children. This means that the media should play its role by providing significant and adequate facilities.
- The station should solve limitations of production equipments.
- Consistent and sufficient time for the programs is needed.
- The time allotted to the program must be improved.
- Qualified journalists, who have the skill in children program, have to get enough training. If they know better know how in the field of children broadcasting, it will be easy to fulfill the children's needs.
- Attention has to be give by administrative staff for this program just like other departments' programs of the station. Children program should not be neglected. If it is prepared as it is expected, it will certainly have a great role in the children's day to day life.
- Schools and government organizations that are working related to children should support ETV's children's program as to be useful and satisfactory to the children.
- The station has to give a way to the program to get beget to make the children's program better.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with some of the most important issues, brief summary of the work, conclusions of findings and some recommendations. The first part presents summary and conclusions of the research while the second part is concerned with some possible recommendations that the researcher believes, to minimize some of the challenges and help strengthen ETV on children's program.

5.1 Summary and conclusion

Throughout this research, the central idea and initial point of this study was to explore the prospects and challenges of children's television program broadcasts on ETV-under the title prospects and challengers of children's television program's in the case of ETV. To support the research with prior works the researcher believed that it would be it appropriate and valid to discuss concepts related to children and television related literature as the issue has been discussed. The review mainly revolved around “children's television program.” and their prospects and challenges based on the social learning and reception theory.

The research was held basically using qualitative as well as quantitative or mixed research method. Questionnaires were distributed to Addis Ababa, that have more condominium houses; Akaki Kality, Bole, and Yeka sub-cities parents who have children and have experience in watching of ETV children's program In order to find out the prospects and challenges of ETV's children program. Qualitative research methods such as individual in – depth interviews were used. These interviews have allowed the researcher to understand the children’s program prospects and challenges. The journalist and producers of ETV children's program were selected purposely. Their responses indicated that most of them often put challenges and gaps that ETV children program has.

The analysis was done based on different factors that are related with challenges (table.6). The responses were coded in to numbers and these numbers were used in data analysis basis on mean scores and percentages. Most importantly, the respondents were asked to give their overall level of perception on ETV's Amharic language children's program.

One of the major outcomes of this research is that for most of the respondents ETV Amharic language children's program is not preferable or either chosen channel. This is mainly because they did not give emphasis for they do for ETV's equally as similar channels that have children's program. Many respondents of the study show the challenges that ETV children's program has. Despite this, the content and presentation of the program did not enable to fulfill the viewer's needs. Segment/bits repetition, the same content with different people or places, inconsistency and insufficient time to each segment, lack of attention and lack of regular research to assess the needs and expectations of the audiences are some of the problems the respondents forwarded.

Also, the other this research is that ETV children's program has challenge in lack of budgeting or in adequate financing, government or highly authorized administrative staffs of ETV interference on the profession, commercial factors and competitions of similar media. Being preference of audience for foreign children's' program are the major findings of this study on ETV's children's program presentation.

From the responses of parents and professionals, one can easily conclude that the program was not in the position to attract its audiences. Neither did it satisfy the children.

5.2 Recommendations

The outcomes of this research clearly show that almost all Amharic language children's program prospects and challenges. As a result, viewers are stated as far as their perception on the programs. In order to call the attention of audiences ETV children's program should understand the interests and needs of its viewers and solve the challenges through strengthening its

prospects. In this regard, based on the research findings, the following recommendations are forwarded.

- Professionals of ETV's children's program should conduct need of assessment on the interests of children what type of content, presentation and event can help the program to be attractive, and keep audiences closer to the channel and should adjust the programs in such a way that it goes with the interests and needs of viewers.
- Program producers of ETV should go deep into the regional areas and produce programs that could show the regional children participations on the program.
- The profession of journalism needs skilled man power. When programs are supported or done by professionally trained journalists, the outcomes will, be successful in many dimensions. Therefore, since skilled man power should get involved directly or indirectly to the whole work scenario, ETV has to upgrade its journalists' professional skill pertaining to children's program.
- Authorized people of ETV should give due attention for children's program. Because working on children at country level brings huge benefit within a few years to come. In addition, ETV should under line and take over its mandate to see children equally on media. Children's program should be the major concern of the program producers in specific and the station in general.
- ETV has to evaluate the financing/budgeting system that is needed to effectively run the children's program. Meaning ETV should be able to ensure that the inadequate budget will be replaced by adequate financing/ budgeting.
- Authorized peoples of ETV should stay away from children's program interference. Generally, media should be free from political as well as other unprofessional people's interference.

- ETV is a medium having more than a half-century experience. In this regard, ETV should equip itself with enough and new technological innovations of the area with skillful and committed professionals involved it. Moreover, should be come first choice of audiences.
- ETV's children's program should strengthen its prospects and solve its challenges related to children program.
- Having this prospect and challenge, the research is not to end here because it occurs that continuously it needs deeper and continuous studies using different methods. Therefore, the researcher would like to recommend the respective to carry on scholars further studies on the issue.

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