



Content Analysis on Children Television Program: EBC in Focus

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**A Thesis Submitted to
The Department of Journalism and Communications
Presented in Partial Fulfillment of the Requirements for the
Degree of Master of Arts (Journalism and Communications)**

**Addis Ababa University
Addis Ababa, Ethiopia
April 2015**

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**Addis Ababa University
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Addis Ababa University
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This is to certify that the thesis prepared by Meseret Assefa, entitled: *Content Analysis of Children Television Program: EBC in Focus* and submitted in partial fulfillment of the requirements for the Degree of Master of Arts (Journalism and Communication) complies with the regulations of the University and meets the accepted standards with respect to originality and quality.

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ABSTRACT

The present study is conducted to assess the content of children's Television program through content analysis. In order to explore the data, the researcher has done content analysis as a primary research method and has reviewed 48 television programs geared toward the *Yelejochgize* and *Lehetsanat* audiences. It focused on three broad areas: Language appropriateness, understandability, and violence effect. The finding has exposed that there is improper use of language and it is believed to be difficult for children to understand. Not only the vocabulary and sentence construction that makes the message complex, but the presentation format is not as such simple for most children the finding also shown that there is no producer's research conducted to revise the EBC format that is used for the last more than 15 years. The data has also given away that the EBC scheduling is not regular and in practice; it could be broadcast anytime between 8:30 to 12 AM. This is because of priority given to other programs that are considered to be more important by section editors, the children's program are pushed up or down in the schedule. The finding also reveals that only six journalists with no special training to cover the program. Based on the findings, that EBC utilizes an older version of children's program format which doesn't permit the program reachable to all segments of audiences. It is recommended that the program producers have to fix the transmission time and give priority to children program. It is also recommended that the program should apply the recent format that helps to catch that attention of children.

Acknowledgements

I thank God the Almighty for everything.

This thesis was written over a period of almost one year, and during that time I have benefited from contact and interaction with many persons. There are many people who have made it possible for this paper to come out in this form and content. My advisor, Dr. Zenebe Beyene has always been behind the good ideas this paper has to offer. He has helped me also in shaping up the paper. I am grateful.

I also thank all my informants, particularly Ato Temesgen Geberhiwot, Wro Aynalem Balcha and Wt. Tigist Teshome , Sara Talefe and Yordanos Amare for their kind support provided throughout my study. I would like to thank also Ato Fekadu Beshah for his help throughout my thesis writing.

Finally my biggest appreciation goes to my husband Wendwosen Tilahun, for the support he has provided to me. He is my icons of faith and perseverance.

Table of Contents

Contents	page
Abstract	i
Acknowledgements.....	ii
CHAPTER ONE : Introduction	1
1.1 Background of the study	1
1.2 Statement of the problem	2
1.3 Objective of the study	3
1.4 Research Questions.....	3
1.5 Scope of the Study	4
1.6 Significance of the study	4
CHAPTER TWO : Literature review and Theoretical Framework	6
2.1 Introduction	6
2.2 The origin of children TV program broadcasting and Overview of the ETV and 'Yejeoch gize' program	7
2.3 Editorial Policy of EBC and its children programming.....	9
2.4 Television Effects on Children	11
2.5 Factors Affecting Television Programming	15
2.6 Content of Children`s Television	17
2.7 Children, Television and Regulations	19
2.8 Conventions and Charters of Children`s right	21
2.9 Production Techniques to Maximize Educational Benefits of Children`s Television Programming	22
2.10 Characteristics of children`s TV channels.....	24
2.11 Theoretical framework	25
2.11.1 Social Cognitive Theory	25
2.12.2 Cultivation Theory	27
2.12.3 Capacity model of children's comprehension of television content.....	29
CHAPTER THREE : Methodology and research design	31
3.1 Introduction	31

3.2	Content analysis	32
3.3	The qualitative method	36
3.4	The reason for using qualitative method	38
3.5	Sampling	39
3.6	Data Source	40
3.7	The Interview	41
CHAPTER FOUR : Findings and Discussions		44
4.1	Introduction	44
4.2	Consistency of the Broadcast time	44
4.3	Assignment and Subject area knowledge of the program Producers.....	46
4.4	Children’s Advertising	47
4.5	Coverage	48
4.5.1	Rural versus urban children	48
4.5.2	Public verses private schools.....	49
4.6	Educational and Informational Vs Politics	50
4.7	Age group classification	51
4.8	Feedback	53
4.9	Use of Language	53
4.10	Program format.....	56
4.10.1	Film presentation	58
4.10.2	Music selection	58
CHAPTER FIVE : Conclusion and Recommendation		59
5.1	Conclusion	59
5.2	Recommendation	60
Reference		62
Annex 1: Interview Guide for Producers in the Ethiopian Television		67
Annex 2: Term Definition		68

3.2	Content analysis	32
3.3	The qualitative method	36
3.4	The reason for using qualitative method	38
3.5	Sampling	39
3.6	Data Source	40
3.7	The Interview	41
CHAPTER FOUR : Findings and Discussions		44
4.1	Introduction	44
4.2	Consistency of the Broadcast time	44
4.3	Assignment and Subject area knowledge of the program Producers.....	46
4.4	Children’s Advertising	47
4.5	Coverage	48
4.5.1	Rural versus urban children	48
4.5.2	Public verses private schools.....	49
4.6	Educational and Informational Vs Politics	50
4.7	Age group classification	51
4.8	Feedback	53
4.9	Use of Language	53
4.10	Program format.....	56
4.10.1	Film presentation	58
4.10.2	Music selection	58
CHAPTER FIVE : Conclusion and Recommendation		59
5.1	Conclusion	59
5.2	Recommendation	60
Reference		62
Annex 1: Interview Guide for Producers in the Ethiopian Television		67
Annex 2: Term Definition		68

CHAPTER ONE: Introduction

1.1 Background of the study

Children attempting to define their own roles and values have always had a vast range of potential information source including parents, teachers, siblings and peers (Mark and Byron 2009:3). However, it is not only from those sources they obtain information. As Haroled (2000:7) says, Television is probably the most potent mediated information source because of its wide availability and ease of use.

As several scholars including Mark and Byron (2009) indicated, children's television has either a documented or probable effect on a variety of behaviours in children across the globe. Studies of cognitive development indicate that television provides a stimulus for learning and that children learn from television, (William and Victor 1991:9). According to William and Victor, the adverse effects of television appear related to both the time spent watching television and the content of the programs that are viewed. The present study focuses on the content of children's television program called *Yelejochgize* and *Lehitsanatthat* is produced and broadcast by EBC.

Tucker and Friedman (1989:520) defines children's TV program as a program, which is made specifically for children or groups of children; and is entertaining; and is well produced using sufficient resources to ensure a high standard of script, cast, direction, editing, and shooting, sound and other production elements; and enhances a child's understanding and experience; and is appropriate for children. However, the appropriateness of the TV Program still remains big issue both in the study of communication and children's TV program. As Mark and Byron (2009) states, it is because TV and movies get a bad rap if the content is inappropriate coupled

with unhealthy viewing habits and less parental supervision. But still, if the TV program contents are appropriate, they can be a positive experience for children and they can benefit from watching TV: when they watch TV show they relax and act like they watch and also learn as it have a great impact on kids' development (Daniel, 2010:17).

To serve that purpose, there are several TV stations all over the world that produce and air children's programs. The same way, there are several TV shows in Ethiopia that produce and broadcast programs to entertain, educate and inform their audiences. Among those programs, there is a children's program broadcast by EBC called *Lehestanat*(for kids) and *Yelijochgize* (children's time), which is the focus of the present study. This program is the only Children's TV program in Ethiopia commenced in 1957 with the co-operation of expatriate journalists and AtoTesfayeSahilu, the well known children's TV program Producer.

However, the content, presentation, format, timing and other programming related problems seems to hinder the program from achieving the intended goals. Therefore, the present study aimed at assessing the content of the program and provides possible evidence based suggestions that will enhance the quality of the program.

1.2 Statement of the problem

EBC the former ETV broadcasts children television program every Saturday and Sunday. The Saturday's program is 'Lehestanat' (for kids) and the Sunday's program is 'YelijochGize'. Both programs are broadcast from 3:00 to 4:00 AM local time, with the aim of educating and entertaining children. This program is one of the many programs that EBC the former ETV broadcasts to cater to the interest and needs of its audience. Throughout this process, it also cares about the interest of children in a very responsive and appropriate manner. However, the

program seems lacking of raising national issues that are directly related to children. The program is also unable to make all children participant, particularly children of the rural areas. Not only that, the program is conveying some messages that are politically oriented and completely inconvenient and inappropriate with the age of children.

As a result, some children are not interested in watching *Yelijochgize* and *Lehitsanat* program. As one who lives in Ethiopia can learn from its experience, significant number of children is more attracted with the programs that are including MBC 3 satellite television program. Therefore, the present study is intended to identify possible reasons why children are lacking interest in watching the only children program, *Yelejochgize and lehitsanatin* EBC.

1.3 Objective of the study

The general objective of this study is to examine the content of children's program.

Specific objectives

- To find out the extent to which the program is convenient to the target audience.
- To identify the gap, if any, between EBC children program and other standard of good children television program
- To identify factors affecting EBC's children television program

1.4 Research Question

The present study starts with a statement that television can play a vital role in educating, entertaining and informing children with the appropriate program. To this end, there are three research questions that have to be asked in order to accomplish at a reliable conclusion for the study. The questions are:

- To what extent EBC's children program is convenient and interesting to the target audience.

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- To what extent EBC's children program is convenient and interesting to the target audience.

- What are the gaps between the program and the standard of good children's television program?
- What are the factors that affect the content of the program?

1.5 Scope of the Study

The present study focuses on '*Yejeochgize*' and *Lehitsanat*, the biweekly program that centers on the issue of children. It is broadcast in the official language, Amharic, on the Ethiopian Radio and Television Agency early in the morning. For the purpose of the study, the period between June 2014 – November 2014 (6 months) was identified for the research. And samples were taken based on the research methodology employed for the study and indicated in the research methodology chapter of this study.

The TV program was selected because it is the only program on children in Ethiopia broadcast on a regular basis on the Ethiopian media. Television is the most suitable medium for communicating with children as audio and video involves and addressing issues related to entertainment and education.

1.6 Significance of the study

Media has a significant role in the message transmission process. As McQuail (2000:4), argues there are significant issues which are often addressed without consideration of the role of the mass media. Children programs are the one that are transmitted through media that do not always get such consideration.

This study, therefore attempts to analyze the extent of the media's efforts towards the provision of appropriate programs that are suitable for age and background of children. In addition, the study is believed to have the following significances:

- Identify the drawback of the program and the finding will be used as an input primarily for the improvement of the program,
- Provide recommendation on inappropriateness of messages and format,
- Will be used as a corner stone for those who need further investigation on the idea.

CHAPTER TWO: Literature review and Theoretical Framework

2.1 Introduction

These days, media is everywhere. TV, Internet, computer and video games all are becoming available for children's even in the context of Ethiopia. The same way, media contents are putting impacts in children's lives. It is mainly because children are spending considerable time in watching TV. According to the American Academy of Pediatrics (2014), today's children are spending an average of seven hours a day on entertainment media, including in televisions, computers, phones and other electronic devices. In addition to the time that children are spending on TV screen, the contents that the media provide to the children is becoming the global concern (David et al. 2013). Inappropriate content, such as violence, explicit sexual content or glorified tobacco and alcohol use are the areas that are receiving more attention in relation to media and children.

This thesis is therefore, aimed at studying the content appropriateness of the *Yelegochgize and Lehitsanat*, which are produced and broadcast by the Ethiopia Radio and Television Agency. Specifically, it is designed to investigate the standard of the content of the program in comparing with other standard TV programs that are recommended by scholars of the field. To these ends, by using the data collection tools that are indicated in the next chapter of this paper, the research explores the practice of that particular children's TV show.

This part of my study is designed to review related literature in order to mark out the study with the given conceptual framework. The literature includes children's television, the story in the

children television program, children television program in Ethiopia, the characteristics of good children television program, factors that affect television program, related issues and theoretical frame work of the study. These topics are discussed as follows.

2.2 The Origin of Children TV Program Broadcasting and Overview of the EBC and ‘*Yelejochgize and Lehitsanat*’ Program

Several scholars published different articles on the main purposes of the production of children’s television. However, Williams (1982) said children’s program is a program which is made specifically for children or groups of children; and is entertaining; and is well produced using sufficient resources to ensure a high standard of script, cast, direction, editing, shooting, sound and other production elements; and enhances a child’s understanding and experience; and is appropriate for children.

According to the British Broadcasting Corporation, BBC, (2013), the first real children's programs on TV started in 1946 after the end of WW2 when there was a live Sunday afternoon transmission also known as Children's Hour or For the Children – featuring the famous puppet Muffin the Mule with presenter Annette Mills. However, scholars like Mery (2013) indicated that the Children's TV as a specialist area really started in 1950. Mery further states as follow:

Children TV program broadcasting started in 1950, by America Broadcasting Company (ABC) first aired Saturday August 19, 1950. The network introduced two shows that was Animal clinic featured live animals, while the variety shows Acrobat Ranch had a circus theme, Placed against a western backdrop on air of spectacle to acrobat Ranch. In one segment, Host Uncle Jim presided history of TV.

However, today, several TV shows are emerged worldwide some of them with the commitment to a dedicated, properly produced contents for children - providing the widest possible range of

quality programs, reflecting children's own culture, the world they live in and the wider world (David et al. 2013).

In Ethiopia, children's television program started following the commencement of the Children's TV program as a specialist area in 1963 (Population Media Center 2006:23). As per the population Media Center's dictates, initially when Ethiopian Television, EBC began its service in Ethiopia in 1960, it only serves limited number of residents in Addis Ababa with the help of some 500 TV sets. Gradually, EBC expanded in the 1980s and it currently has 26 transmitters across the country, with all the studios located in Addis Ababa. It began to broadcast via satellite to reach distant areas of the country and to receive and re-broadcast live international programs in 1980 (Ibid, 2006:23).

The service that EBC provided, as per the Population Media Center mentioned that, was providing service in two languages alone Amharic and English until 1991. However, since 1991, the station is transmitting news and programs in four languages, Amharic, Tigrigna, Oromigna and English (Ibid – 2006: 24).

The objective of EBC was providing Informational, Educational and Entertainment programs. Based on these objectives EBC has provided a lot of service to viewers in priority order. Those priorities were effectively confirmed in *Negarit Gazette* No. 15 order No. 29 of 1968, that combined Radio Ethiopia and the ETV Service in to an autonomous independent government agency service to be known as the Ethiopian broadcasting service (ETV and Radio – 1991:45).

The ETV children's television program was commenced in collaboration with the expatriate journalists and Ato Tesfaye Sahilu (Ababa Tesfaye), who is assumed to be the first Children's

program producer in Ethiopia. The former *Yejeochgize* program producer, W/roAynalemBalcha, who is also interviewed for this study says:

AtoTesyfaye was the only Ethiopian producer in the commencement and he was performing like male and female character and sometimes acted as animal's character, by using different materials and clothes. Gradually EBC employ Ethiopian producers and now it is broadcast only by Ethiopian producers.

However it is still only the *Yejeochgize and Lehitsanat* that serves for more than 12 million children. The Ethiopian population, based on the national census of 2007, was 73,913,505, of which 50.46 per cent was male and 49.54 per cent was female. The number of children aged 5 to 9 was 12,004,737, of which nearly 51 percent was boys; about 82.2 per cent of them lived in rural areas. There were 10,458,181 children aged 10 to 14, with almost the same gender ratio, but as many as 86.7 per cent lived in rural areas (CSA 2008).

2.3 Editorial Policy of ETV and its Children Programming

The Ethiopian Television, EBC editorial policy is the operational document of the agency which provides a guideline based on which programs are formed, utilized, and the management activities are governed (ERTA 2003:1).

The editorial policy of EBC is adopted from the Ethiopian government broadcasting services proclamation No. 114/87. According to the proclamation, which is also stated in the editorial policy, EBC has the mandate to collect and disseminate useful information in the form of news and other programs in different languages. Throughout this process, that station is aimed at making government policies, procedures and laws are known to the public and help out the public to understand its democratic rights.

In addition, the editorial responsibilities of EBC states that spread democratic values by educating social rights and responsibilities, moral values and campaigning harmony (ERTA 2003:1).

According to ERTA (2003), Principles of EBC's programs are the following:

- o Making programs for a wide range of audience rely on cultures of the country. The programs are expected to keep citizens from primetime programs except African's station.
- o Conduct researches in every six months on each programs of the station that has to be approved by the Director of the agency.
- o Psychological, psychographic and demographic issues are main topics of the agency.
- o The arrangement of the programs is not business oriented but considers the interest of the audience.
- o All program producers give special attention for children while making any programs.
- o The station promotes the programs and the station itself in the bridge of other programs with different formats.

All programs of the ETV follow this editorial policy, including the children's program. *Yelejochgeze and Lehitsanat*. Ato Temesgen G/Hiwot, Director of educational programs of the Amharic Section said that the children's program of ETV relays on the Ethiopian constitution and federalism. He added that the program aims at educating, entertaining and informing children based on the government strategic policy.

2.4 Television Effects on Children

Children's exposure to television is predictive of academic outcomes during adolescence. According to Roberts and Foehr, (2008), it is the *kind* of television that matters. For example, as Roberts and Foehr, (2008:10) states adolescents whose parents permitted them to watched more educational programming when they were young are more likely to have higher grades, read more books, place greater value on achievement, and show more creativity. On the other hand, adolescents who watched more violent or purely 'entertainment' television when they were young tend to do less well in school and have lower grades overall.

Studies of educational television including David and Stephanie (2013) have also found benefits for young children. David and Stephanie (2013) states that educational television programs have a variety of benefits for preschool children including increases in vocabulary, ability to count, and general school readiness. Another study by Future of Children (2008) found that the benefits of educational television were most noticeable for those with moderate exposure, and for children who had the lowest levels of skills prior to viewing the program. The essential lesson here is that what children watch on television is an important predictor of later academic performance.

However, other scholar like Heather et al. (2008:5) argues that the benefits of educational programming are not equal for children of different ages. According to Heather et al. (2008:5), children under two years of age are less able to systematically learn as much from television as they do from human interaction. While infants may pay attention to video images, most television does not offer the interactive and responsive content that infants need the most. While

television may capture the attention of infants and toddlers, there is little evidence that it facilitates meaningful learning.

Another point that is raised by scholars like Anderson et al. (2001) is the impact of television on children's attention. Anderson et al. (2001) shows his concern that electronic media use might be related to children's attention spans and to attention deficit hyperactivity disorder (ADHD). It is because as one can learn from experience, child's attention is easily drawn to television for extended periods of time, despite other activities. The research findings, however, are inconclusive, with researchers disagreeing about whether television viewing is an important contributor to attention problems in children. Anderson et al. (2001) is on the side of scholars that argue for television has negative impact on children's attention. Anderson et al. (2001) says that more television children watch at young ages, the more likely these children are to have attention problems in later childhood and adolescence. On the other hand, Cailynn (2014) found that there is no significant relationship between amount of television viewing at age five and attention problems at age six. However, majority of recent correlational study including (Samrat 2008:13) suggested that content is an important mediator of the relation between exposure to television before age three and subsequent attentional problems. Specifically, early exposure to violent and non-educational entertainment programming was positively associated with later symptoms of attention deficit but exposure to educational television was not related to attentional problems.

Among other charges, critics have often also accused television of being a negative influence on the development of children's cognitive skills (Samrat 2008:13). Some scholars, including Salomon (1983) further argue that exposure to television has harmful effects on children's

cognitive development. Following this conclusions, governments and other concerned actors have indorsed several policies that allow them to protect children from the “harmful effect” of television. However, scholars like (Samrat 2008:4) argue that the policies don’t bring anything:

Despite the conventional wisdom and the ongoing populist movement, proactive policies to reduce children’s television exposure are not likely to improve children’s cognitive development and academic performance.

In general, the issue has become a conventional wisdom that television, in general, and higher exposure to television, in particular, has an adverse effect on children’s cognitive development, and that television is at least partly responsible for the widespread deterioration in the youth school performances (Salomon 1983:9).

Violence on Television and Children

Violence is an everyday occurrence in every society. It affects adults and children but it has a greater impact on children. Gentile, (2007) says it is mainly because children are more moldable and are greatly influenced by things they see and hear. Due to this, children all over the world are becoming victims to the same violent acts they witness on TV and at home (Gentile, 2007:7). As Mattaini, (2001) states, this moldable situation pressure them to imitate or copy aggressive behavior. This behavior, as Mattaini, (2001) further explained is coined as “Copy-Cat Violence”, which shows some viewers directly imitate or copy aggressive behavior seen on television. Many tragedies have occurred from this effect of violent television, a five-year-old boy killed a girl in 1993, immediately watching Bevis and Butthead play with fire. The mother died inside her mobile home as it burned to the ground (Violence on TV and Movies). This “Copy-Cat”

behavior becomes increasingly more dangerous when reality television gets involved (Mattaini, 2001).

Some scholars including Gentile, (2007) further argue that media violence is increasing, while world violence is decreasing. According to Gentile, (2007) there are reputable and scientific explanation on why children are committing violent. Gentile, (2007) says while a direct “caused and effect” link is difficult to establish, there is a growing consensus that some children may be vulnerable to violent images and messages.

For Gortmaker (1990), the other area that concern on impact of TV on children is that state some of the most violent TV shows are children’s Cartoons, in which violence is portrayed as humorous, and realistic consequences of violence are seldom shown.

However, several scholars, including Mattaini, (2001) this affects could be minimized if parents guide their children’s TV viewing. He has stated also TV viewing can have positive effects if parents and teachers set limits, plan, participate, monitor, analyze commercials and express views. Gortmaker (1990) has also advised how children do they watch: “Children often have been characterized as “zombie” viewers who stare mindless at Television for hours. Instead, naturalistic and laboratory studies of how children watch Television, indicate that children typically divide television viewing among a variety of activities. At all ages, children primarily monitor television content with short looks and only occasionally engage in extended”.

2.5 Factors Affecting Television Programming

Like Television programs have an effect on the viewers, there are also several factors that affect Television programming. According to Jim (1996), television Programs including children's program, may be influenced by various factors be it from the side of the program production team, ownership or due to other historical and unforeseen reasons. Television programs are mainly affected by Political, economical, social and geographical factors (Jim 1996).

As one of the main factors, the United States Government Accountability Office (2010) states "Media ownership and the availability of diverse programming" which is related to independence. According to the Accountability Office, the media ownership matters because it has an influence on programming decisions. In the United States, like the Accountability office disclosed, the programming decisions are based on listeners' interests in a given market. The Office further elaborated this as follows:

Among both commercial and public radio stations, stakeholders said that programming decisions are based on listeners' interests in a given market. The Office found that within two of the three largest local markets nationwide, many of the most common local radio formats differ from the most common radio formats nationally, indicating that programming decisions are affected by local community interests.

As Jim (1996) says, there are also several media organizations that have programming who never consider the interest of local community. Even in the United States, which is considered as model of media independent, independently produced programming is declining from time to time. The Accountability Office (2010:3) says, "Some studies have reported that independently

produced programming--that is, programming not affiliated with broadcast networks or cable operators--has decreased through the years”.

The Ethiopian Television and Radio Agency (1991) has disclosed that the station is affected by Economic, Social and Geographical. These factors are elaborated below:

Economic factor

The expansion of TV service is directly related to the economic growth of a country. But as a country like Ethiopia which is one of the poorest countries in the world in which traditional and backward agriculture is practiced and the industry is at a low level that cannot produce enough and quality output to be exported because of low technology, the service is significantly limited (ETV and Radio 1991:279).

Social factor

It is clearly understood that Ethiopia is the home of many ethnic groups, which also incorporates various religions. However, addressing all ethnic groups is one of the factors that affect the station (Ibid 1991:280).

Geographical Factor

Ethiopia is a high tableland, hundred thousands of meters high, with different steps which form the side of the known rift valley that rose and this factor affects the coverage of the station (Ibid 1991:280).

In Addition, Political factor is one of the factors that have negative influences on the expansion of TV service in a given country. This is clearly seen in under developing countries. Since developing countries political condition is unstable and this instability is the main obstacle for economic growth of a given country and it is directly related to the expansion of the Television service (Ibid1991:278).

The size and wealth of the market is a decisive parameter which needs to be taken into account when discussing factors affecting Television including development and journalism culture of a particular country (Jim 1996). According to Jim (1996) it is small news markets face different challenges and problems than big markets. As he mentioned, an important factor necessary for the media to carry out its democratic functions (provide information, create public forums and observe those in power) is availability of resources, namely a rich advertising market, and different forms to fund media (subsidies from the state, tradition of public funding and so on). An adequate journalistic culture is also an important factor which is raised by Anderson et al. (2001). As he states, journalistic culture includes professional norms and requirements that the station follows.

2.6 Content of Children's Television

The content of television is an important factor in determining whether the impact of television is positive or negative (Anderson et al. 2001). According to Anderson et al (2001:5) the children's program contents have its own factor on children's language development. Anderson et al. (2001) further explained it as follows:

A study conducted on Television program contents found that at 30 months, watching *Dorathe Explorer, Blue's Clues, Arthur, Clifford, Dragon*

Tales, or *Sesame Street* was associated with better language development, while watching *Teletubbies* was associated with lower language scores. Other research has found that for very young children (8–16 months), watching television and videos is related to lower language development, while this is not true of older preschoolers (17–24 months).

As it is stated above, then, that the most negative effects of television contents for children's language development takes place at the earliest ages. When determining television practices, we need to consider not only the content of the programs, but also the age of their child.

In addition to Anderson et al. (2001), other scholars including Salomon (1983) stated that the effects of television on behaviour of children varied in the type of content that children viewed. This is evidenced by the findings of the Salomon's (1983) study which suggests that the link between television viewing and children's attentional skills is mediated by content. According to Salomon (1983), children who viewed the violent cartoons showed decreases in measures of self-regulation, whereas those who viewed the prosocial programs showed higher levels of task persistence, rule obedience, and tolerance of delay relative to baseline and to children in the neutral viewing condition.

However, as Anderson et al. (2001) suggests, it is also important to note that the categories of programs likely differed not only in content but with respect to formal features such as format (animation versus live-action) and pace. Overall, scholars including Salomon (1983) suggest that electronic media contents might have an effect on children attention and skills. Television, especially when viewed by children younger than age two, may have a negative effect on attention development, though the evidence is relatively weak (Samrat 2008:17). As it is indicated by all cited scholars above, content appear to be an important mediator, and specific television content has been linked to attention skills.

Sexual content

According to Samrat (2008) “kids today are bombarded with sexual messages and images in all media: - television, magazines, advertisements, music, movies and the internet”. Therefore, the issue has creates concern on parents they are often concerned about whether these messages are healthy. While television can be a powerful tool for educating young people about the responsibilities and risks of sexual behavior, as Samrat (2008) states, such issues are seldom mentioned to deal with in a meaningful way in programs containing sexual content. The study conducted by the Kaiser Family Foundation in 2001entitled “Sex on TV” further stated the situation as follows:

Three out of four prime time shows in the United States contain sexual references. Situation comedies top the list 84% contains sexual content of shows with sexual content, only one in ten included references to safe sex, or the possible risks or responsibilities of sex. In shows that portrayed teens in sexual situations, only 17% contained messages about safe and responsible sex.

Therefore, protecting children from sexual contents is the advice given by both the scholars including Samrat (2008).

2.7 Children, Television and Regulations

In modern society, promoting children’s well-being is a major concern for policy makers, educators, and health professionals (Children’s voice 2000). Children’s well-being is also becoming a major concern in Africa. Corresponding to this, Yisak et al. (2009:3), states that many African countries including Ethiopia are making impressive efforts to improve the social and economic well being of children.

As one of the ways of educating and entertaining children, parents both in modern and other societies use media. However, as America Academy of Pediatrics (2014) states media has positive as well as negative impact on children. Media scholars including Cailynn (2014:32) share this concern and have been examining the influence of media on young people for many decades. As Cailynn (2014:31) states, particularly in today's multimedia environment, television plays a significant role in the lives of children and their well-being. Although prevalent factors like time spent watching television are influencing children's well-being, research on media including Yisak et al. (2009:3) indicated that the content that is specifically made for children are affecting the well-being of children. In addition, children are exposed to a wide variety of television content that is not especially targeted at them.

In the beginning, as Anderson (2001:245) states, television's introduction was accompanied by excitement and optimism, followed almost immediately by criticisms and concerns about its impact on children's development. Critics linked television to every ill effect from hyperactive toddlers to violent youth, prompting consideration of regulations for children's television. According to Anderson (2001), those who are concerned about the "ill effect" of television, recommends regulation that protect children from any negative impact of television. Finally, regulations have varied over the years and have come to focus on requirements for educational programming, limitations on commercial time in children's programming, and implementation of a content rating system (David 2013:32). In addition to developing regulation, media studies on impacts of television were also recommended. Anderson (2001) says, in order to understand television's potential impact on development, one must consider how much children watch television, how they direct their attention, and what they comprehend.

2.8 Conventions and Charters of Children's Right

A number of countries have harmonized, or are in the process of harmonizing their national laws with the Convention on the Rights of the Child (UNCRC), the African Charter on the Rights and Welfare of the Child (ACRWC), and other major international institutions concerned with children (Samrat 2008:15).

The same way, Ethiopia has also harmonized and issues several conventions and legislations (Yisak et al. 2009:5). The Revised Family Law of Ethiopia is an important instrument through which to consider children's well-being and other welfare issues. The revised Family Code Proclamation No. 213/2000 purports to give 'priority to the well-being, upbringing and protection of children in accordance with the Constitution and International Instruments which Ethiopia has ratified' (MOLSA 2006: 71).

According to Article 215 of the Revised Family Code, '[a] minor is a person of either sex who has not attained the full age of eighteen years'. The law presumes that the minor is incapable of performing a broad range of legally binding acts and in such circumstances places him or her under the care and protection of specified organizations (ibid: 71–72). It emphasizes the protection of the child from performing work which is harmful to his or her physical health or mental, spiritual, moral or social development. In this respect, the Revised Family Code appears to be in harmony with the Convention on the Rights of the Child (Yisak et al. 2009:6).

A survey conducted by the African Child Policy Forum (ACPF) in collaboration with UNICEF in eastern and southern Africa (including Ethiopia) stresses that one of the top innovative and radical ideas in both the UN Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child is the importance given to child participation, specifically,

the right of the child to freedom of thought and expression (Yisak et al. 2009:6). Only by allowing children a voice to express their thoughts, feelings and concerns, and to articulate their anxieties, hopes and aspirations, can we deal with their desires and guarantee their rights. The survey has given African children the opportunity to reflect on the particular problems they face, and to present their own perspectives. It emphasizes children's well-being, emotions and environment; their relationships with family and friends; their relationships with their communities, their countries and their leaders; and of course their views about the issues concerning them (ACPF 2006).

2.9 Production Techniques to Maximize Educational Benefits of Children's Television Programming

Children cannot learn from educational messages to which they do not pay attention. Moreover, viewers learn more from television programs when they can pay sustained, unbroken attention (Gentzkow and Jesse 2008). According to Gortmaker et al. (1990), producers of children's educational media can do several things to get children's attention and maximize the potential benefits to children. Researchers such as Gortmaker et al. (1990) have identified several means of maximizing children's attention to a program, some having to do with program content, others with formal features such as camera techniques and sound effects. One way to increase attention to a program is to maximize comprehensibility of the content (Huesmann 2003:212).

Not only the comprehensibility of the content that is considered as a technique to grasp children's attention, Huesmann (2003:213) further suggest the program producers to use formal features of media that include characteristics which can be described with minimal reference to content that guide attention. For example, as Huesmann (2003:213) suggests cuts between shots,

camera pans, and sound effects are considered to be formal features. Using children's voice rather than adult voice is also one of the techniques that are suggested by Gortmaker et al. (1990). For example, as Gortmaker et al. (1990) says, child voices are likely to elicit looks from inattentive viewers whereas adult male voices are likely to suppress looks. Children, for instance, often associate child voices with child-directed programming and adult male voices with content for adults (Gortmaker et al. 1990).

Repetition is one of the techniques that are suggested by Huesmann (2003:214). As Huesmann says, one reason why media can be such a powerful educational tool is that content can be easily and cheaply repeated. Literal repetition of episodes can enhance comprehension and subsequent learning (Huesmann 2003:214). Some studies of media effects suggest that a variety of viewer characteristics, including but not limited to intelligence, socioeconomic status, and gender, can mediate the effects of media on learning and academic achievement (Samrat 2008).

Again, as Huesmann (2003:214) suggests, producers of children's media can take these characteristics into account during program design and production, they may enhance educational value. Huesmann (2003:217) also suggest direct learning effect as a system. As he says, direct learning of specific information from educational media is certainly useful, but a goal of most (if not all) educational initiatives is to empower children to apply what they have learned to real-life problems. Therefore, Huesmann suggest children to transfer to the real world what they learn from the media context (for example a television program set in a fantasy environment). He further suggests that presenting the same lesson, such as a specific problem-solving strategy, several times using different types of examples can increase the flexibility of a child's mental representation of that strategy, thus enhancing the child's ability to accurately select and apply it in different real-life situations.

2.10 Characteristics of children's TV channels

As it is defined by Williams (1982), children TV programs are TV programs that are designed for, and marketed to children, normally broadcasted during the morning and afternoon. They can sometimes run in the early evening for the shows are mainly to entertain and sometimes to educate the young audience about basic life skills or ideas. Programs vary in their intended age group audience and style of presentation. Some take the form of game shows or comedies and many take the form of animated series (Yisak et al. 2009:6). As it is classified by Huesmann (2003), the children's TV programs are classified by the children age group namely infants, toddlers, pre-school aged and school aged children.

However, different Children TV channels have different objectives and different format that may or may not suitable for children. Gortmaker et al. (1990:23) stated that, a good TV channel meant for children is age appropriate and has programs and shows that contain a mix of educational and fun shows while some of the programs include popular characters, trying to teach numbers and logic abilities there are others that are pure fun. For Huesmann (2003) good TV channel is that it teaches moral values though the use of storytelling. The main protagonists of the shows are always characters that have some special good values that are highlighted such indirect messages sent to children extremely helpful in imbibing a good quality (Ibid).

2.11 Theoretical framework

In relation to Television and children's study, researchers have employed different theoretical frameworks that helped them to analyze content factors and predict patterns of television program choice. Despite varied theoretical origins, such efforts typically assume that children's program related issues are systematically related to program content (Anderson et al. 2001). According to Anderson et al. (2001) a substantial body of Children's Television programming research, however, has provided evidence that content is determined by programming factors, drawing into question the explanatory power of current theories. The present study, as per the recommendations of Anderson, integrates disparate theoretical perspectives and models that would allow the researcher to analyze the program content of *Yelejochgize and Lehitsanat*.

These theories and model include social cognitive theory, social learning theory, and cultivation theory and capacity model. The reason for the deployment of those theories and model and their application to the core issue of the present study is obtainable below.

2.11.1 Social Cognitive Theory

The media influence, particularly the children's Television program influence on children is the core agenda of the present study. As Albert (2006) suggests, one of the most generally accepted theories used to explain the influence of media on individuals is social cognitive theory. Although there is some debate regarding the full influence of the media on viewers, as Albert (2006) states, social cognitive theory is one of the most acceptable ones.

According to Bandura (1994), any things people experience in their environments affect their behaviour and values. When they see behaviour that is rewarded or praised, they are likely to exhibit the behaviour themselves through operant learning (Bandura, 1994). Thus, children

witness a particular behaviour on television and as Tamborini et al. (2005) says, they are likely to imitate that behaviour in their own lives.

In addition to imitating behaviours, children's understanding is one of the issues raised by Tamborini et al. (2005), which is also one of the issues that are addressed in the present study. Children are better able to distinguish reality from fiction; there is evidence that this distinction is still blurred (Tamborini et al. 2005). Given the difficulty differentiating various aspects of reality, it is understandable how children may act out those things they view on television without fully understanding the impact of their actions. If children are prone to demonstrate various acts after witnessing them on television, simple conversations and interactions may be influenced as well (Bandura, 1994). According to Bandura, children are not only prone to violent acts after watching television, television representations of human behaviour and relations have an impact on the viewer as well. "Heavy exposure to the symbolic world may eventually make the televised images appear to be the authentic state of human affairs... Television influence is best defined in terms of the contents people watch rather than the sheer amount of television viewing" (Bandura, 2009).

The impact of the content of the show has a greater impact on how messages are interpreted and beliefs are shaped. Television has the ability to influence and "[verify] personal conceptions against televised versions of social reality [and thus] foster some collective illusions" (Bandura, 2009).

Television and child cognitive development

The effect of television on children is one of the concerns of the present study. In relation to this, as Borden (1997) distinguished, there are two arguments that have been put forward as to why

television viewing should have an effect on child cognitive development. Referring to Koolstra and Van der Voort (1996), Borden (1997) says the first argument is the time displacement argument, which argues watching too much television takes time away from essential learning activities such as reading, homework, and structured play activities. There is, however, a significant voice in the second argument that relates to the plasticity of the child's brain and argues that television can in fact be a useful tool in children's learning (Huston and Wright 1998). According to Huston and Wright (1998) today's children enter kindergartens with a larger vocabulary than the pre-television generations. Therefore they have argued that television have to be considered as a learning device.

Also distinguishing the positive and negative impact that *Yelejochgize and Lehitsanat* have brought on children is not the core issue of the present study, the negative content effect of the programming will be viewed from the perspective of child cognitive development. It is considered depending on the Borden's (1997) suggestion which says the strong association of television with leisure and relaxation without having substantial content may have a profound effect on learning by lowering the intellectual involvement in processing the information presented in television programs.

2.11.2 Cultivation Theory

Message and texts are one of the concerns of the present study. Message and texts are the main concern because it is believed to have continual effect on audience, as it is well explained in the cultivation theory. According to Gerbner,(1998), cultivation is not a "unidirectional flow of influence from television to audience, but part of a continual, dynamic, ongoing process of interaction among messages and contexts. In many cases, those who watch more television (the heavy viewers) are more likely in all or most subgroups to give the 'television answers'" to

questions about the real world. Although there are numerous factors that influence cultivation, the relationship between the amount of viewing and the tendency of exaggerated perceptions of the images portrayed are more readily seen than the occurrences in the actual world of the actions portrayed Gerbner, (1998).

Cultivation theory is deployed in the present study as Gerbner, (1998) states television, as a tool that is generally introduced early in the viewer's life, plays a crucial role in the formation of predispositions and can strongly influence behaviour. The more people see false representations of life and relationships on television, the more they accept it as reality. Viewers will consequently believe in a greater incidence of the overrepresented portrayals, which will subsequently affect their behaviour (Eisend, 2006).

Eisend, (2006) says Cultivation theory explains the importance of viewers' thoughtful examination of media messages before accepting them as truth. However, children, who are the main focus of the present study, are not able to perform thoughtful examination of media message. Therefore, like Stephen et al. (2008) says cultivation theory advise selective viewing which is important in the cultivation of ways of knowing and images of reality.

Another important concept of cultivation theory is the idea of "resonance." This is the idea that certain issues or messages from television may resonate with audience members whose "real" environment includes similar issues and messages. According to Gerbner et al., (1980), what people see on television is most congruent with everyday reality (or even perceived reality), the combination may result in a coherent and powerful "double dose" of the television messages and significantly boost cultivation. Thus, the congruence of the television world and real-life circumstances may "resonate" and lead to markedly, amplified cultivation patterns (p. 15). For

example, people who live in the inner city that are heavy viewers of violent television may display a larger cultivation effect, because their situation is congruent to messages about violence on television. In other words, heavy viewers from this demographic may be more likely to overestimate violent crime than heavy viewers from another demographic (people of a high socio-economic status that live in the \suburbs) due to resonance. Gerbner (1998) points out that television transcends barriers such as literacy and mobility, and that “television has become the primary common source of socialization and everyday information (mostly in the form of entertainment) of \otherwise heterogeneous populations” (p. 177).

2.11.3 Capacity model of children's comprehension of television content

Just as children cannot understand an educational message to which they do not pay attention, they cannot learn from content that they do not understand. In relation to this, Shalom (2003) proposed what he called the capacity model of children's comprehension of television programs based on the limited cognitive resources that people have available for processing information at any given moment.

Shalom (2003:14) makes a distinction between a program's narrative content—its story—and its educational content—its informative messages—and emphasizes the potential competition between the two types of content for the cognitive resources needed to process the program. To maximize the cognitive resources available to children to process educational content, Shalom (2003:14) suggests that producers integrate narrative and educational content as much as possible, making the educational message a central part of the ongoing story. For example, Shalom (2003:14) says, characters may have to solve a particular problem before advancing to the next chapter in the story. In this way, narrative and educational content can capitalize on the

same resources rather than compete for them. Although Shalom's (2003) advises of the capacity model focused on educational television in particular, the present study applied it also to educational and entertainment aspects of *Yelejochgize* and Lehitsanat program as well.

CHAPTER THREE: Methodology and research design

3.1 Introduction

Mass media in general are believed to cause violence, sexual promiscuity and contribute to discrimination against women and children (McNamara 2011:1). On the other hand, as Neuman (1997) says, the media is one of the most influential entities we have in this world, with good reason. Like Neuman (1997) says we rely on the media to provide us with information and it has many roles in our world, with providing news to us the most important role.

No matter what, media is one of the areas that are being studied by numerous researchers for decades. Among the media elements, (McNamara 2011) says, media content is one of the categories that were introduced as a systematic method to study mass media by Harold Lasswell (1927), initially to study propaganda. Media content analysis became increasingly popular as a research methodology during the 1920s and 1930s for investigating the rapidly expanding communication content of movie (McNamara 2011:2). He has further explained that it was in the 1950s that media content analysis proliferated as a research methodology in mass communication studies and social sciences with the arrival of television.

In relation to the use of content analysis, Berelson (1952) says it is used to study a broad range of 'texts' from transcripts of interviews and discussions in clinical and social research to the narrative and form of films, TV programs and the editorial and advertising content of newspapers and magazines.

The same way, the present study aims at exploring the content of '*Yelijochgize and Lehitsanat*' children's television program broadcast in EBC. The researcher has used content analysis as a

primary data collection tools as Berelson (1952) says it helps to study portrayals of violence, racism and women and children in television programming as well as in films. In the next sections of this chapter: the main research technique that is content analysis in the vein of what content analysis is, what is the relevance of content analysis, why the researcher used it, what are its weaknesses and strengths and similar issues are respond.

This study, as a content analysis reviewed 46 television programs geared toward the *Yelejochgize and Lehitsanat* audiences. It focuses on three broad areas: Language appropriateness, understandability, and violence effect as well as two genres of *Yelejochgize and Lehitsanat* programs.

3.2 Content analysis

As one of today's most extensively employed analytical tools, content analysis has been used fruitfully in a wide variety of research applications (Allen and Reser, 1990). The media content analysis is also the research method most often used in studying media images (Wiseman 1970). According to Cole (1988), content analysis is a descriptive method in which researchers analyze the actual content of documents and/or programs. By systematically counting items pertaining to a specific category, researchers are able to conceptualize a larger theoretical framework based on their observations of media content (Wiseman 1970).

Content analysis is a method of analyzing written, verbal or visual communication messages (Cole 1988). It provides a scientific method for the evaluation of data collected using a variety of qualitative research approaches including focus groups, interviews, ethnographic observations, photographs, cartoons, and film footage (ibid). Among those approaches, the present study employs interview and program content analysis and examines the appropriateness of the program content to the target audience. On top of that, depending on the advice from Newbold et

al. (2002), the content analysis of the present study focuses on the following points in order to identify “what is the hidden message in the media and how this is influencing the audience, particularly children”:

- o How do *Yelejochgize* and *Lehitsana* TV programs portray violence, racial or gender differences?
- o How prevalent is X on certain types of programs if X equals sex, violence, homosexuality, smoking, drug or alcohol use?
- o How the language used is appropriate and actually serves to create realities or worlds?
- o What types of news stories are prevalent in the program?
- o What percentage of the programming is crime, accidents, promotional, human interest?
- o How do other interest related issues differ between different types of programming?
- o What categories or subject matter are prevalent among other programs?

The advantages and disadvantages of content analysis

Media content analysis can be used to analyze the ideologies of those who produce them and how they try to spread this ideology (Aubrey and Harrison 2004). Media content analysis looks directly at communication via texts or transcripts, and hence gets at the central aspect of social interaction that can also provide valuable historical/cultural insights over time through analysis of texts (Bandura 2009:96). Media content analysis further elaborated by Bandura (2009:97) as follows:

Media content analysis allows closeness to the text which can alternate between specific categories and relationships and also it can be used to interpret texts for purposes. Media content analysis is a modest means of analyzing interactions and it provides an insight into complex models of human thought and language use. When done well, is considered as a

relatively "exact" research method (based on hard facts, as opposed to Discourse Analysis).

However, scholars including Bandura (2009) believe it still has an advantage and disadvantage.

The following section looks into both.

Advantages of media content analysis

Several scholars, who published and produced materials in relation to content analysis, including Robinson et al.(2006), Jim (2011), Weber (1990), Patton (1990) and Hsieh and Shannon (2005) indicates content analysis as an advantageous research tool. According to Robinson et al. (2006), the method is to our advantage because it is inexpensive research method. He says content analysis is a readily-understood, inexpensive research method because it is unobtrusive, and it doesn't require contact with people.

For Weber (1990), establishing reliability is easy and straightforward in content analysis. He says, of all the research methods, content analysis scores highest with regard to ease of replication and usually the materials can be made available for others to use. Weber (1990) also says one of the advantages of using content research is that it is unobtrusive. According to Weber (1990), research can collect data from documents of an event rather than interviewing those who attended. It has an advantage, because as Weber says, the documents may give the complete record, whereas a participant may consciously or unconsciously leave out crucial information. This prevents bias from corrupting the data. In addition, the researcher can find answers to the questions they need rather than searching through irrelevant or inappropriate information.

Another advantage of using content analysis is that researchers use large files of data and systematically evaluate it (Robinson et al., 2006). However, the human factor and errors are also the areas that have to be considered during the use of content analysis. Shannon (2005) says, while the content is systematic, a sufficient amount of research time must be given to it and the criteria need to be strictly applied. According to Shannon (2005) this requires resources and there must be precautions in place to prevent the data from being distorted. If there are problems with the researcher's judgment, the data could be compromised. This is particularly true when the goal is to gain a higher level of interpretation.

However, both the above mentioned scholars advised to consider the advantages and disadvantages of content analysis before beginning a study. As Robinson et al. (2006) says it is generally an inexpensive research method and applicable to learn more about policies, target audiences, politics or financial support. In addition, it is even more powerful when added to other types of research. Scholars like Jim (2011) advise content analysis to be combined with other research methods. Jim (2011) says, "content analysis becomes a more powerful tool when combined with other research methods such as interviews, observation, and use of archival records". Depending on that, this study has also combined the content analysis with interview. It was the program producers of the *Yelejochgize and Lehitsana*, who were interviewed to get relevant data.

Disadvantages of Media Content Analysis

The issue of researcher's own interpretation is one of the issues that scholars raise about the disadvantage of media content analysis. Wiseman (1970) says media content analysis relies heavily upon researcher interpretation. According to Wiseman (1970), mass media analysis may also not correspond to the interpretation of other researchers as it is about how we operationalize

the information acquired. There is an assumption that the audience is simply a passive consumer of the message given out by mass media, and that there is no attempt made to examine how they actually interpret the text if this is the format mass media is presented in. Media content analysis may produce a distorted image of society (Wiseman 1970). Additional point raised by Jim (2011) is the misleading aspect of media content analysis. He says it may mislead the public or adversely affect the socialization of children. The time and error related issues are additional points that are raised by Jim (2011). He says, “Media content analysis can be extremely time consuming and is subject to increased error (particularly when relational analysis is used to attain a higher level of interpretation)”.

Media content analysis is often devoid of a theoretical base, or attempts to liberally to draw meaningful inferences about the relationships and impacts implied in a study. It is inherently reductive (particularly when dealing with complex texts) tends too often to simply consist of word counts. Media content analysis often disregards the background in which something has been produced (Wiseman 1970). However, in order to fill the above mentioned gap, this study use set of scales with the standing points of the study and especially to avoid misleading information it used supportive methods like qualitative content analysis and interview.

3.3. The qualitative method

The qualitative method usually produces descriptions or typologies, along with expressions from subjects reflecting how they view the social world. By this means, the perspectives of the producers of the text can be better understood by the investigator as well as the readers of the study’s results (Berg, 2001). It also pays attention to unique themes that illustrate the range of the meanings of the phenomenon rather than the statistical significance of the occurrence of

particular texts or concepts. As suggested by Smith, “qualitative analysis deals with the forms and antecedent-consequent patterns of form” (Smith, 1975:218).

As it is stated above, media content analysis is the deconstruction of pieces of media with tendency towards either quantitative or qualitative research methods. Regarding Quantitative research methods within media content analysis, Wiseman (1970) pointed out that it is a far more structured and consequently restricted form of gathering information from clips of media. Qualitative methods, intern, as Wiseman (1970) says involve in a viewing of the clip and then unstructured open discussions and debate on the themes and effects of the clip. Depending on that, the present study deployed a Qualitative method that allows the researcher to view the clips in an organized manner.

Qualitative method emphasizes the description of how people experience the world. It is most often inductive in nature. Data take the form of words, descriptions, and narratives (Buddenbaun and Novak 2000). The same way, this study looks how children experience through children television programs especially in *YelijochGize* television program. The field of qualitative research is broad and not only “crosscuts disciplines, fields, and subject matters” (Denzin& Lincoln, 2000:2), but also utilizes a countless of means to collect data. Creswell (2007) asserts that while there are several kinds of data, all data falls into four basic categories, “observations, interviews, documents, and audiovisual materials” (p. 129). Based on Creswell’s advice, the present study applied interview with the producers, reviewed program documents and editorial policy and also the already broadcasted audiovisual materials. It is done for the reason that, it provides contextual information and serves as a support for information assembled through interviewing.

So, this study has looked at the programs which are broadcast from May, 2013 to May 2014. The analysis specifically done on the broadcast contents, as it illustrates how far the programs were appropriate for children. It is done depending on the given criteria of the good children television program by using the method of qualitative content analysis and qualitative interview.

Qualitative content analysis

Qualitative content analysis has been defined by several scholars. Among those, (Hsieh and Shannon, 2005:1278) defined it as “a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns”. For Marring (2000:2) it is also “an approach of empirical, methodological controlled analysis of texts within their context of communication, following content analytic rules and step by step models, without rash quantification”.

These definitions point up that qualitative content analysis emphasizes an integrated view of speech/texts and their specific contexts. According to Marring (2000:2), Qualitative content analysis goes beyond merely counting words or mining objective content from texts to examine meanings, themes and patterns that may be manifest or latent in a particular text. He says it also allows researchers to understand social reality in a subjective but scientific manner.

3.4. The reason for using qualitative method

Qualitative method of research focuses on the contexts and meanings of human life and experiences for the purpose of inductive research (Onwuegbuzie, and Turner, 2007). As a result, this study is focused on the context of the program, whether it is appropriate for children or not, in accordance with the meaning clarity and the way it is easily understandable for the children. Qualitative approaches examine meaning production as a process which is contextualized and inextricably integrated with wider social and cultural practices (Jensen and Jankowski 1991:4).

So, qualitative method is a suitable method for this study. Moreover, it leads to answer the research questions. And also it provides the study more depth, and captures observations and views of individuals which may be difficult to quantify.

3.5. Sampling

Sampling universe of qualitative content analysis usually consists of selected texts which can inform the research questions being investigated (Smith, 1975:218). For this study, the *Yelejochgize and Lehitsanat* programs broadcast from June 2014 to Nov 2015 were taken as the sampling population or sampling universe. They make up a total of 46 episodes. The selected sample data is limited to six months. It is done because it is believed to show the performance of the six months program and can be expected to demonstrate gains from the experiences. Moreover, the limitation of documentation is considered in this study. The study focused only on the most recent year of programs. The documentation process of the station shows as further back I go the more I face poor data documentation. It becomes difficult to be sure about the availability and quality of the required information. Deacon et al (1999: 120), with regard to this say, "When sampling retrospectively, your research is inevitably affected by the availability and comprehensiveness of archival sources." Thus, as a solution for this potential danger of availability of material in the archives of the station, the most recent full year's programming on this issue was taken as the sample period.

In relation to sample episodes, amongst the total of 46 episodes of *Yelejochgize and Lehitsanat*, decided to select sample episodes. Sampling was done depending on the advice given by Deacon et al (1999). Deacon et al (1999: 121) says "the whole sample has limitation of time, energy, money, man power, equipment, access to suitable sites to measure every single item or site within the parent population or whole sampling frame". For that reason, an "appropriate

sampling strategy” that is also advised by Deacon et al (1999) is adopted in order to obtain a representative, and statistically valid sample of the whole. Depending on that, from the sampling universe, sample episodes were selected for analysis with a systematic sampling method, a type of simple random sampling method, that allows every element in the sampling frame had an equal chance of selection, and so is representative (Deacon et al 1999: 122).

Shoemaker and McCombs (1989) also state systematic sampling because it is “an efficient method that can result in a representative sample.” Therefore, depending on the sampling technique that is mentioned above, the researcher selected 20 sample episodes out of the total population (92), each of which can be considered to be a unit of analysis. The sample size, that constituted 20 episodes, is about 21.7% of the sample population. Nardos (2005:45) says this sample population is usually considered as representative sample for statistical analysis. It is to be noted that one episode, as a unit of analysis, is equivalent to one program.

3.6. Data Source

In the developed world, the number of children’s TV channels that serve different purposes is uncountable. In the United States, as Fedler, (1978) states there are more than 30 Children's television networks. However, in the context of Ethiopia, it is only the EBC former Ethiopian Radio and Television Agency that broadcasts children’s program. The researcher, therefore, selected *Yelejochgize and Lehitsanat* programs as a source of data.

Almost everything people know about the world comes from the mass media (Fedler, 1978:49). *Yelejochgize and Lehitsanat*, were therefore, chosen as a source of data given its potential strengths, mentioned above.

In order to get additional data, program producers of *Yelejochgize and Lehitsanat* were also used as a data source. The data sources are selected purposively according to their experience in the program, their position and knowledge about the program making. Hence, Temesgen Gebrehiwot, Director of educational programs; Aynalem Balcha the former editor and producer of the program; Tigist Teshome, current editor of the program have been selected as key informants. These professionals are interviewed in different topics and in various situations using different interview techniques.

3.7. The Interview

As it is mentioned earlier, combining content analysis with other research methods such as interviews, observation, and use of archival records in order to make it more powerful tool (Jim, 2011).

Jensen and Jankowski (1991) also advise to combine interview with content analysis because it has a capacity to range over multiple perspectives on a given topic. Not only that, as they said, interviews increase information and broaden a point of view. In relation to the interview data, Jensen and Jankowski also stated that interview data further assist the gathering of information.

Researchers, including Jensen and Jankowski (1991) state to use the appropriate type of interview that fits with the type of interview we conduct. In relation to the types of interview, Thomas (2003) recommends to select one of the four types of interview methods: these are loose, tight, converging question approach, and the response-guided approach. According to Thomas (2003), the loose approach is open-ended and flexible whereas the tight comes up to rigid and limited. The converging question approach is the mixture of the loose and tight. It joins the two approaches by asking wide and open-ended questions according to measure the major spot of concern in the respondent's mind viewing the subject discussion, and then going to the more

peaked questions to acquire additional focused answers. In contrast, the response-guided approach does not have a structured way of inquiry; it starts with equipped questions, and then generates follow-up questions that are based on answers given to forgoing questions.

According to Jensen and Jankowski (1991), the response guided approach of Tomas (2003) is the corresponding of Grix' (2004) semi-structured or in-depth interview method which is flexible enough to follow unpredicted position of question. In this study, two of the approaches, the converging question approach and the in-depth or the response guided approaches have been employed. These approaches are selected because of the composition that the open-ended questions bring and the broad questions at the beginning that produces a relaxed atmosphere. This approach is considered suitable by the researcher after an introduction evaluation disclosed that the informant might be reluctant to give out information needed for the study.

The in-depth or the response guided approach has been used to interview the former and the current producers of *Yelejochgize* and *Lehitsanatin* EBC. During the interview, the researcher has taken notes in the process and used tape recorder to record the interviews to provide a documentation of the information achieved.

Producers are interviewed to get appropriate information about the programs content, music selection, and film presentation use of language feedback collection.

The researcher has got data about the content, way of presentation and participation of children in program in the former time from the interview with Aynalem Balcha.

Tigist Teshome explains the current program presentation format, the producer's effort to produce quality program and the infrastructure of the institution for children program.

Air time allocation, producer employing criteria and budge allocation are vital to produce quality children program. In this regarded Temsegen G/Hiwot was interviewed and the researcher has got good input from the director, editor and producer of the program.

CHAPTRE FOUR: Findings and Discussions

4.1 Introduction

The EBC the former ETV's children program broadcasts children's program for the last 50 years. It is on the air every Saturday and Sunday morning between 9:00 to 10:00 AM. The editorial policy of the EBC states that children's programs should be about them, prepared in a language they understand, and dealing with the country and culture they live in.

After data for this study were collected and analyzed, EBC has changed its name From EBC to EBC (Ethiopian Broadcasting Corporation), in September, 2014. Following that, the name of the program is also changed from *Lehitsanat* to *Fikatand Yelijoch Gizeto Kokebochu*; however, the researcher observed that no difference exists between the current and the former program in relation to the program contents and formats. The following section presents the findings of the content analysis and interviews with the program producers.

4.2 Consistency of the Broadcast time

Scheduling television and radio programming is the primary task of program producers to ensure consistency and coherency. In relation to this, Rideout, and Hamel (2006) said that Television or radio programs of a particular audience should be broadcasted on a regular time, so that it ensure consistency and help to keep the promise. For example, Rideout, and Hamel (2006) said, radio and television broadcasters may program a news program at rush hours every day or at least every weekday. However, the broadcast time should be regularly scheduled.

In the case of *Yelejochgize and Lehitsanat*, the broadcast time is not on the regular bases. Not only that, the length of the program also showed a time discrepancy. The Saturday's program starts after to the NEWS announcement for 43 to 45 mints and the Sunday's program starts at

3:00 AM and ends up between 50 minutes to an hour. According to Temesgen G/Hiwot, Director of educational programs in EBC, the scheduling is not regular as it depends on the length of the news announcement. "If the news hour is shorter, the program starts earlier. If it is longer, we start of late".

As one can learn, the programming is not delivering its program on consistent time to its targeted audiences. In practice, it could be transmitted anytime between 8:30 to 12 a.m. This is because when there are programs considered to be more important by section editors, the children's program will be pushed up or down in the schedule. This poses a serious problem as children are impatient by nature and they would not sit and wait for the program. As it is criticized by Rideout, and Hamel (2006), program time fluctuation leads the program to be unpredictable and finally get out of the heart of the regular viewers.

EBC has also its programming time from the afternoon broadcasting to the morning. The former children's program was transmitting in the afternoon from 4:00 AM to 5:00 AM. Aynalem Balcha, who worked as Editor of the program for the last 15 years and now assigned in another department said "the time of broadcasting is changed for unknown reason, but I believe the afternoon transmission was very convenient to children". The current Head of the program, Ato Temesgen believed that the morning time is more convenient for children. He said "majority of children have class on Saturday morning and transmitting on that time could lead the program loosing majority of its audiences".

However, both the current and the previous editors confirmed that the schedule is changed without undertaking supportive survey. Rideout, and Hamel (2006) say, broadcasters should

know or predict the times at which certain demographics will be listening to or watching their programs and they have to play it at that time.

4.3 Assignment and Subject area knowledge of the program Producers

Anderson et al. (2001) stated that the programming quality depends on the number and appropriateness of the program producers. It is mainly because an appropriate number of producers are able to provide “a broad array of programming that is designed to challenge, entertain and excite and which embodies a true citizen sensibility”. According to the ABC4Kids, which is the Australian most trusted source for pre-school television programming, the station has ten high level Directors in addition to more than 30 staff members. The high level positions include: Head of Children's Television, Manager Scheduling and Acquisitions – Preschool, Manager Scheduling and Acquisitions – School Age, Scheduling and Acquisitions Coordinator – Preschool, Scheduling and Acquisitions Coordinator – School Age, Commissioning Editor, Commissioning Editor, Executive Producer, Production Executive and Commissioning and Development Coordinator.

According to Temesgen Gebrehiwot, Director of educational programs in EBC, it is only six journalists who are assigned to cover the entire two days TV program and also children’s radio program that is transmitted in the Ethiopia Radio. Temesgen believes that the number of journalists in the program is not to the satisfactory level to cover all the TV and Radio programs and such practice compromises the quality of the program.

During the interview, the program producer and the Director were asked about their subject area knowledge of Children’s programming. It is learned that, all of them have no any special training or knowledge on children programming or covering of the children related issues.

However, after their assignment to cover the program, they have improved their knowledge of the subject matter through their constant readings. Watching similar programs of other countries and interviews with experts of the field have also helped them to get substantial understanding about the issue and make them to be keen to the issue and cover the program. They also mentioned that the support given from EBC in providing different relevant documents and materials on children's program has also helped them to acquire knowledge and execute the assigned responsibilities.

4.4 Children's Advertising

According to the standards.com (2013), Children's Advertising refers to any paid commercial message that is carried in or immediately adjacent to a children's program. Children's advertising also includes any commercial message that is determined by the broadcaster as being directed to children and is carried in or immediately adjacent to any other program. In most of European countries and the United States including Canada, Children's Advertising is a common practice in which "A child directed message" is aired. As Anderson et al. (2001) states, children's advertising is becoming the headache of governments and parents these days as it "directly urges children to purchase or urge them to ask their parents to make inquiries or purchases". However, EBC in general doesn't allow advertises products or services which have been officially declared unsafe or dangerous by the concerned authority. In the case of EBC, children's programming is free from commercial or advertising because EBC don't allow advertising during the times when children's programs are broadcast which the researcher believes is the strongest point of the program.

4.5 Coverage

Libow (1992) defines media coverage as the way in which a particular piece of information is presented by media either as news, entertainment or as infotainment. It can affect the extent of information dissemination as well as influence the audience opinion while giving out the information. In relation to this, urban and rural coverage of media is also one of the areas that scholars have studied. Chan and McNeal (2006) are among those who suggest the geographical coverage of media to be balanced and fair among the urban and rural areas.

The *Yelejochgizeand Lehitsanat* of EBC, as a national radio station aimed at covering all children located across the nation. Nevertheless, the finding indicated that the coverage portion between urban and rural children and public and private schools find to be imbalanced.

4.5.1 Rural versus urban children

Chan and McNeal (2006) indicated that in the developing countries, the percentage of children with television set at home in urban is greater than in the rural. According to Chan and McNeal (2006) in those countries, black and white television sets are rare in urban children's home while they are still common in rural areas. Other than television sets, urban children owned significantly more media than rural children. In general, as Chan and McNeal (2006) said, media ownership, exposure and usage were higher among urban children. Due to that fact, most of children's program producers provide necessary attention for the coverage balance between urban and rural children.

In the case of *Yelejochgize*, the program mostly covers the activities of urban children, particularly children from Addis Ababa.

Temesgen Gebrehiwot admits the inequitable proportion of coverage between urban and rural children. He says “there are enough budgetsto cover rural children’s activities if producers propose to cover; however, they are not doing it as they are busy in other program engagements”. On the other hand, producers of *Yelejochgize and Lehitsanat*told to the researcher that there is no enough man power and time to arrive at rural children .Aynalem Balcha, who was the former editor of the program, said that the previous programming of *Yelejochgize and Lehitsanat* was very interesting which covers children’s across the nation with *Addis Ababa’s* presentation, Cherry and other similar items. During that time, Aynalem says there was *Geteritua Ethiopia* program (the rural Ethiopia) which let producers of the program to visit rural areas children and make them part of the program. As Aynalem says, that program helps children’s of the nation to share cultures and know what is happening in other parts of the country.

4.5.2 Public verses private schools

According to Tigst Teshome, editor of children’s television program, thefeature of the current children program is school oriented. The program producers use school address Calendar from the magazine that is published by Ministry of Education. However, the finding indicated thatmajorities of the schools that are covered underthis segment of the program are schools of privately owned rather than public schools. Tigist said that this happened because private schools imitate the EBC to cover their events, but not the public schools.

In addition to that, disabled children are not getting enough program coverage as it is said due to various limitations including shortage of manpower, timeand skill in covering those programs.

4.6 Educational and Informational Vs Politics

Children's programming is specifically designed to serve the educational and informational needs of children, 16 years of age and under, including the child's intellectual/cognitive or social/emotional needs (Williams 1982:12). Depending on that, as Samrat (2008) states, several countries across the world prohibit the broadcast of unsuitable material during the times when children's programs are broadcast, including material that demeans any person or group on the basis of ethnicity, nationality, race, gender, sexual preference, religion or mental or physical disability. Not only that, children's programming are strictly forbidden to broadcast violent acts that are more likely to show aggressive behavior but also fear that the world is scary and that something bad will happen to them (Williams 1982:12).

However, *Yelejochgize* and *Lehitsanat* of the EBC has broadcasted special programs that are to the contrary of the scholarly articles including Williams (1982:12), Anderson et al. (2001) and Rideout, and Hamel (2006). The data revealed that the station has broadcasted on 15 June 2006 EC "*Yehetsnatparlama*" meaning Children's Parliament, On May 20, 2006 EC "*yegenbot 20 dil*" meaning the victory of May 20 in which EPRDF came to power and "*Behereeseboch*" meaning Nationalities.

All the above mentioned programs presented for children seem to have political orientation which is also against children's right and the universal children's declaration that is also ratified by the Ethiopian government. As Yisak et al. (2009:5) said Ethiopia has also harmonized and issues several conventions and legislations which are instruments through which children's well-being and other welfare issues are considered. The UN Convention on the Rights of the Child and the African Charter on the Rights and Welfare of the Child is the importance given to child participation, specifically, the right of the child to freedom of thought and expression. In

addition, as the coverage of “*yegenbot 20 dil*” has a footages of armaments, it has a traumatic event that probably can produce increased fears and anxiety in children. However, the finding indicated that both the above mentioned programs particularly “*yegenbot 20 dil*” meaning the victory of May 20 seems to be to contrary to children’s freedom of thought as it dictates the victory of the ruling party.

In the child specific programming as Gortmaker et al. (1990) state it is only educational, informational and entertainment oriented programs that have to be broadcasted to get children’s attention. He further suggest that children cannot learn from messages to which they do not pay attention. Moreover, viewers learn more from television programs when they can pay sustained, unbroken attention (Gentzkow and Jesse 2008). In this regard, EBC seems to fail to meet the demands of children. It is also against the EBC editorial policy that states the programs designed for children “should be about them, prepared in a language they understand, and dealing with the country and culture they live in and the way to achieve this is by appealing to the senses of children by making the programs fun and interesting” (*The Ethiopian Radio and Television Agency: the Ethiopian television editorial policy 1997:82*).

However, the program producer, Ato Temesgen believes that it is appropriate as “it shapes children towards the policy of their country” and he said “the programming in the *Derg* regime was also political oriented and it is not a new phenomenon”(personal interview, April 09, 2014).

4.7 Age group classification

Scholars of children and media and child age classification have provided different age group classification for age ranging and TV watching. For instance, Williams (1982) classified the age range of children as follows: Newborn to 12months, Baby, 2 years to 3 years-Toddler, 4 years to 5 years-Pre-schooler/Child, from 6 to 9-school Aged Kids, from 10 to 12-Pre-teen and from 13

to 18-Teenager. However, Jennifer and Douglas (2009) broadly classified the TV watching classification in two main categories, all children and directed to older children. According to Jennifer and Douglas (2009) the all children program is designed to be appropriate for all children. Whether animated or live-action, the themes and elements in this program are specifically designed for a very young audience, including children from ages 2-6. This program is not expected to frighten younger children. As Jennifer and Douglas (2009) said the other one is directed to Older Children programming. This program as they said is designed for children age 7 and above. It may be more appropriate for children who have acquired the developmental skills needed to distinguish between make-believe and reality. Themes and elements in this program may include mild fantasy violence or comedic violence, or may frighten children under the age of seven.

EBC, As Temesgen said classifies children in to two age ranges. The first category covers children from infant to age of 9. For this age category, EBC produces and broadcasts a program called *Lehitsanat*. The other age category covers children from 9 years to 14. It is *Yelijoch Gize* that EBC produces and broadcasts for this age category. However, the age group classification of EBC has ignored children aging 15 to 18. According to the former producer of the program, Aynalem Balcha, the EBC programs used to cover all age of children, from TV watching age to 18.

According to the EBC's classification, *Lehitsanat* is targeting children from infant to age of 9. In relation to this, the American Academy of Pediatrics (AAP) recommends that kids under 2 years old not watch *any* TV and that those older than 2 watch no more than 1 to 2 hours a day of quality programming. According to AAP, the first 2 years of life are considered a critical time for brain development, which doesn't accommodate any TV interference. TV and other

electronic media can get in the way of exploring, playing, and interacting with parents and others, which encourages learning and healthy physical and social development.

4.8 Feedback

Feedback in media tells the editors whether they are on track or need to change course. Feedback also provides elements for improvement. After gaining feedback, the editors could realize that some programming is not in favor of a particular audience (Tucker and Friedman 1989). As David and Stephanie (2013) said feedback in children programming is most important, which is mostly positive. They said, in most cases children provide feedback claiming that they understood the storyline clearly and enjoyed watching the film. Conversely, there are still children who critically comment negatively on a particular programming.

In both *Lehetsanat* and *Yelejochgize*, it is the Research Department of EBC that collects feedback instead of the program producers. The feedback given to the program is determined by the other department of EBC which also collects feedback for every program under EBC. This in turn prevents the editors to know whether they are on track or need to change course.

4.9 Use of Language

Kids' TV is for kids. Stories for kids should be understandable and child-like rather than childish. Child-like means having that sense of fun, curiosity and optimism about the world (Jennifer and Douglas 2009). In the production of children program, as David and Stephanie (2013) advised, one should give critical attention for use of language, particularly for length of line, complexity of sentence construction and meaning choice of vocabulary and idiom.

David and Stephanie (2013) further state to keep these things simpler the younger the audiences are. They said "there's nothing wrong with using the right word provided that if it's not one that

children's are likely to know, however, you have to make sure that it is understandable by its context. Or you might have another character ask what it means".

In the case of language use in EBC, the finding reveals that there is a practice of language use that are believed to be too difficult to children to understand. The following are words and phrases that are used in the children's program of EBC.

No	Word or phrases used	Literal meaning for words in bold	Date of broadcast in Ethiopian Calendar
1	<i>afe-tarik</i>	Legend	20 03 2006
2	<i>Fiker seto fiker mekebel</i>	give and take of love	08 02 2006
3	<i>Hitsanat tekuret litsetut yemigeba neger</i>	Attention	03 01 2007
4	<i>Yehidase gideb</i>	the renaissance Dum	21 07 2006, 28 07 2006 and 04 08 2006
5	<i>Serachenen compeuteroc hakelatfew yeseralu</i>	Accelerate	21 03 2006
6	<i>Biku hakimoch alu</i>	efficient	

As one can see from the above data, phrases and words that are difficult to understand to children are used in several programs of EBC. These words and phrases seem to be against the advice of David and Stephanie (2013) which shows improper use of language, complex sentence construction and meaning choice of vocabulary. In data (1)-*afe-tarik*, (2)-*fiker seto fiker mekebel* and (3)-*yehidase gideb*, the producers used phrases that are difficult to understand for children between age of 2 and 9. Words used in data (3), (5) and (6) are also found to be difficult

for children under the age of nine. The audience needs to understand what is being said in the very moment of watching and listening. A TV text needs to be composed logically, structured through linguistic elements, and has to have a simple sentence structure.

Code switching

The practice of use of more than one language in speech, which is called code-switching, is a common phenomenon worldwide (Gumperz 1982:5). This universal practice however used to be considered as sub-standard use of language (Weinreich 1953:7). In the programming of EBC, usage of code-switching from Amharic to English is a common practice.

The use of English in media from non-English speaking countries is traditionally studied in terms of lexical borrowing (Jannis: 2014). In media, code switching into English appears in a variety of genres for a variety of purposes. Androutsopoulos (1999) disuses such purposes as commercial slogans or even complete advertisements, quotations or headlines in newspapers, interviews and reviews in music magazines, openings and closings in computer-mediated communication and radio programs. In all these cases, the use of English can be said to reflect 'Englishisation', i.e. the global dominance of English in science, technology, and pop culture (Phillipson and Skutnabb 1999).

In *Yelejochgize*, as in many other programs nationwide, there exist numerous descriptions of English lexical items particularly during the broadcast of programs that are related to science and technology. In the EBC's children's program, *Yelejochgize* and *Lehetsanat*, the producers are observed to practice English lexical items for many reasons that include global dominance of English.

For instance, in one of the holiday's special program of EBC on September 2014, which was recorded from the stage of Hager Fiker theatre, producers and other participants of the program are observed using uncountable English words while they use Amharic. The English words used in that particular program include: Pilot, manager, an engineer. The program also used the phrase *talent show* where the Amharic equivalent term *teset'o* is there.

During the special program transmission of EBC's children program on Nations and Nationalities and people day (28 03 2006 EC), children program announcers wear acting like an adult and using terms that are believed to be unfamiliar to children. This words and phrases include '*yege da sireat*' (Geda system), '*sidaye sāmaātat hawlt*' (the Sida martyrs statue) *lenetsanet yadereguten tigel yasayal*, (it shows their struggle they give for freedom). The continuity announcers of the program, who are also children, said during that particular program that "the nation and nationalities day is celebrated because there is developmental state, which is EPRDF in Ethiopia. During the previous regime, they were neglected".

Jennifer and Douglas (2009) said unlike the world of scriptwriting for drama or other 'grown-up' television, children's program producers and script writer's needs to understand that their word is not necessarily sacrosanct. In writing for children's TV, the process is much more collaborative. They further said that, "as a children's writer, the audience is at the heart of everything we write, and you can't ever forget that. It might seem obvious, but it's vital none the less".

4.10 Program format

The EBC children's program is composed of program announcement, music, films, and a segment where letters from children are read. This format, according to the Amharic Section: its progress and current situation (1998) seems to be a magazine format which allows the program to

have variety of sections or segments with different contents. This format however is changed to other formats in many children's show. For instance, the Sesame Street TV show, which is an American children's television program, has changed its format from Magazine in to narrative format in 1998 (O'Dell 1997). According to O'Dell (1997), the TV show changed its format as a result of habit changes in audiences and the producer's research that shows lower ratings among the TV shows in the USA.

In the case of EBC, there is no producer's research that is conducted to revise the format. The former producer, Aynalem Balchasaïd "the format that EBC applies for children's program now is the same as the one that was used before 15 years" (personal interview, April 07, 2014). On the other hand, the editorial policy of EBC placed in black and white that "each program in the EBC should be revised in every 6 month". Temesgen has also confirmed that the children's program never been revised for the last many years, but it is planned to revise the entire TV and Radio programs soon.

In relation to Format, children's TV producers further break down the TV show into a number of different categories: Drama, Factual, Animation, Light Entertainment and Pre-School (Cailynn 2014). According to Cailynn, for pre-school targets of 0-4 year olds; it is advisable to produce colourful world and characters specific to positive child development. Cailynn (2014) says drama and animation is an appropriate kind of format for 4-12 year olds and is divided into sub-categories of target age groups: 4-6, 6-9 and 9-12 year old. 6-9 year olds is the sweet spot for most kids' TV. Shows targeted for 9-12 year olds will typically be more ambitious and adventure-led. However, the EBC's format is not yet breaks down in to appropriate categories.

4.10.1 Film presentation

In the programming of EBC, Cars, ice cage, Tom and Jerry, Bambi, Tele tabbies and Shown the Sheep are the commonly presented films. However, these films are presented without prologue review and translation. The producers simply make a free download from available websites and present them as it is. According to the researcher's comparison between *Tsehay Loves Learning* (the only outsourced program in EBC children's programming) and *Yejechigize* or *Lehetsanat*, *Tsehay Loves Learning* find to be more appropriate for children. Every item in *Tsehay loves learning* is accompanied by descriptive song and cartoons.

4.10.2 Music selection

A selection of musical clips in children's television programmes is one of the areas that need more attention. Instilling the love of music in children's programming is letting them watch educational music's. In the case of EBC, the music selection seems to be purposely placed. In the program, that is aired on 12 June, 2014, the music was entitled *Ain't got time missing around* which is a song that is about weeding and specially produced for adults. These types of music clips are difficult for children to understand and entertain as the music is tailored for adults.

CHAPTER FIVE: Conclusion and Recommendation

5.1 Conclusion

This thesis has looked the content of children television program in EBC. The finding revealed that there is no producer's research conducted to revise the EBC format used for the last 15 years. On the other hand, the editorial policy of EBC placed in black and white that "each program in the EBC should be revised in every 6 month". Today's children's TV, as Salomon (1983) states is all about formats: repeatable, exportable templates that can generate multiple episodes in a multitude of audiences. Depending on this, it is possible to conclude that ETV is applying an older version of Children's program format which doesn't allow the program to make the show more accessible to all segments of audiences.

As one can learn from the finding, the EBC schedule is not consistent and in practice, it could be broadcasted anytime between 8:30 to 12 a.m. This is because of priority that are considered to be more important by section editors, the children's program are pushed up or down in the schedule. This poses a great problem as priority should be given to children and they wouldn't sit and wait for the program. As it is criticized by Rideout, and Hamel (2006), program time variation leads the program to be volatile and finally get out of the heart of the regular viewers.

The finding revealed that only six journalists are assigned to cover the entire two days children's TV program and also children's radio program which compromises the quality of the program. The finding also revealed that all of them have no any special training or knowledge on children programming or covering of the children related issues.

The EBC children's programming is free from commercial or advertising because EBC doesn't allow advertising during the times when children's programs are broadcast which the researcher

believes is the strongest point of the station. The EBC age classification ignored children between ages of 15 to 18, were supposed to be addressed in the age classification. The classification has also included children less than two years of age, which is inappropriate according to the American Academy of Paediatrics (AAP). APP recommends that kids under 2 years old not watch *any* TV because the first 2 years of life are considered a critical time for brain development. The remaining categories, from infant to age of 9 and from 9 years to 14 seems to be appropriate because the content designing would help to accommodate the interests of closer age group.

5.2 Recommendations

- The finding shows that the program producer's commonly uses Amharic words and phrases that are not easily understood by Children. As it is stated by Gentzkow and Jesse (2008), children cannot learn from educational messages to which they do not pay attention. Moreover, viewers learn more from television programs when they can pay sustained, unbroken attention (Gentzkow and Jesse 2008). Therefore, it is recommended the program producers to do several things to get children's attention and maximize the potential benefits to children. Like Gortmaker et al. (1990) suggests the program producers of the *Yelejochgize* needs to deal with program content and other formal features such as camera techniques and sound effects. The other way to increase attention to a program is to maximize comprehensibility of the content (Huesmann 2003:212).
- As Anderson et al. (2001) stated, the programming quality depends on the number and appropriateness of the program producers. Therefore, EBC needs to assign appropriate number of producers who are capable enough to produce children's program so as they provide quality television to generations of Ethiopia.

- One problem should be mention is that children have no alternative other than this one program that is entirely controlled by the government owned EBC. Therefore, it is most advisable to bring outsourced programs that can provide contents independently. At the same time, the EBC editorial policy should let independent content providers to get into a partnership that is free from EBC's full editorial control.
- It is recommended that the program producers have to fix the broadcasting time and give priority to children program. Pushing the children's program up or down in the schedule affect the interest of children and as Rideout, and Hamel (2006) stateit could lead the program to be unpredictable and finally get out of the heart of the regular viewers.
- The EBC age classification needs to be revised. Children between ages of 15 to 18, needs to be covered on the program. The classification needs also to exclude children less than two years of age, which are recommended not watch *any* TV because this age of life are considered a critical time for brain development. Therefore, EBC needs to revise the age classification that already considers children under two of age as a target audience.
- In order to make the show more accessible to all segments of audiences, EBC needs to revise its older version program formats that have repeatable, exportable templates which can also generate multiple episodes. But, in order to determine the appropriate format, the show needs to carry out research.

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Annex 1: Interview Guide for Producers in the Ethiopian Television

1. What are/is the main purpose(s) of the children program?
2. How long has the program been broadcasted?
3. When (day and time) do you broadcast the program? Why?
4. How do you select the content of the program? What diverse the program is?
5. How would you evaluate the program?
6. Which age group of the viewers is more interested in the program? How do you know that?
7. Is the program giving the chance to participate rural children?
8. Does your Children's program encourage disabled children to participate in the program?
9. How would you receive feedback on the programs receive feedbacks and apply?
10. Do you change/revisit the format of the program If so: how often have the formats of the program been revised or changed?

Annex 2: Term Definition

(Source: <http://www.adstandards.com/en/clearance/childrens>)

Children's Program – A "children's program" refers to a program that is directed to the under-12 audience, as defined by the broadcaster

Children's Advertising – "Children's Advertising" refers to any paid commercial message that is carried in or immediately adjacent to a children's program. Children's advertising also includes any commercial message that is determined by the broadcaster as being directed to children and is carried in or immediately adjacent to any other program.

Children – "Children" refers to persons less than 12 years of age.

A Child Directed Message – "A child directed message" refers to a commercial message on behalf of a product or service for which children are the only users or form a substantial part of the market as users, and the message (i.e. language, selling points, visuals) is presented in a manner that is directed primarily to children.