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

**CHILDREN TELEVISION PROGRAM FOR EARLY CHILDHOOD
DEVELOPMENT: THE CASE OF “AKUKULU” ON ETV**

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ADDIS ABABA

MARCH, 2021

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COMMUNICATION**

This is to certify that the thesis prepared by Hana Abera, entitled "**Children television program for early childhood development: the case of “Akukulu” on ETV**" and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Journalism and Communication.

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Table of Contents

Contents	Pages
Acknowledgements.....	I
Table of Contents.....	II
List of Figures.....	V
List of Tables.....	VI
Abstract.....	VII
CHAPTER ONE.....	1
1. INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	3
1.3 Objectives of the Study.....	4
1.3.1. General Objective.....	4
1.3.2. Specific Objective.....	4
1.4. Research Questions.....	5
1.5. Scope of the Study.....	5
1.6 Significance of the Study.....	5
1.7 Limitation of the Study.....	6
1.8 Definition of Key Terms.....	6
CHAPTER TWO.....	7
2. REVIEW OF RELATED LITERATURE & THEORETICAL FRAMEWORK.....	7
2.1 Introduction.....	7
2.2 Ethiopia Television.....	7
2.2.1 Brief Background of ETV.....	7
2.3 Television Watching Trend of Children.....	9
2.4 Children’s Comprehension of Television Programs.....	9
2.5 Television’s Influence on Cognitive and Language Development.....	10
2.6 Effects of Television on Children.....	11
2.7 Good Television Viewing Habits of Children.....	11
2.8 Children Attention Span.....	12
2.9 Role Models.....	13
2.10 Theoretical Framework.....	15
2.10.1 Cognitive Developmental Theory.....	15
2.10.2 Social Learning Theory.....	17
2.10.3 Behavioral Theory.....	17
2.10.4 Emotional Theories.....	19
2.10.5 Psychosocial Theory.....	21
2.10.6 Language Development Theories.....	23

CHAPTER THREE	25
3. RESEARCH METHDOLOGY	25
3.1 Introduction.....	25
3.2 Data Source.....	25
3.2.1 Akukulu Children Television Program.....	26
3.2.2 Key Informants	26
3.2.3 Focus Group Discussion	26
3.2.4 Documents	27
3.3 Population	27
3.4 Sampling	27
3.5 Instruments/Tools	28
3.5.1 Content Analysis.....	28
3.5.2 Individual Interview	28
3.6 Procedure	29
3.6.1 Data Collection	29
3.6.2 Privacy	30
3.6.3 Data Analysis	30
3.6.4 Principles of Content Analysis.....	31
3.6.5 Content Analysis Approaches.....	31
3.6.6 Procedures of Content Analysis.....	32
3.6.7 Inter Coder Reliability	33
CHAPTER FOUR.....	35
4. RESULTS AND DISCUSSION.....	35
4.1 Introduction.....	35
4.2 Quantitative Findings.....	35
4.2.1 Name of Sub Programs	35
4.2.2 Months of Transmission	36
4.2.3 Regions where the Program Focused.....	37
4.2.4 Duration of the Programs.....	38
4.2.5 Urban Areas Inclusiveness.....	40
4.2.6 Rural Areas Inclusiveness.....	41
4.2.7 Gender Inclusiveness	42
4.2.8 Informative Programs Presented.....	43
4.2.9 Educational Programs Presented.....	44
4.2.10 Entertaining Programs Presented.....	45
4.2.11 Clarity of Language	45
4.2.12 Importance to Increase Vocabulary	46
4.2.13 Ethics and Moral.....	47
4.2.14 Functional in Children’s Life.....	48
4.2.15 Children Participation	50

4.2.16 Presented Role Model	51
4.3 Qualitative Findings.....	53
4.3.1 Child Intellectual Development	53
4.3.2 Making Sense of their World.....	55
4.3.3 Importance to Teach New Behaviors.....	56
4.3.4 Bring a Healthy and Confident Child	58
4.3.5 Develop a Sense of Trust and Safe World	59
4.3.6 Significance to Show Children’s Ability	60
4.3.7 Interact Socially	62
4.3.8 Plan, Achieve Goals, and Take Responsibility.....	63
4.3.9 To Develop A Sense of Pride.....	65
CHAPTER FIVE	67
5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	67
5.1 Introduction.....	67
5.2 Summary	67
5.3 Conclusions.....	68
5.4 Recommendations.....	71
References.....	73
Appendixes	77
Appendix I: Coding Sheet.....	77
Appendix II: Interview Questions to Media Professionals.....	79
Appendix III: Interview Questions to Media Professionals in Amharic.....	80
Appendix IV:	82
Appendix V: FGD Questions to Parents who watched the sample television programs:..	83
Appendix VII: Interview Questions to Children who watched the sample program:.....	85

List of Figures

	Page
Figure 1: Regions Where the Program Focused in Percent	37
Figure 2: Urban Areas Inclusiveness in Percent	40
Figure 3: Rural Areas Inclusiveness in Percent	42
Figure 4: Male and Female Inclusiveness in Percent.....	43
Figure 5: Informative Programs Presented in Percent	43
Figure 6: Educational Program Presented in Percent	44
Figure 7: Entertaining Programs Presented in Percent	45
Figure 8: Clarity of Languages in Percent	46
Figure 9: Importance to Increase Vocabulary in Percent.....	47
Figure 10: Functional in Children’s life in Percent	49
Figure 11: Children Participation in Percent	50
Figure 12: Role Model Presented in Percent	51

List of Tables

	Page
Table 1: List of programs of “Akukulu”	36
Table 2: Months of Transmission	36
Table 3: Sub programs and Regions Cross tabulation	38
Table 4: Duration of the Programs.....	39
Table 5: Sub programs and Duration Cross tabulation.....	40
Table 6: Sub programs and Focus on Urban Areas	41
Table 7: Sub programs and Positive role model cross tabulations	52

Abstract

The research aimed to assess how the contents of ETV children Amharic television program named 'Akukulu' was being used as a tool in early childhood development in Ethiopia. The research used both quantitative and qualitative methods of data analysis. Quantitative content analysis was used to examine the contents of program. Hence the contents of 22 programs from September 2018 up to February 2019 were analyzed. The programs were analyzed for clarity of language, consideration of child development, inclusiveness of urban and rural children, participation of children, significance in increasing children vocabulary, teaching ethics and moral and presented role models. Coding sheet was used so as to quantify the quantitative data of the content. In addition to that individual interviews with 6 program producers and editors were also conducted. The interview questions focused on cognitive skills, making sense of the world, learning behaviors, bringing confident and healthy child, developing a feeling of self-esteem, and developing a sense of pride. In addition to that each of 11 parents who are selected with snow ball sampling were watched two programs. After watching the programs, they had a focus group discussion with the selected questions. 22 children who were also selected with snowball sampling watched one television program. The researcher had interview with few questions. The finding of the study showed that 97.87 percent of the contents of the programs have language clarity. It helped the children to comprehend the contents easily. The programs were also considered the children cognitive and psychosocial stages of development. It also gave fair chance for both male and female children. The programs were more of educational and entertaining than being informative. The other finding of the research is that 92.55 percent of "Akukulu" programs were significant so as to increase vocabulary of children. All program contents helped to teach moral and ethics. It also helped to teach children that they should respect their family members, friends, and teachers. The study shows that 95.74 percent of the programs were functional in the life of children. The program helped children to realize that they can do things by their own. It encourages children to wear their clothes and shoes by themselves. The programs also have promoted the establishment of social interaction. On the contrary the program had limitation in presenting different programs which helps to develop intellectual skills. The attention given to present positive role model for children was very low. The finding of the study shows that the program didn't cover all regions fairly. Much attention was given to children in urban areas, especially Addis Ababa. The program also has limitation in creating national pride and self-respect. Hence, looking through these results, it is possible to say that ETV Amharic children program named 'Akukulu' was trying to bring childhood development in urban areas of the country. But more effort is needed so as to bring language, behavior, psychology and emotional development in Ethiopian children.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

Ethiopian Broadcasting Corporation is a wider government media institution in Ethiopia that holds different electronic media stations. For instance, Ethiopian television with its current three channels, Ethiopian Radio, F.M Addis 97.1 and FM 104.7 stations are owned by the corporation.

Literatures stated as Ethiopian Television (ETV) was founded in 1965 after much tryouts and it has been one of the oldest African broadcast media in its long service of 55 years nowadays. At the beginning of ETV broadcasting, out of the total programs transmitted through the station, 80% were foreign films (imported programs) and the rest 20% were the local ones (EBC, 1957-2008).

After long run, the situation has been changed, in 1993 E.C (Leykun, 1997 and Abel, 2004). ETV has different programs that are focused on information, education and entertainment. According to the 1997 ETV editorial policy, its category is under the public broadcasting service and many of its programs have led by the policy. A proclamation on broadcasting service defines 'public broadcasting service' as "a radio or television transmission service established, for the purpose of, educating, informing and entertaining the public, in the federal or regional state to which government budget is allocated in full or in part and is accountable to the federal house of peoples representatives or to the regional council" (No, 533/2007). Through time the fifth structural reform resulted in the merger of the radio and television. The former Ethiopian Television merged with Ethiopia Radio and gets the name called 'Ethiopia Radio and Television Agency (ERTA) in 2008.

By the proclamation number 858/2006 of the house of people's representatives ERTA was changed to Ethiopian Broadcasting Corporation (EBC) owning the following two main objectives. The first one is to broadcast main and current issues happening in the country and abroad and as well as educational and entertainment events on the radio, television and website in compliance with mass media and other relevant laws and utilizing feedbacks in the form of feedback receiving system or direct input coming from the public thereby enhance the awareness

of the public on overall activities carried out in the country and become active participant in the development of the country. And the second one is to create national consensus, supporting all national efforts made to protect and promote national identity and dignity, diversity, tolerance and democratic unity.

While this study is conducting, the Ethiopian television transmits its programs in three channels called news channel, entertainment channel and languages channel. The news channel of EBC transmits Amharic news and news programs. The entertainment program holds the entertainment and Sport News and programs. The languages channel is assigned to the local and foreign languages news and programs. ETV children's program is one of those 34 in source and out sourced programs allocated to educational programs and transmitted on ETV entertainment channel. It is the prominent one. The main purpose of this program is to educate and entertain children (Leykun, 1997).

As the census of 2007 indicates, 46.3% or about 48 million Ethiopian populations are under 15 years old. Due attention is needed to this huge number of populations to raise with good manners, well informed about the culture, language, life styles and in psychological potentials. In fact this would be achieved through different sectors and the media is one and the major tools to function these activities.

Research conducted in case of EBC children's' program, such as Tseganesh (2009) argued as children would learn about the world around them through entertainment. There were audience researches to base some of the programs of the station.

This study was conducted to critically assess the contents of EBC children Amharic television program named "Akukulu". The contents of the program were analyzed with different aspects such as; regions where the program focused, clarity of language, child development consideration, duration of the program, urban and rural areas inclusiveness, significance in increasing vocabulary, ethics and moral, children participation and role model presented. In addition to that it also focused on educational, entertaining and informative program presented for children who are below nine years of age.

The study will help to improve the contents of the program, which is being watched by large number of children, so as to shape the identity of children and to make them citizens meeting their future responsibility.

1.2 Statement of the Problem

The importance of any media depends on the existence, impact and influence to its audience. It is believed that, without audience there is no media. If audiences are not pleased with what the media presented for them, they will probably not become regular viewers of the particular media or they will stop watching the program of the media. When we compare children's attention span with that of adults, it is short. They easily get uninterested on what they have seen, heard or did. Attention should be taken on how to hold children's affairs.

Globalization of media enables various opportunities for children (Endalkachew, 2008). With the expansion of modern technologies, nowadays, children have a wider access and choices of media and internet. They can easily access to different children TV programs, games, movie series, talent showing videos, stories and children's dramas, cartoon films, puppet films, and other motion pictures through different satellite televisions and Arab channels like that of MBC3, Kooky, Mickey, and Cartoon Networks and so on. These are great chances to children. Gigli, (2004) said that media brings opportunities to broaden children's outlooks and provide more equal access to information. But, in its opposite side, the children's high access to foreign channels and information also threatens cultural identification and values.

As children grow and develop, they can be easily influenced by what they see and hear, especially on television. Media is to be responsible to produce appropriate programs. Special care should be taken for those programs which are produced for children.

Television has become the central cultural arm of society. The television set has become a key member of the family, the one who tells most of the stories, most of the time. Television could be having important but unnoticeable effects on society (Gerbner, 1973). For example, heavy television watching makes people feel like the world is an unsafe place (ibid).

To solve such a problem and threats, the local media should have a significant responsibility in preparing, producing, transmitting, assessing feedback, and correcting errors. In doing so, the children would learn, informed and entertain with the culture and values of their own society. For the media, performing in such manner helps to develop a reasonable, well informed, and conscious citizen for the future.

It is crucial to conduct a study on the contents of the children program. As (Leykun, 1977) states, producing and transmitting programs without the needs and/or preference of its audience mean nothing except waste of time, energy and resources. Therefore, critically assessing the contents of EBC children's programs will be the subject of this research.

The target audiences of ETV children program "Akukulu" are those children who are living in Ethiopia. According to my preliminary research the program isn't giving much attention to those children who are in rural area; even though the program can be watched by large number of children throughout the country. Therefore, studying the content analysis of the children program is essential for its betterment.

1.3 Objectives of the Study

1.3.1. General Objective

The main objective if this research is to critically assess how the contents of ETV children Amharic television program named "Akukulu" is being used as a tool in early childhood development in Ethiopia.

1.3.2. Specific Objective

The specific objectives of this study are: -

- To examine the role of the programs in shaping children behavior.
- To analyze the clarity of the words used in the programs.
- To examine the role of the program in developing healthy and confident children.
- To focus the extent to what the programs engage both children in urban and rural areas of the country.

1.4. Research Questions

The study seeks to answer the following research questions:

1. What is the role of the program in shaping the children's behavior?
2. To what extents do the words used in the programs are clear?
3. Do the programs help children to develop confidence?
4. How does the program engage urban and rural children?

1.5. Scope of the Study

The study focused only on ETV Amharic children program named "Akukulu". The program targeted children who are under the age of nine. Specifically, the study relies on the content analysis of the program. In addition to that interview and focus group discussion were also used.

The research concentrates on programs starting from September 2018. This time was selected because EBC had applied the new amendment on its whole programs including the children program beginning from September 2018. Since it is recent issue, it would be easy to the researcher to get the newly produced programs from the archives and internet. At the same time, it would be convenient to meet the reporters, editors, producers and program directors. Because of that the study is scoped in the time duration of September 2018 to February 2019.

1.6 Significance of the Study

This study has an important role for children program producers of ETV and others in providing additional knowledge on the area. Further, it gives a hint for the researcher to do more researches on children television program. In addition, it will use as a data source for other researchers who are eager to conduct their researches in related issues. Besides, the research is expected to provide valuable information to other broadcasting media. This study also helps the governmental and non-governmental concerned stake holders to give due attention for the problems regarding the content of children program.

1.7 Limitation of the Study

The current study experienced a number of practical challenges due to Covid-19 pandemic. Schools were closed. This made it impossible to distribute the prepared survey/questionnaire.

1.8 Definition of Key Terms

The following words and phrases found in the research carry meanings as defined below.

Akukulu: is the name of children television program, with magazine format. It has been aired on ETV, targeted children under the age of nine. It has a minimum of four sub-programs. Namely: Ye Fidel Gebeta (Amharic Alphabet), Ye Temhert Bet Zegjet (School Program), Ye Totit Engidoch (Guests of ape), and tales are the most frequent ones. In addition to this news issues get entertained like visit, paper machine and the likes.

Tales: is one of the sub programs of “Akukulu”. In this program father of tale narrate tales to children.

Ye Fidel Gebeta: A name of a single program under “Akukulu”. In this sub-program children learn Amharic alphabets, words, phrases and sentences.

Ye Temhert Bet Zegjet: is a name of a single program under “Akukulu”. In this program children exhibit their various skills being at their school.

Yewereket Sera: It is the name of a program in which children make different things using papers like boat, airplane and the likes.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE & THEORETICAL FRAMEWORK

2.1 Introduction

In this section of the paper attempt was made to highlight relevant literature to the study. Background of ETV, television watching trend of children, children's comprehension of television program, and television's influence on cognitive and language development, effects of television on children, good television viewing habits of children, attention span and Children role model were highlighted.

2.2 Ethiopia Television

2.2.1 Brief Background of ETV

Ethiopians for the first time learned the concept of television in an exhibition in 19 48 E.C. held during King Haileselesse's coronation ceremony. The Ethiopia Broadcast Corporation (EBC 1957-2008, 2008, 72) noted that the exhibition was prepared to show the achievements made during the king's reign, especially after the Italian aggression. According to MOI (1966), the beginning of this medium was attached with the 33rd anniversary of Emperor Haileselesse I. Television broadcasting started on November 2, 1964. The purpose of the medium, according to MOI (1966: 12), was believed to be "to inform, entertain and educate".

During the eve of 1956 E.C. new year, people were able to watch Miss Addis Ababa Beauty Contest from outside Hailesilasse the 1st theatre hall (now National Theatre) through Phillips Company. This highlighted the importance of television. The government announced launch of the television station in October 1957 E.C. According to Ethiopia Broadcasting Corporation (EBC 1957-2008, 2008, 73-74) the evening of October 30, 1957 E.C., the television service was inaugurated by the king. The TV station became functional during the king coronation ceremony.

The Ethiopian Television had one studio when it started transmission and that studio was very small. Eighty percent of the air time was covered by foreign films while news, Question and

Answer, Variety Show Discussion, Health, Children's Program and soccer were among the pioneering programs (ibid).

At its establishment, the aim of the station was informing, educating and entertaining the audience; the languages of the station were only Amharic and English. The TV station had no more than 40 minutes of daily transmission. Indigenous programs gradually improved and the 80 percent airtime covered by foreign programs went on a decreasing scale (ibid).

Coming in 20 years after the station's establishment the fifth structural reform resulted in the merger of the radio and television. The new reform gave the enterprise the name, "Ethiopian Radio and Television Agency". By the proclamation number 858/2006 of the house of people's representatives ERTA was changed to Ethiopian Broadcasting Corporation (EBC) in 2006.

After that EBC is updating itself with modern digital technologies and manpower to be a competitor. According to Ethiopia Broadcasting Corporation (EBC 1957-2008, 2008, 81-82), the television station which has been working for long with only 3 studios, 8 cameras a single master control room, 3 vision and audio mixers, 3 digital video effect generators, one 16by35mm TC machine and two one-inch machines, four umatic machines and six beta cam machines till recent time. It's editing and preview machines were also analog beta cam and DV cam recorders.

The Ethiopia Broadcasting Corporation, (EBC 1957-2008, 2008, 81-82), also states the following about the improvements of EBC.

The EBC at the moment consists of 4 studios (ABCD), at its headquarters in Addis Ababa alone with 3 being digital and one of them happens to be virtual the remaining two are yet analog studios. Apart from that, the cooperation also built digital studios in Hawasa, Mekele, and Bahir Dar. These three regional studios are also equipped with two cameras each. In general, the corporation camera, editing and studio equipment's have gradually been digitalized. ETV with notable expansion since then and with its 27 transmission stations maintained its 47% total coverage till 1998. Between 2002 and 2004, expansion and establishment of new transmission stations happened increasing the number of stations to 74; presently EBC's coverage reaches at around 86% of the country's territory.

2.3 Television Watching Trend of Children

One of childhood's most frequent activities is watching television. Babies as young as six months age attend to television and on average are exposed to more than one hour per day as (Daehler, Hollenbeck & Slaby, 2001). The time children spend attending to television increases dramatically during the preschool years, especially after age two-and-a-half, peaks between age's ten to twelve, and declines during adolescence as (Daehler et al. 2001).

As they grow older, children also show changes in the types of programs they prefer to watch. Preschoolers are more likely to view educational programs designed for children, such as Sesame Street or Mister Rogers' Neighborhood. These programs feature language that children can comprehend easily and characters that are repeated across segments, and they don't require the child to integrate complex elements of a plot or story. Interest in these programs is greatest at age's three-and-a-half to four and then decline. Watching cartoons peaks at about age five; by age's five to seven, children begin to watch comedies and entertainment shows aimed at general audience. With age, then, children watch shows that make increasing demands on their ability to comprehend plots and themes (Daehler et al. 2001).

Choices regarding television watching may also be influenced by parents; although children tend to watch children's programs alone, they often view general audience programs selected by their parents.

2.4 Children's Comprehension of Television Programs

As children's cognitive and verbal skills expand, so does their ability to comprehend both the explicit and implicit elements of programs.

Preschoolers can understand short story segments in programs especially targeted for children. When five-year-old in one study saw four segments from Sesame Street, each a few minutes long, they were later able to remember the most central elements of each story (Daehler, Lorch, Bellack, & Augsbach, 2001). When the plots and themes of television shows become more complex, however, young children have difficulties (Daehler et al. 2001).

More specially, when they watch programs designed for general audiences, younger children are less likely than older children to remember the explicit content of programs, that is, the discrete scenes that are essential to understand the plot (ibid).

2.5 Television's Influence on Cognitive and Language Development

Television can promote certain pre reading skills, such as knowledge of alphabet and numbers, as well as increase children's vocabulary. Sesame Street was specially designed to provide entertaining ways to teach children, especially those who might be underprepared for school, the letters of the alphabet, counting, vocabulary, and similar school-readiness skills. The programs also deliberately include both male and female characters from many racial and ethnic backgrounds. Preschoolers, many from disadvantages backgrounds, who watched the show more frequently were found to show the greatest gains on several skills, including writing their names and knowing letters, numbers, and forms. Frequent viewers also obtained higher scores on a standardized vocabulary test, adapted better to school, and had more positive attitudes towards school and people of other races than non-watchers (Rice, Bogatz & Ball, 1990). Thus, the show had effects not only on children's cognitive skills but also on their pro social attitudes (Daehler, 2001, 574).

Parents also sometimes use television as a "video picture book" in which events portrayed on the show stimulate verbal exchanges and language learning. For example, when mothers watch television with their preschoolers, they frequently identify objects, repeat new words, ask questions, or relate the content of the show to the child's own experiences (Daehler, Lemish & Rice, 2001).

Investigators exposed three- and five-year-olds to twenty new words in a fifteen-minute animated television story and found that both age groups showed gains in comprehension after only two viewing. Three-years-olds learned an average of one to two new words; five-year-olds learned four to five words (Rice & Woodsmall, 1988). These findings are all the more impressive considering the brevity of the children's exposure to new vocabulary items and the limited efforts of the experiments to highlight or exaggerate the new words.

2.6 Effects of Television on Children

Watching television should be done in moderation. Moreover, parents should select the program that is being watched by children. If it is done in this way it will bring good effects on children. Let us see some significance of watching television for children. Children program can educate inform and entertain. Studies show that kids who watch educational and non-violent children's shows do better on reading and math tests than those who do not watch these programs. Kids who watch informative and educational shows as preschoolers tend to watch more informative and educational shows when they get older. They use television effectively as a complement to school learning. On the other hand, kids who watch more entertainment program watch fewer informative programs as they get older (Macbeth, 1996).

Preschoolers who viewed educational programs tend to have higher grades, are less aggressive and value their studies more when they reach high school, according to a long-term study (Anderson et al, 2001). Allowing kids to watch educational shows from television can expose children to millions more words, especially if they have parents who are unable to speak more or better with them¹.

With shows that are more entertaining than educational, television exposes kids to diversity of culture and other people's worldviews, as well as humanistic values. Watching dramas and comedies gives them an idea of the complexity of life and moral dilemmas¹. Scientists from the University of Siena found that children experience a peaceful, painkilling effect by watching cartoons. Thus maybe, a little entertainment television can be a source of relief to children who are stressed or are in pain.

2.7 Good Television Viewing Habits of Children

Children can be influenced by television program. The programs may show children violent behavior that can cause fear. They may also show children poor eating habits through commercial of high calories and low nutrient food. If children watch television for longer hours, they take away time from reading, studying, learning activities, playing and doing exercise.

¹<https://www.raisesmartkid.com/all-ages/1-articles/13-the-good-and-bad-effects-of-tv-on-your-kid>

Therefore parents should play their role in minimizing the harmful effects of watching television. They should screen the type of program and limit the amount of time a child watch television.

Parents should choose programs for their child to watch. They should always plan what their child will see. Children don't turn on the television randomly. Parents should give choices between two programs in which they think are appropriate for their child. Children who are older than 2 years of age should view to 1 or 2 hours a day. The American Academy of Pediatrics recommends that children younger than 2 years should not watch television at all².

Parents should watch television with their children, which gives chance to talk on the issues of the program. They can talk about what were good and bad. They should turn to educational shows from the local Public Broadcasting Station, or from programming such as the Discovery Channel, Learning Channel, or History Channel. They should also turn off the television if the program is something that they believe their children should not watch. There are many cartoons which contain violence. Taking care in selection appropriate and acceptable cartoon is very important. They should keep the culture, believes and religion of the children. Above all, the parents should be a good example to their children by not watching too much television. Involving in activities like reading and others fun activities are advisable. They should read books for their children. And finally watching television during mealtime isn't recommended (Ibid).

2.8 Children Attention Span

The attention span of children is limited according to their age. A child with three years of age has difficulty with activities like sitting and listening. He/she likes motivating activities which can grab his/her interest. On the other hand, a child at the age five can sit and listen a story for 10 up to 15 minutes. For both ages, if the activity exceeds the given time, they get boring and move to other activities.

² <https://www.stanfordchildrens.org/en/topic/default?id=television-and-children-90-P02294>

³A child at the age of three is called preschoolers. During this time, they may spend 3 up to 8 minutes on an interesting activity. At the age of 3 and half year, they can stay busy for 15 minutes, if there are a variety of interesting activities. At the age of four a child being busy in an activity and may ignore distractions such as call to lunch and dinner. Alone, a four years old child may spend 7 up to 8 minutes on a single activity. And if the activity is new and interesting, they may spend up to 15 minutes. With a small group, they may spend 5 up to 10 minutes playing without interruption.

Children at the age of five ignore minor distractions. They will focus on a single interesting activity for 10 up to 15 minutes alone and on an assigned task for 4 to 6 minutes, if it's easy and interesting. A small group of children can work together without interruption for 10 up to 25 minutes. All this information tells us that the attention spans of children increase year after year.

There are factors which determine the attention span of children. Some of the factors are like number of distractions around, level of being hungry or tired, and the level of being interested on the given activity.

2.9 Role Models

When we say a role model, he/she is a person whose behavior is followed by others. There are role models who engage in positive and constructive actions. On the contrary there are also role models who engage in destructive actions. Children who have good role models to follow have a better chance of developing a positive lifestyle.

Children should grow being healthy and happy. They should respect their family members, friends, and other members of the society. For that a good role models are very important. When children get a positive role model, they will follow good habits and perspective that can stay throughout their life time.

³ <https://speechtherapycentres.com/children-and-age-appropriate-attention-spans/>

⁴A good role model tries to make good decisions about lifestyle choices such as drink, food, exercise, reading, making conversation and other things that children should learn. The child will become aware of the positive attitude and get the message that making an effort is more important than perfection.

Positive role model is very essential. The child should show respect to others, whether he/she is at school or home. One of the first things children learn is how to talk to others. If they see adults who treat others in a shameful way, children will automatically do the same. It is not enough to tell children that it is important to respect others. They need to see how it is done.

It is important to show children that curiosity can be a good thing. Life-long learning means to be interested in many aspects of life, whether it is music, sports, or events. When children see that their parents show interest and sometimes expertise in many things, they get the courage to explore different activities.

Exercise is extremely important for children's health and proper development. A good role model should actively engage their child in some form of activity every day. Children do not need to play forceful sports to be healthy, but at least a daily walk or other forms of games are necessary. Role models have a powerful impact on children who are watching their every progress. Positive actions by role models create positive habits in children that cannot be learned in the classroom.

Positive role models are important for children. The role model of children can be their family members, teachers, coaches and others. And in media driven society like us the children role models can be footballers, musician, athlete, political leader, and other entertainment figures. Role models have positive effect on children. Children with role models showed high level of self-esteem and stronger academics.

Parents can also be a good role model. ⁵Although your children are busy with school, extracurricular activities and friends, they are still watching their parents and taking mental note.

⁴ <https://educationandbehavior.com/importance-of-positive-role-models-for-children/>

⁵ <https://healthfully.com/240340-why-a-positive-role-model-is-important-for-children.html>

Two of the most important aspects of being a good role model are leading by example and keeping open communication. In leading by example, parents help their children make healthy choices. By keeping communication open, parents can help children deal with issues such as peer pressure and other negative influences.

Teachers can also be a good role model. They can bring positive influence in their students' lives. They can illustrate the value of education and intellectual interest. Teachers with good role models can bring a long-lasting influence on the children life.

2.10 Theoretical Framework

This section discusses about the theoretical framework, which are related with the issue raised. The theoretical frameworks demonstrate an understanding of theories and concepts that are relevant to the topic of the research paper and that relate to the broader areas of knowledge being considered. It also connects the researcher to the existing knowledge. The selection of a theory should depend on its appropriateness, ease of application, and explanatory power.

There are a number of theories focused on children development, which were proposed by psychologist and other theorists. These theories emerged to explain the changes that take place during the early part of life. Child development theories focus on explaining how children change and grow over the course of childhood. Such theories center on various aspects of development including social, emotional, and cognitive growth⁶. The following theories are believed as relevant for the purpose of this research.

Based on that, the research used six theories, which are believed as relevant for the purpose of the research. Namely: cognitive developmental theory, Social learning theory, behavioral theory, emotional theory, psychosocial theory and language development theory.

2.10.1 Cognitive Developmental Theory

Cognitive theory is concerned with the development of a person's thought processes. It also looks at how these thought processes influence how we understand and interact with the world.

⁶ <https://www.verywellmind.com/child-development-theories-2795068>

Cognitive Theory Jean Piaget (1896-1980) was the inventor of the “cognitive stages” of development. He proposed one of the most influential theories of cognitive development. He believed that as children get older, they pass through different stages of cognitive “maturation” and these steps always come in the same order (Gonzalez-Mena 2001: 17).

His approach focuses on four distinct stages that kids go through as they progress from birth to adulthood. Each stage of development is marked by distinct changes in how children think about themselves, others and the world. The four stages in Piaget’s theory are formal Operational, sensor motor, concrete Operational and preoperational stages.

One of the stages Piaget describes is the sensor motor stage takes place early in life between the ages of birth and two, in which children learn through their senses, by interacting with their surrounding and by taking in experience through concrete representations (Mooney 2000: 64). The sensor motor feature of learning positions television as being a strong tool of educating children since children can be presented with vivid sensory experiences through television.

The preoperational stage occurs between the ages of 2 and 6, is also a time of rapid growth and development. At this stage, children still lack the ability to mentally manipulate information and struggle to see things from other people’s point of view. A great deal of language development takes place during this stage⁷.

The concrete operational stage takes place between age 7 and 11, involves the emergence of more logical thought. Children are able to think rationally about concrete events, although they struggle with abstract concepts. During this time children television programs with good content can help them to develop their logical thought and think rationally.

And formal operational stage lasts from roughly age 12 and into adulthood, is marked by the emergence of hypothetical thought. They are able to reason about abstract concepts and make systematic plans about the future.

⁷<https://www.explorepsychology.com/child-development-theories/>

2.10.2 Social Learning Theory

Psychologist Albert Bandura proposed what is known as social learning theory. According to this theory of child development, children learn new behaviors by observing other people. Unlike behavioral theories, Bandura believed that external reinforcement was not the only way that people learned new things⁸.

Bandura's social learning theory combines elements of behavioral theories as well as cognitive theories while accounting for the powerful influence that social experiences have on how children learn and grow. Bandura believed that behavioral processes alone could not account for how kids learn.

He noted that observation and modeling play a major part in the learning process. In his famous Bobo doll experiment, Bandura demonstrated that children could learn aggression by watching the actions of an adult model. Observational learning can involve directly observing another person, but it can also take place by listening to someone else explain how to do something or even reading about it in a book⁸. In this regard children television programs have great role in showing good personalities. They should play vital role in childhood development.

2.10.3 Behavioral Theory

The behavioral perspective states that language is a set of verbal behaviors learned through operant conditioning. Operant conditioning is a method of changing behavior so that a desired behavior is reinforced immediately after it occurs. B.F. Skinner is considered to be the father of the modern behavioral theory. This theory can be applied to many aspects of human learning including speech and language. The theory centers on the idea that children are conditioned by their environment and the reinforcement of their communication.

Behaviorists believe that language behaviors are learned by imitation, reinforcement, and copying adult language behaviors. They consider language to be determined not by experimentation or self-discovery, but by selective reinforcements from speech and language models, usually parents or other family members. Behaviorists focus on external forces that

⁸<https://www.explorepsychology.com/child-development-theories/>

shape a child's language and see the child as a reactor to these forces (Hulit, Howard, & Fahey, 2011).

Two other concepts that are important for understanding the behaviorist ideas of speech and language development are imitation and practice⁹. A young child will try to imitate sounds and words she hears her parents say the best she can. When a child says a word that sounds close to what the parents say, they accept and reinforce it. In other words, they begin shaping the word until the child can eventually say the words as well as the parents do. For example a child says "baba" when his father starts to pick her up. The father is delighted to hear the child say this and gives the child a hug and kiss. The father says "baba, that's right, I'm baba!" The father warm response makes it more likely that the child will say "baba" again. The father's response to the child reinforced the behavior.

Behaviorists believed that psychology needed to focus only on observable and quantifiable behaviors in order to become a more scientific discipline. According to the behavioral perspective, all human behavior can be described in terms of environmental influences.

Behavioral theories of child development focus on how environmental interaction influences behavior and are based on the theories of theorists such as John B. Watson, Ivan Pavlov, and B. F. Skinner. These theories deal only with observable behaviors. Development is considered a reaction to rewards, punishments, stimuli, and reinforcement¹⁰.

This theory differs considerably from other child development theories because it gives no consideration to internal thoughts or feelings. Instead, it focuses purely on how experience shapes who we are.

⁹ <https://languageacquisitionpsyc220.weebly.com/theories-of-speech--language-development.html>

¹⁰ <https://www.verywellmind.com/child-development-theories-2795068>

2.10.4 Emotional Theories

Emotion is a multifaceted state of feeling that results in physical and psychological changes that influence thought and behavior. Emotionality is related with a range of psychological phenomena, including temperament, personality, mood, and motivation. Philosophers and psychologists have proposed different theories to explain human emotions.

It was naturalist Charles Darwin who proposed that emotions evolved. Feelings of love and affection lead people to seek mates and reproduce. Feelings of fear force people to either fight or escape the source of danger. Emotions motivate people to respond quickly to stimuli in the environment.

James-Lange Theory

When we see James-Lange theory, it is one of the best-known examples of a physiological theory of emotion. The theory is independently proposed by psychologist William James, and physiologist Carl Lange. The James-Lange theory of emotion suggests that emotions occur as a result of physiological reactions to events. This theory suggests that seeing an external stimulus leads to a physiological reaction. Your emotional reaction is dependent upon how you interpret those physical reactions¹¹.

Cannon-Bard Theory

The other physiological theory is the Cannon-Bard theory of emotion. Walter Cannon disagreed with the James-Lange theory of emotion. First, he suggested, people can experience physiological reactions linked to emotions without actually feeling those emotions. For example, your heart might race because you have been exercising, not because you are afraid.

According to this theory, we feel emotions and experience physiological reactions such as sweating, trembling, and muscle tension simultaneously. More specifically, the theory proposes that emotions result when the thalamus sends a message to the brain in response to a stimulus, resulting in a physiological reaction. At the same time, the brain also receives signals triggering

¹¹ <https://www.verywellmind.com/theories-of-emotion-2795717>

the emotional experience. Cannon and Bard's theory suggests that the physical and psychological experience of emotion happen at the same time and that one does not cause the other.

Schachter-Singer Theory

The third theory of emotion is the Schachter-Singer theory, which is also named two-factor theory. It is an example of a cognitive theory of emotion. This theory suggests that the physiological arousal occurs first, and then the individual must identify the reason for this arousal to experience and label it as an emotion. A stimulus leads to a physiological response that is then cognitively interpreted and labeled, resulting in an emotion. The theory draws on both the James-Lange theory and the Cannon-Bard theory. Like the James-Lange theory, the Schachter-Singer theory proposes that people infer emotions based on physiological responses. The critical factor is the situation and the cognitive interpretation that people use to label that emotion.

Cognitive Appraisal Theory

According to appraisal theories of emotion, thinking must occur first before experiencing emotion. Richard Lazarus was a pioneer in this area of emotion. According to this theory, the sequence of events first involves a stimulus, followed by thought, which then leads to the simultaneous experience of a physiological response and the emotion.

Facial-Feedback Theory of Emotion

The facial-feedback theory of emotions suggests that facial expressions are connected to experiencing emotions. Charles Darwin and William James both noted early on that sometimes physiological responses often had a direct impact on emotion, rather than simply being a consequence of the emotion¹².

¹² <https://www.verywellmind.com/theories-of-emotion-2795717>

Supporters of this theory suggest that emotions are directly tied to changes in facial muscles. For example, people who are forced to smile pleasantly at a social function will have a better time at the event than they would if they had carried a more neutral facial expression.

2.10.5 Psychosocial Theory

Erik Erikson (1902-1994) was a developmental psychologist who specialized in child psychoanalysis. He was best known for his theory of psychosocial development. Psychosocial development refers to how a person's individual needs net with the needs or demands of society.

Erikson passes through eight developmental stages that build on each other. At each stage we face a crisis that must be successfully overcome in order for a child to develop into a healthy, confident, and well-adjusted adult. Erikson's theory of psychosocial development focuses on the development of a person throughout his/her entire life.

The psychosocial theory has eight stages, but for the purpose of this research, we look the first four stages, since the children who watch "Akukulu" children's programs are children under the age of 9 years. The first four stages are trust vs. Mistrust, Autonomy vs. Shame/Doubt, Initiative vs. Guilt, and Industry vs. Inferiority.

Trust vs. Mistrust

The first stage of Erikson's theory begins at birth and lasts until 12 or 18 months. During this age, infants must learn that adults can be trusted. This occurs when adults meet a child's basic needs for survival. Infants are dependent upon their caregivers, so caregivers who are responsive and sensitive to their infant's needs help their baby to develop a sense of trust. The baby will see the world as a safe, predictable place. Unresponsive caregivers who do not meet their baby's needs can engender feelings of anxiety, fear, and mistrust. If infants are treated cruelly or their needs are not met appropriately, they will likely grow up with a sense of mistrust for people in the world¹³.

¹³ <https://courses.lumenlearning.com/teachereducationx92x1/chapter/eriksons-stages-of-psychosocial-development/>

Autonomy vs. Shame or Doubt

As children (18 months–3 years) begin to explore their world, they learn to control their actions and act on their environment to get results. They begin to show clear preferences for certain elements of the environment, such as food, toys, and clothing. Children realize that they can do things by themselves.

A child's main task is to resolve the issue of autonomy vs. shame and doubt by working to establish independence. This is staging a 2-year-old child wants to choose his/ her clothes and dress him/ her. They may wear their shoes on the wrong feet. Although their clothes might not be appropriate for the situation, their input in such basic decisions has an effect on her sense of independence. Children are ready for toilet training. Learning to control their bodily functions gives them a feeling of independence or autonomy. If denied the opportunity to act on her environment, she may begin to doubt her abilities, which could lead to low self-esteem and feelings of shame.

Initiative vs. Guilt

When the children reach the preschool stage (3-6 years), they interact socially and play with others, they learn to take the initiative and control what happens. They are capable of initiating activities and asserting control over their world through social interactions and play. According to Erikson, preschool children must resolve the task of initiative vs. guilt. By learning to plan and achieve goals while interacting with others, preschool children can master this task. Initiative, a sense of ambition and responsibility, occurs when parents allow a child to explore within limits and then support the child's choice. Parents should encourage children to plan, achieve goals, and take responsibility by making sure they have plenty of opportunities to interact with others.

These children will develop self-confidence and feel a sense of purpose. Those who are unsuccessful at this stage with their initiative failing or silent by over-controlling parents may develop feelings of guilt¹⁴.

¹⁴ <https://courses.lumenlearning.com/teachereducationx92x1/chapter/eriksons-stages-of-psychosocial-development/>

Industry vs. Inferiority

During the elementary school stage (6-12 years), children face the task of industry vs. inferiority. Children begin to compare themselves with their peers to see how they measure up. They either develop a sense of pride and accomplishment in their schoolwork, sports, social activities, and family life, or they feel inferior and inadequate because they feel that they don't measure up. If children do not learn to get along with others or have negative experiences at home, with peers or in society, an inferiority complex might develop into adolescence and adulthood.

The role of television is important in solving the crisis that children face. Well researched contents should be delivered with children program. This helps to bring healthy, and confident children.

2.10.6 Language Development Theories

Children have an incredible ability to learn language. Within the first year of life, they will have learned many of the necessary concepts to have functional language, although it will still take years for their capabilities to develop fully. Some people learn two languages and they are called bilingual. And those people who speak more languages fluently are called multilingual. Different theories have been proposed to explain the development of languages.

Skinner: Operant Conditioning

B. F. Skinner believed that children learn language through operant conditioning. Children receive “rewards” for using language in a functional manner. A child learns to say the word “drink” when he is thirsty. He receives something to drink, which reinforces his use of the word for getting a drink, and thus he will continue to do so. This follows the four-term contingency that Skinner believed was the basis of language development: motivating operations, discriminative stimuli, response, and reinforcing stimuli. Skinner also suggested that children learn language through imitation of others, prompting, and shaping.

Chomsky: Language Acquisition Device

Noam Chomsky's work discusses the biological basis for language and claims that children have innate abilities to learn language. Chomsky terms this innate ability the “language acquisition

device.” He believes children instinctively learn language without any formal instruction. He also believes children have a natural need to use language, and that in the absence of formal language children will develop a system of communication to meet their needs¹⁵.

Piaget: Assimilation and Accommodation

Jean Piaget’s theory of language development suggests that children use both assimilation and accommodation to learn language. Assimilation is the process of changing one’s environment to place information into an already-existing idea. Accommodation is the process of changing one’s idea to adapt to the new environment. Piaget believed children need to first develop mentally before language acquisition can occur. According to him, children first create mental structures within the mind.

Vygotsky: Zone of Proximal Development

Lev Vygotsky’s theory of language development focused on social learning and the zone of proximal development (ZPD). The ZPD is a level of development obtained when children engage in social interactions with others. It is the distance between a child’s potential to learn and the actual learning that takes place. This theory also demonstrated that Piaget underestimated the importance of social interactions in the development of language¹⁶. Piaget’s and Vygotsky’s theories are often compared with each other, and both have been used successfully in the field of education.

The whole types of theories listed above, in general, directly or indirectly, related with the frameworks of the topic of this study due to these theories concerned on the cognitive or physical development of children. So, the researcher listed and shortly explained about these theories since they are related with the issue under the investigation of this research.

¹⁵ <https://www.fluentu.com/blog/language-development-theories/>

¹⁶ <https://www.fluentu.com/blog/language-development-theories/>

CHAPTER THREE

3. RESEARCH METHDODOLOGY

3.1 Introduction

As it has been stated earlier, this study is conducted to find the role of “Akukulu” children television program, which is broadcasted on ETV, to bring childhood development. For this program which were being aired from September 2018 to February 2019 have been content analyzed in order to get a partial understanding of the research questions at hand. The research used both quantitative and qualitative data analysis. To give the research humanistic view in-depth individual interviews were also conducted.

This chapter discussed data sources, population, sampling, and data gatherings tools. It also discusses the data analysis procedures that the research employed. The research tools which are used are explained in this chapter. The basic rational for using quantitative and qualitative research tools are also entertained.

3.2 Data Source

The researcher gathered data from the Ethiopian Television children program named “Akukulu”. In addition to that parents, and children who watched the sample television programs, and editors, program producers also involved in the study. Akukulu is the name of the program which has duration of 30 minutes. The program is being on every Saturday. The program was chosen for the reasons of availability, and significance.

The study also included both primary and secondary data. The primary data was from the parents, children, concerned editors, and journalists by conducting interviews. In addition to these, different programs included in “Akukulu” program like Ye Fidel Gebeta (Amharic Alphabets), Ye Temhert Bet Zegjet (Program at School), Ye Totit Engedoch (Guests of the Ape) and tales were the primary data sources of the study. Secondary sources of data were also used. With the secondary sources, the researcher used related materials with the topic such as thesis, books, articles, internet and other sources that were important for the study.

3.2.1 Akukulu Children Television Program

The children television program, which target children under the age of 9 years, named “Akukulu” is a magazine format, which include different sub programs. The first one is named as Ye Fidel Gebeta (Amharic Alphabets). This program has duration of 2-3 minutes. Different Amharic letters, words, and short sentences were presented. The program was produced with animation of letters, words and sentences. The second program named Ye Temhert Bet Zegjet (Program at School). In this program the program- producer and camera- man went to one school, following schools’ invitation. They made interview with students at elementary schools. Different co-curricular activities were also recorded. Children who perform various educational games, songs, dances and other activities were recorded with camera.

The third program is Ye Totit Engedoch (Guests of the Ape). One of the program producers take the character named ‘totit’ (ape) by wearing puppet cloth. Around five children were invited and sited beside ‘totit’ (ape) and tell-tale, riddle, poem and songs to “totit’ (ape). The program help children to develop skills like speaking, performing and others. The fourth program was tale; in this program father of the tale narrate different tales to children. It teaches ethics and morals to children who are watching the program.

3.2.2 Key Informants

The key informants of the research were editor and program producers from the ‘Akukulu’ children television program. The selection of the key informants was by purposive sampling. The researcher used the Amharic version of the questionnaire so as to help the editors and journalists to explain the questions briefly and clearly.

3.2.3 Focus Group Discussion

In order to collect data regarding some of the research objectives, it became necessary to hold Focus Group Discussion with parents who watched the sample television program. FGD provides the opportunity for group interaction, which generally stimulates richer responses and allows new and valuable thoughts to emerge. It gives first-hand insight into the respondents’ behavior and attitudes. The tool enabled the researcher to capture the participants ‘emotion as they created their own structure and meanings (Denzin, 1989)

In this study, FGD was so essential in knowing what they thought about the sample television programs. It also gave a chance for the discussants to discuss in detail and argue over their view, opinions, and attitudes towards the role of the program in developing intellectual development, positive children behavior, confidence, trust, ability, interaction, and sense of pride. A researcher moderated the focus group discussion. Prior to the discussion sufficient orientation was given to the parents. The discussion was recorded and transcribed for the purpose of the research.

This tool helped the researcher to verify and validate data collected by the other tools used with the development agents and the farmers as presented above. The tool enabled the researcher to capture the participants' emotion as they created their own structure and meanings (Denzin, 1989) thereby clarifying arguments and diverse opinions. Such data were recorded and replayed during transcription.

3.2.4 Documents

Different documents which were significant to the study were considered. Based on that in order to validate the study results with relevant literature different thesis, books, articles, related research material and documents which were browse from internet have been reviewed.

3.3 Population

In research Population can be defined as a comprehensive group of individuals, institutions, and objects with common characteristics that are the interest of a researcher. It is for the benefits of the population that researches are done. Based on that the population of the study was residents of the Addis Ababa.

3.4 Sampling

The researcher selected a sample mainly through purposive and snow ball sampling. The 'Akukulu' program producers and editor were selected purposefully, whereas the parents and children who watched the sample children television program of "Akukulu" were selected with snow ball sampling. The 'Akukulu' programs which were being on air from September 2018 to February 2019 were selected.

3.5 Instruments/Tools

3.5.1 Content Analysis

Content analysis is a research method used to analyze social life by interpreting words and images from documents, film, art, music, and media. The researcher looks at how the words and images are used. Macnamara (2006) states “media content analysis is a non-intrusive research method that allows examination of a wide range of data over an extensive period to identify popular discourses and their likely meaning”. Based on that, this research will review 6 months of children television program being aired in 2018/19. On the other hand, Hansen (1998) states the use of this research technique as "identify and count the occurrence of specified characteristics or dimensions of texts, and through this, to be able to say something about the message, images representations of such texts and their wider social significance".

For this research a coding instrument for the content analysis was developed. Hansen (1998, 106) said, "...it is extremely important to include for analysis only those dimensions or characters of texts that which can reasonably be expected to yield 'useful' information, and by 'useful' we mean information of relevance to the research questions". Therefore; contents of the television program have been critically analyzed based on the selected parameters. The selected text characters were singled out for analysis because they are directly related to the research questions and objectives that directed the research towards content analysis. The tool moreover helped the researcher to have a better understanding and knowledge about the television program contents of “Akukulu”. On this research, the content analysis covered the television programs which get aired from September 2018 to February 2019. Based on that, a total of 22 days programs (94 sub programs) contents were analyzed.

3.5.2 Individual Interview

Interviews involve conducting intensive individual interviews to explore their perspectives on a particular idea, program or situation. It gives good opportunity to collect detailed information about research questions. Moreover, in this type of primary data collection, the researcher has direct control over the flow of process and chance to clarify certain issues during the process if needed.

When conducting interviews, the researcher should have an open mind and refrain from displaying disagreements in any forms, when viewpoints expressed by interviewees contradict his/her own ideas. Moreover, timing and environment for interviews need to be scheduled effectively. Specifically, interviews need to be conducted in a relaxed environment, free of any forms of pressure for interviewees at all.

Therefore, this research used in-depth interview with media professional like editors, and program producers. It helps to give a humanistic view. Different views, opinion and experience of the media professional entertained. It also helped to support the data collected using content analysis. The individual in-depth interview helps to give the researcher a better understanding on the issues. The researcher used a format named semi-structured interviews, so as to ask additional questions to clarify and get further explanation. Based on that one chief editor, one senior editor and four program producers were participated in the interview.

3.6 Procedure

3.6.1 Data Collection

The researcher selected the “Akukulu” children program from September 2018 up to February 2019, according to the scope of the study. Coding sheet was also designed in order to analyze the contents of the program. The researcher used to watch the children television program and encode data on SPSS software with the help of data encoder. The out puts were presented in frequencies and percentage.

In addition to that interview questions were prepared in English so as to gather the required data for the study. The questionnaire was also translated in to Amharic to make them understandable by the respondents. Voice recording as well as note taking has been employed by securing the permission of the respondents.

Deductive approach to qualitative data analysis involves analyzing data based on a structure predetermined by the researcher. The researcher used the research questions as a guide for grouping and analyzing the data. This is a quick and easy approach to qualitative data analysis and can be used when a researcher has an idea of likely responses from the sample population

(Elo, 2008). Based on that this approach is often used when the researcher knows very little of their research phenomenon. Due to this reason, the researcher has used the deductive one.

3.6.2 Privacy

The researcher respected the privacy of the informants. In order to respect the privacy and dignity of the respondents, all of them were interviewed with their full consent and in convenient places where their privacy was well kept. The researcher used to brief the aim and content of the questionnaire to the respondents. The respondents were also aware that the aim of the research was for academic purpose.

3.6.3 Data Analysis

Data was collected through content analysis. The contents of the children's programs were analyzed. The content analysis aspect focuses on duration, urban/rural and male/female inclusiveness, language clarity, ethics and moral consideration, participation of the children and presented role model. To analyze the contents of the programs, coding sheet was developed by the researcher from the review of literature. The researcher watched the 22 'Akukulu' programs and encode the data based on the coding sheet on the SPSS software. This helped to look into the frequency and percentage of the above-mentioned issues. The researcher also did in-depth interview with media professionals so as to make the analysis significant. The 'Akukulu' program editors and producers responded for the questions they asked with interview. Data from content analysis and in-depth interview are used.

Triangulation helps to produce a better and deeper understanding on the issue. Deacon et al. (1999, p.29-30) said triangulation enables the researcher to "check the full range of available sources to build up the most accurate and comprehensive account possible". The results of the two data collecting tools were analyzed in combination in order to get a better understanding on the role of the program. The researcher used Statistical Package for Social Science (SPSS) to analyze data collected using content analysis in percentage and frequency. Cross-tabulation was also used to show the relationship between two variables when necessary. The research used descriptive analytic to narrates the reasons behind past failure and success.

3.6.4 Principles of Content Analysis

Content analysis refers to any procedure for assessing the relative extent to which specified references, attitudes, or themes permeate a given message or document. It conforms to the three basic principles of scientific method called; Objectivity, Systematic and Generalizability (Desalegn, 2014:41).

- i. Objectivity: - this means that the analysis is pursued on the basis of explicit rules, which enable different researchers to obtain the same results from the same documents or messages.
- ii. Systematic: - the inclusion or exclusion of content is done according to some consistently applied rules.
- iii. Generalizability: - the results obtained by the researcher can be applied to other similar situations.

3.6.5 Content Analysis Approaches

There are four approaches to carrying out content analysis; which may be quantitative or qualitative.

- 1) Formal content analysis: a systematic sample of texts is used in the study, and satisfaction systems are devised to identify different features of the text, which are then counted with an emphasis on objectivity and reliability.
- 2) Thematic analysis: the idea is to understand the encouraging process, especially the intensions that lie behind the production of mass media documents. The usual strategy is to pick on a specific area of reportage and subject it to a very detailed analysis in the hope of finding the underlying purposes and intentions of the authors of the communication.
- 3) Textual analysis: the analysis of the use of words and phrases within a text- and the consideration of if and how words and phrases may be used to influence the reader.
- 4) Audience analysis: considers the response of the audience of mass media to know whether they accept or reject the content and what it means to them. From the above alternatives, the researcher mainly focused on thematic analysis.

3.6.6 Procedures of Content Analysis

It is absolute to believe that scientific research must give valid results, in the sense that the research effort is open for careful inspection and the resulting claims can be upheld in the face of independently available evidence. In order to come up with valid and reliable results, content analysis involves specialized procedures. More specifically, research techniques designed to bring result in findings are replicable, that is, researchers working at different points in time and perhaps under different circumstances should get the same results when applying the same technique to the same data. Replicability is the most important form of reliability (Krippendorff, 2004: 18 cited in Desalegn, 2014:41).

The procedures in content analysis help to examine the “Akukulu” children television program from September 2018 up to February 2019. The contents of the programs have been analyzed in a defined criterion adapting the steps portrayed in the (Wimmer & Dominick, 2011) to conduct data analysis and to ensure validity & reliability. The points for the criterion are the following:

1) Formulate the research questions or hypothesis

Content analysis should be guided by well-formulated research questions (Wimmer & Dominick, 2011:160). The researcher was also designed four basic questions seek to answer them accordingly (chapter 1; section 1.4).

2) determine the universe of the content to be analyzed- in this case, the “Akukulu” children’s programs

Identifying a boundary of the body of the content to be considered is crucial for researches. In this regard, Wimmer & Dominick, (2011:160) stressed that two dimensions are usually used to determine the appropriate boundary for a content analysis; these are: the topic and the time period. The study defines its topic and time period, i.e. from September 2018 to February 2019.

3) Select an appropriate sample from the population

The researcher took “Akukulu’ children television program as a population. And from those programs those which were being on air from September 2018 to February 2019 were selected.

4) Construct the categories to be analyzed- here are the major units of analysis

a. Word

- b. Role
 - c. Inclusiveness
 - d. Sentence or paragraph
 - e. Sub-programs
- 5) Train the coder and conduct a pilot study (checking reliability)
 - 6) Code the content according to established definitions
 - 7) Data preparation and analysis.
 - 8) Draw conclusions and search for indications

3.6.7 Inter Coder Reliability

Intercoder reliability refers to the extent to which two or more independent coders agree on the coding of the content of interest with an application of the same coding scheme (Paul J, Lavrakas, 2008). It is a critical component in the content analysis of open-ended survey responses, without which the interpretation of the content cannot be considered objective and valid.

Two to six coders would be employed in a content analysis method (Dominick 2006:162). The researcher provided training to two coders. Dominick (2006: 162) says careful training of coders is an integral step in any content analysis and usually results in a more reliable analysis. The trainings included revising definitions, clarifying category boundaries, and revising coding sheets until the coders were comfortable with the material.

One of the main tasks that must be carried out is testing reliability of the coders. The researcher who uses the content analysis method should do this task. In the content analysis method, the reliability of the coders must be measured. “If a content analysis is to be objective, its measures and procedures must be reliable. A study is reliable when repeated measurements of the same material results in similar decisions or conclusions.” (Ibid 2006:166) “Inter-coder reliability refers to levels of agreement made among independent coders who code the same content using the same coding instrument.” (Ibid 2006:166).

$$\text{Reliability} = \frac{2M}{N1 + N2}$$

Where, M is the number of coding decisions which two coders agree, where as N_1 and N_2 are the total number of coding decisions by the first and the second coder, respectively. Thus, the coding reliability between the two coders was 0.91. This number is believed to be more than sufficient because most published content analysis typically report a minimum reliability 0.7 (ibid).

CHAPTER FOUR

4. RESULTS AND DISCUSSION

4.1 Introduction

The study investigated the role of “Akukulu” children television program in early childhood development. The research focused on programs from September 2018 to February 2019. The data was collected with content analysis and the response of the children program producers and editor individual interview. The result of the two data collecting tools was analyzed in two categories. The first one is quantitative analysis and the second one is qualitative data analysis. It helps to get a better understanding on the issue.

The research analyzed the contents of 22 programs from September 2018 up to February 2019 were analyzed. The programs were analyzed for clarity of language, consideration of child development, inclusiveness of urban and rural children, participation of children, significance in increasing children vocabulary, teaching ethics and moral and presented role models. Coding sheet was used so as to quantify the quantitative data of the content. In addition to that individual interviews with 6 program producers and editors were also conducted. The interview questions focused on cognitive skills, making sense of the world, learning behaviors, bringing confident and healthy child, developing a feeling of self-esteem, and developing a sense of pride. The chapter has two sections. In the first section attempts are to present and analyze the quantitative data, and the second part of this chapter discusses the qualitative data.

4.2 Quantitative Findings

4.2.1 Name of Sub Programs

The children television program named “Akukulu” is being on air every Saturday and Monday. The program holds sub programs like Ye Fidel Gebeta (Amharic Alphabets), Yetemhert Bet Zegjet (Program at School), Ye Totit Engidoch (Guests of the Ape) and tales. The following figure shows the frequency and percentage of these sub-programs.

Table 1: List of programs of “Akukulu”

S. N	Name of the sub programs	Frequency	Percentage
1	Ye Fidel Gebeta (Amharic Alphabets)	22	23.4
2	Yetemhert Bet Zegjet (Program at school)	22	23.4
3	Ye Totit Engidoch (Guests of the ape)	22	23.4
4	Tales	17	18.1
5	Others	11	11.7
Total		94	100

Programs like Ye Fidel Gebeta, Yetemhert Bet Zegjet and Ye Totit Engedoch are presented always. Yewereket Sera and Tsehay Loves learning program are being included by others category, which were not presented always like Ye Fidel Gebeta, Yetemhert Bet Zegjet and Ye Totit Engedoch.

4.2.2 Months of Transmission

The research tried to look “Akukulu” children television programs which were transmitted from September 2018 up to February 2019. Based on that, programs transmitted for 22 days were covered. The figure below shows the months of the program’s transmission.

Table 2: Months of Transmission

S. N	Months	Frequency	Percentage
1	September	17	17.8
2	October	12	12.8
3	November	14	14.9
4	December	15	16.0
5	January	16	17.7
6	February	20	21.3
Total		94	100

4.2.3 Regions where the Program Focused

The programs content of Ethiopia Television should try to cover all regions of the country as much as possible, since their target audiences are expected to be all children throughout the country. Similarly, the contents of the “Akukulu” children program which are produced and presented by Ethiopia Television should also try to include issues of children who are living in all regions of the country. The program producers should go out of Addis Ababa and cover the life style of children in other cities. Regarding this the content analysis of the research showed that much more numbers of the programs were focused to children who are living in Addis Ababa. The following figure shows the regions where the program covered.

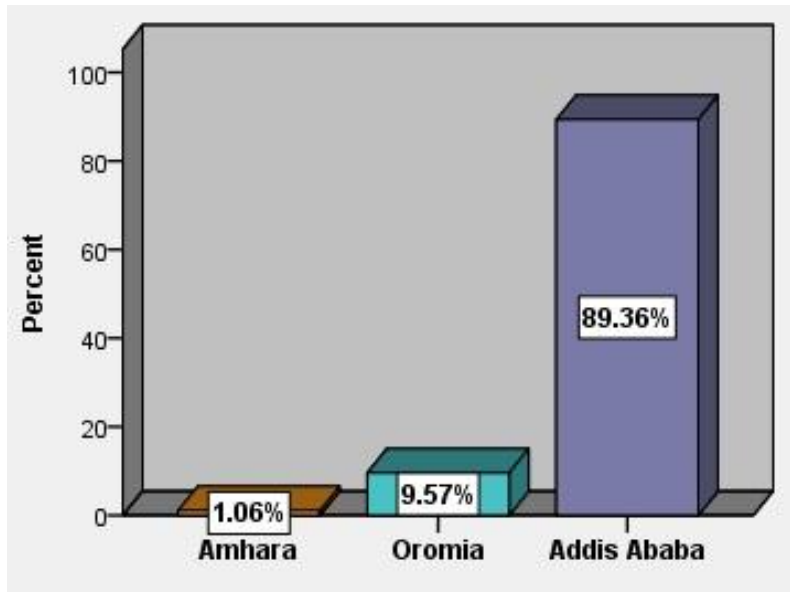


Figure 1: Regions Where the Program Focused in Percent

The above figure shows that the contents of “Akukulu” children program gave coverage to three regions only. Addis Ababa gets the highest coverage. 89.36 percent of the programs are produced in Addis Ababa. Oromia and Amhara regions took the second and third positions respectively. The remaining regions children’s issues were not getting any coverage. The following table shows more:

Table 3: Sub programs and Regions Cross tabulation

Name of the sub- program: * Regions where the program recorded Cross tabulation					
Count					
		Regions where the programs recorded			Total
		Amhara	Oromia	Addis Ababa	
Name of the sub- program:	Ye Fidel Gebeta	0	0	22	22
	Yetemhert Bet	0	2	20	22
	Zegjet				
	Ye Totit Engedoch	0	7	15	22
	Tale	0	0	17	17
	Others	1	0	10	11
Total		1	9	84	94

The program producer mentioned the following about area coverage of “Akukulu” children program:

We display our phone number at the end of the program for comment, and suggestion. Different children call us every time. Most of them said that they are happy by the contents of the program, but they ask us one questions, which is commonly rose by others children also “When do you come to our city, or town?” Most of the programs are focused on Addis Ababa only. I think this is a problem.

(J003: September 23, 2020)

4.2.4 Duration of the Programs

Different childhood development experts, the children attention span development is expected to be two up to three minutes per year; even though there are factors that affect the attention span of children. Generally, the attention span of children is low. Therefore, in order to grab their attention, the duration of the program should be short. The researcher tried to look the time duration of each programs in detail. The following figure shows more on that.

Table 4: Duration of the Programs

S. N	Duration	Frequency	Percentage
1	2-4 minutes	23	24.5
2	4-6 minutes	7	7.4
3	6-8 minutes	36	38.3
4	8-10 minutes	16	17.0
5	Above 10 minutes	12	12.8
	Total	94	100

From the above table we can understand that 38.3 percent programs have duration of 6-8 minutes. 24.5 percent of the programs have duration of 2-4 minutes. And 7.4 percent of the programs have duration of 4-6 minutes. Generally, 70.2 percent (by adding 24.5, 7.4 and 38.3 percent) of the programs have a duration below 8 minutes. The remaining 29.8 percent of the programs have duration of 8 minutes and above, which may be long for some children.

The cross tabulation shows that all program named by “Ye Fidel Gebeta” are 2-4 minutes. 68.2 percent of “Ye Temhertbet Zegjet” and 72.7 percent of “Ye Totit Engedoch” have duration of 6-8 minutes. And 88.2 percent of tales have duration 8-10 minutes. Programs which are included by others category like Tsehay Loves Learning has duration of above 10 minutes. The following table shows cross tabulations of the name of sub programs and their duration.

Table 5: Sub programs and Duration Cross tabulation

Duration of the program * Name of the sub- program: Cross tabulation							
Count							
		Name of the sub- program:					Total
		Ye Fidel Gebeta	Yetemhert Bet Zegjet	Ye Totit Engedoch	Tale	Others	
Duration of the program	2-4 minutes	22	0	1	0	0	23
	5-6 minutes	0	1	3	0	3	7
	7-8 minutes	0	15	16	2	3	36
	9-10 minutes	0	1	0	15	0	16
	Above 10 minutes	0	5	2	0	5	12
Total		22	22	22	17	11	94

4.2.5 Urban Areas Inclusiveness

One of the target audiences of the “Akukulu” children television program are children who are living in urban areas of the country. Therefore, the program should focus on their social, cultural, and other related issues of urban children. The content analysis result shows that much number of the programs was focused on children who are living in urban areas. The following figure shows more about that:

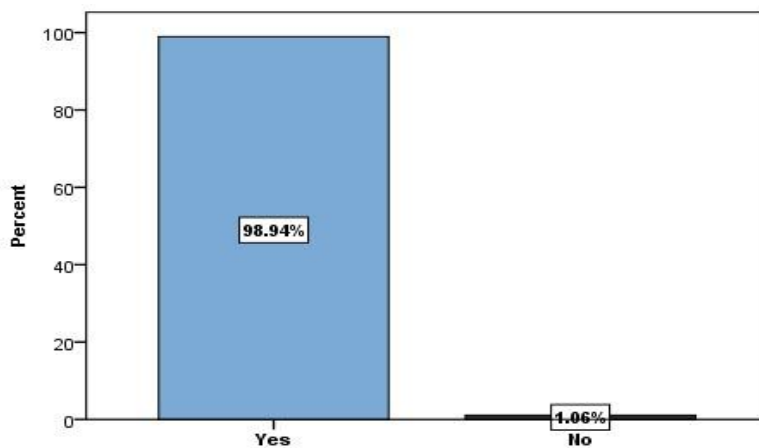


Figure 2: Urban Areas Inclusiveness in Percent

The above table shows that 98.94 percent of “Akukulu” program focus urban areas. Addis Ababa was the city focused more than others. The cross tabulation also shows that many programs are produced in urban areas of the country.

Table 6: Sub programs and Focus on Urban Areas

Name of the sub- program: * Does the program focus on urban areas of the country Cross tabulation				
Count				
		Does the program focus on urban areas of the country		Total
		Yes	No	
Name of the sub- program:	Ye Fidel Gebeta	22	0	22
	Yetemhert Bet Zegjet	22	0	22
	Ye Totit Engedoch	21	1	22
	Tale	17	0	17
	Others	11	0	11
Total		93	1	94

4.2.6 Rural Areas Inclusiveness

One of the target audiences of the “Akukulu” children television program are children who are living in rural areas of the country. According to 2007 Population and Housing Census of Ethiopia, population living in rural areas are five times larger than that of urban. Even though there is no access to electricity in much rural areas, “Akukulu” program should cover the children’s social, cultural and other related issues, in order to aware their life experience for other children who are living in urban areas.

Related to this the researcher tried to look the program rural areas inclusiveness. The content analysis result shows that much more attention was given to children who are living in urban areas of the country than rural. The following figure shows more about that:

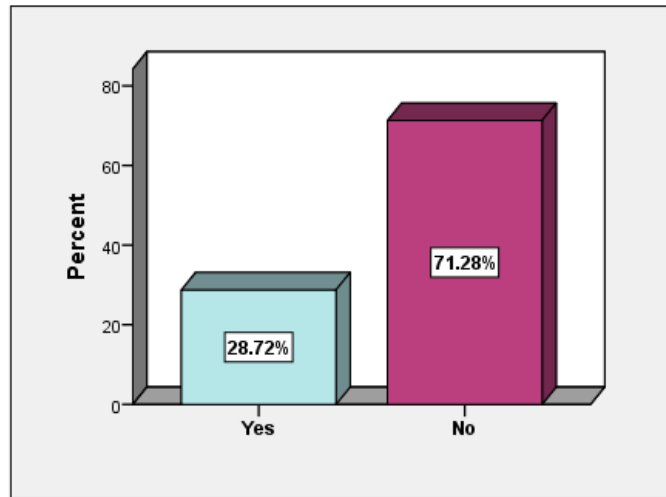


Figure 3: Rural Areas Inclusiveness in Percent

The above figure shows that much attention was given to urban areas of the country. The cross tabulation also clearly shows that much attention wasn't given to rural areas of the country. One of the program producers states the following on urban area inclusiveness of “Akukulu” program.

There is a limitation in going to rural area so as to produce children program. Most of the programs are produced in Addis Ababa. Some times in the program named “Ye Temhert Bet Zegjet” students made a short drama which shows the life of children in rural areas. Rather than that going to remote areas of the country for program production is not common. Even during the time when we had a chance to go to regions, our focus was children living in the capital city of the regions. So, there is a great problem of covering issues of rural children.

(J004: September 26, 2020)

4.2.7 Gender Inclusiveness

The television programs for children are expected to be free from stereotype of gender. Children with both sexes should get equal chance in each and every issue. Related to this this research also examine the inclusiveness of both male and female. The content analysis result shows that the two-sex entertained in most programs in an equal and fair way. The following table shows more:

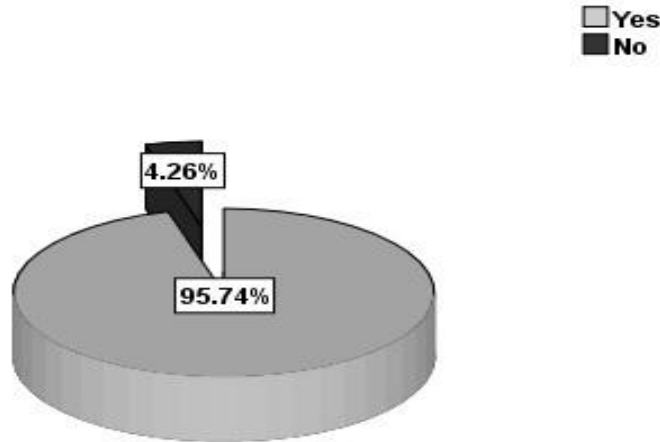


Figure 4: Male and Female Inclusiveness in Percent

The above table shows that 95.74 percent of the contents included both sexes. The interviews also strengthen this data. The “Akukulu” children program producers and editor also agree that the program was gave equal chance for both male and female children.

4.2.8 Informative Programs Presented

The 2007 Population and Housing Census of Ethiopia, the total number of children under the age of is 9 years are 31 percent of the total population. Due attention is needed to this huge number of populations to inform about their culture, language, life styles and in psychological potentials. Regarding to this the research tries to look the extent to which the children program is informative. The following figure shows more detail.

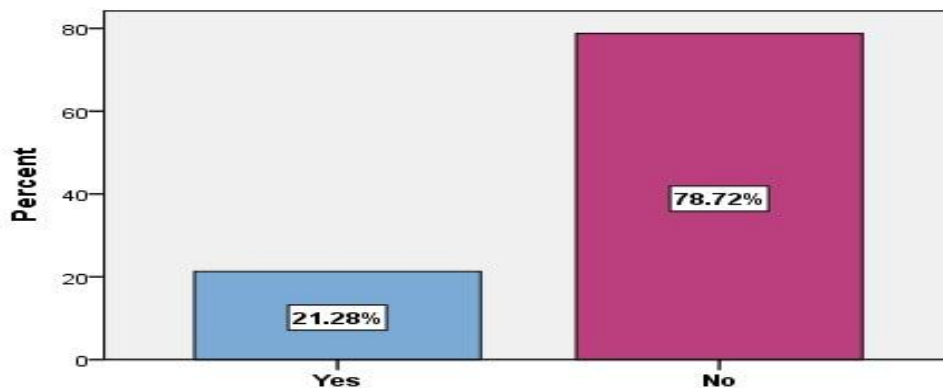


Figure 5: Informative Programs Presented in Percent

The above figure shows that 78.72 percent of “Akukulu” program were not informative. The cross-tabulation data shows that 31.8 percent of the program named “Yetmhert Bet Zegjet” and

13.6 percent of “Yetotit Engedoch” are informative. The interview with the program producers is opposite to the content analysis result. Even though they said the program is informative, the level of information was very limited.

4.2.9 Educational Programs Presented

Educational television programs usually focus on technology, geography, history, art, literature, science, and other branch of human knowledge in existence. But when we come to children television program there are famous programs like Sesame Street that can teach children with fundamental knowledge like alphabet and colors. When we come to “Akukulu” it is more of educational. The following table shows more on that.

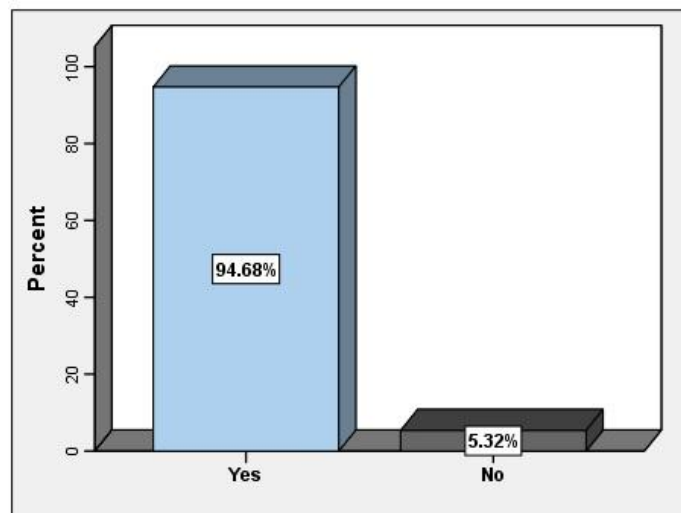


Figure 6: Educational Program Presented in Percent

The above figure shows that 94.68 percent of the programs were educational. “Ye Fidel Gebeta”, “Ye Temhert Bet Zegjet” and Tale were educational. The interviews also show that the programs were educational. The producers also said that the programs were more of educational. According to social learning theory, learning can take place by listening to someone else explain how to do something. In the above-mentioned programs children can learn by the activities of other children from ‘Ye Temhert Bet Zegjet’. They also learn the Amharic alphabets by watching the program named ‘Ye Fidel Gebeta’

4.2.10 Entertaining Programs Presented

Entertainment programs are relaxed, comedy and talent angle. It includes game show, award show, and different programs are included. They can be watched by large number of audiences. According to (Marvin Daehler, 2001; Huston et al., 1990) children begin to watch entertainment shows aimed at general audience by the age of five to seven. “Akukulu” program include entertainment programs. The following table shows the entertainment programs presented.

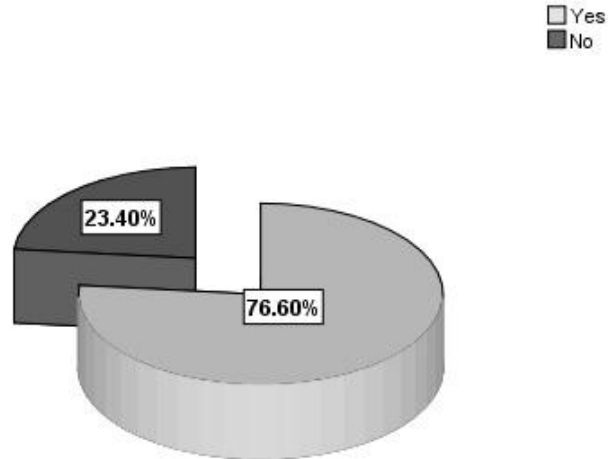


Figure 7: Entertaining Programs Presented in Percent

The above figure shows that 76.6 percent of the programs are entertaining. The cross-tabulation data shows that programs like “Ye Totit Engedoch” and “Ye Temhert Bet Zegjet” were more of entertaining. The program producers are also mentioned that the programs are entertaining for children under the age of nine.

4.2.11 Clarity of Language

Television can promote certain pre reading skills, such as knowledge of alphabet and numbers, as well as increase children’s vocabulary. Therefore, the language of the children television program should be easy for them to comprehend. The children don’t require taking part in complex element of a story. With this in mind, data of the coding shows that 97.87 percent of the programs have language clarity, and 2.13 percent of the program have problem related with language clarity. The following figure also shows this fact.

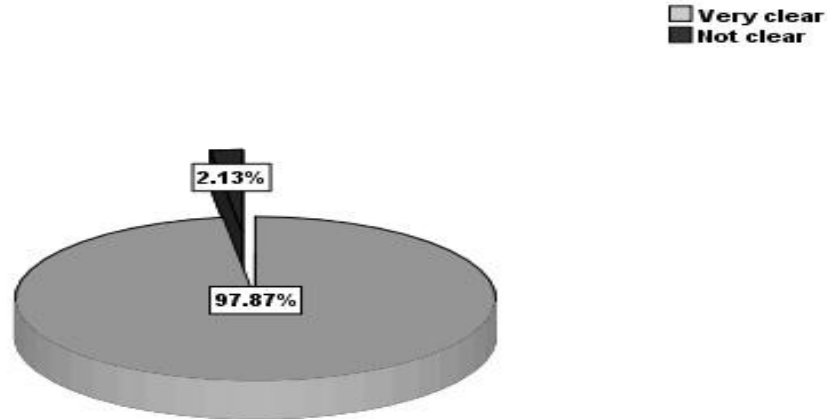


Figure 8: Clarity of Languages in Percent

The researcher also interviewed the program producers. Two program producers mentioned that they are giving much attention for the language clarity. One of the children program producers said that they are working their level best so as to produce a program with simple words, which goes with children level of language development. The other producer also said that since their target audiences are children under the age of 9 years, they are giving much attention for language clarity.

Cognitive theory states that preoperational stage is a time great language development. And at the concrete operational stage, children able to think rationally about concrete events. Therefore, educational programs with language clarity are very important for their language development.

4.2.12 Importance to Increase Vocabulary

Children who watched the show more frequently were found to show the greatest gains on several skills, including writing their names and knowing letters, numbers, and forms. Frequent viewers also obtained higher scores on a standardized vocabulary test, adapted better to school, and had more positive attitudes towards school (Bogatz & Ball, 1972; Rice et al., 1990).

When we come to “Akukulu” children can learn letters and increase their vocabulary with “Yefidel Gebeta”. The programs teach different letters of Amharic language. The following figure shows that the program is important in increasing children’s’ vocabulary.

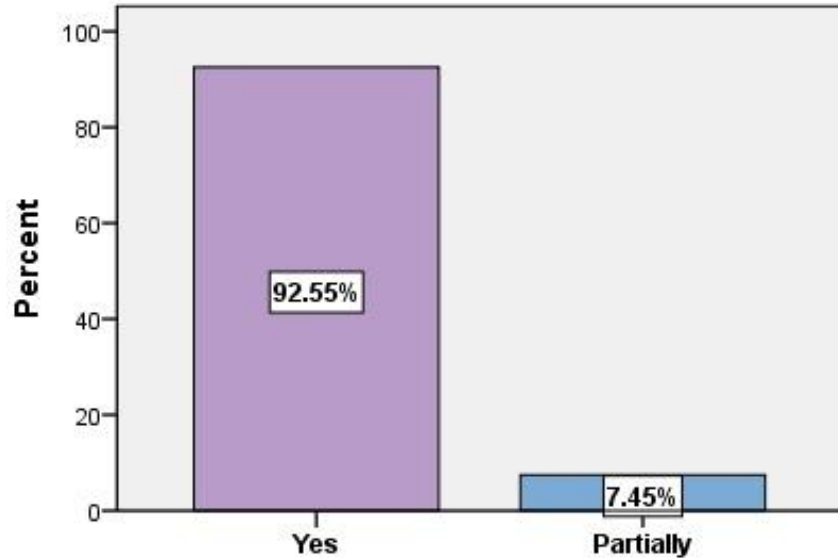


Figure 9: Importance to Increase Vocabulary in Percent

The “Akukulu” programs are important in order to increase vocabulary of children. The content analysis result shows that 92.55 percent of the programs help children to increase their vocabulary. The cross-tabulation data also show that programs like “Ye Fidel Gebeta” and “Ye Temhert Bet Zegjet” were very helpful. The tale and other programs are also useful. The interviewees also agree that the programs are important so as to increase children vocabulary.

When we see language development theory, children learn languages through operant conditioning. The program named ‘Ye Fidel Gebeta’ also helped children to learn new words by imitation and they repeated the word in their communication with their family members. According to zone of proximal development the children obtained language development, when they engage in social interaction with others. Related to that in the program named “Ye Totit Engidoch” (Guests of Ape) children engage by speaking, listening, singing, narrating story, tale, riddle, dancing and other activities. This helped them to increase their vocabulary.

4.2.13 Ethics and Moral

Children's television programming often contains moral lessons. The programs teach fairness, and right and wrong in a simple and entertaining way. Doing this helps the children to develop a good personality and to behave in a right way. The researcher also looks the contents of

“Akukulu” program in this regard. The quantitative data result shows that all programs teach ethics and morals.

The qualitative data also shows similar result. One of the program producers said that the programs teach ethics and loving country. The other program producer stated that they are working their level best so as to teach ethics and moral. She said the following regarding this:

In our programs we will disseminate advice for children that they should respect their families, friends, and elders and love their country. Especially the role of the father of tale (Yeteret Abat) is very significant in teaching ethics and moral using tales. All tales presented teach ethics and morals.

(J006: September 29, 2020)

Both the quantitative and the qualitative data exhibit that the program fully teaches ethics and morals to children under the age of nine. Related with cognitive appraisal theory all programs of ‘Akukulu’ functioned as stimuli to develop an acceptable ethics of the society. According to social learning theory children learn new behavior by observing other people. The program helped children to show great personalities.

4.2.14 Functional in Children’s Life

Television programs can affect children either positively or negatively. Therefore, a television programs which has a positive influence should be presented. There are television programs which helps them to understand the importance of proper nutrition, health and exercise. There are also programs which are helpful in their academic performance and future life. Children programs also provide opportunity to provide child’s talent in painting, dance and other skills. In this regard the research also tries to look does the program was being functional in children’s life. The following table shows more:

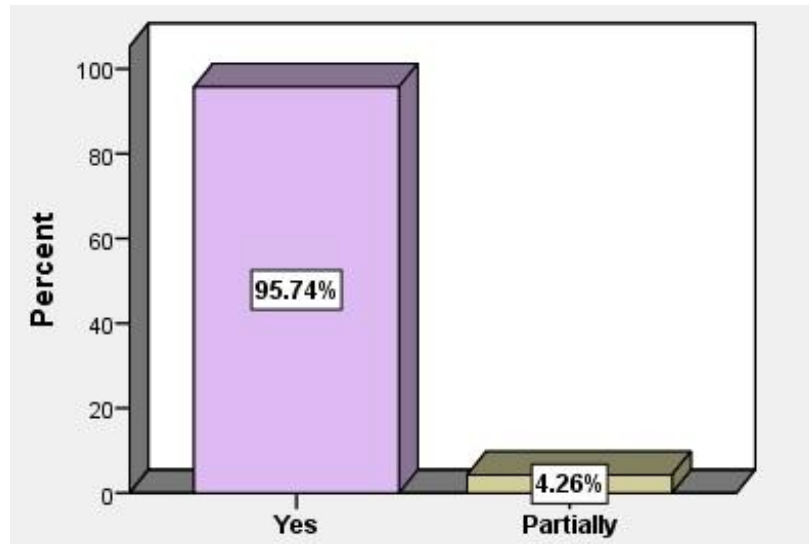


Figure 10: Functional in Children’s life in Percent

The content analysis result indicates that 95.74 percent of the programs are functional in the children life. The cross tabulation also shows program likes “Ye Fidel Gebeta”, “Ye Totit Engedoch” and tale are very functional in children life.

One of the program producers said that message from tale is functional in their life. He added the following:

I think they apply the messages from the program partially. It needs research to conclude on such a way. But I can say that they apply very basic issues like respect others, loving their country and the likes. Children write letter to us and they give feedback and also share their experience. They suggest and comment each and every program usually. I think this is a good indicator to show that the programs are functional in their life relatively.

(J005: September 25, 2020)

Behavioral theory states that environmental interactions influence behavior. In this regard the tale helped children to exhibit good behavior. It also helped them to develop a sense of pride at school, family and other places. The tales helped children to keep values of the society in which they live. The tales are functional in the life of children.

After watching ‘Ye Fidel Gebeta’ children can imitate sounds and words. When a child says a word that sounds close to what the parents say, they accept and reinforce it. It

teaches children to identify Amharic letters easily. The program named “Ye Fidel Gebeta” is also functional in the life of children.

4.2.15 Children Participation

Children participation in the television program has importance as well as side effect. Those children who participate in the program learn to be confident and gets better with speaking after participation. On the other hand, if the level of participation takes more hours, it will have negative impact. If they invest more hours due to script rehearsal, long shooting hours, and other tasks related with television program production, they may compromise with their education. Attending schools with regular basis become difficult. So, the level of participation matters.

When we come to “Akukulu” program the result of the content analysis shows that there is a children participation in most programs. The following table shows more:

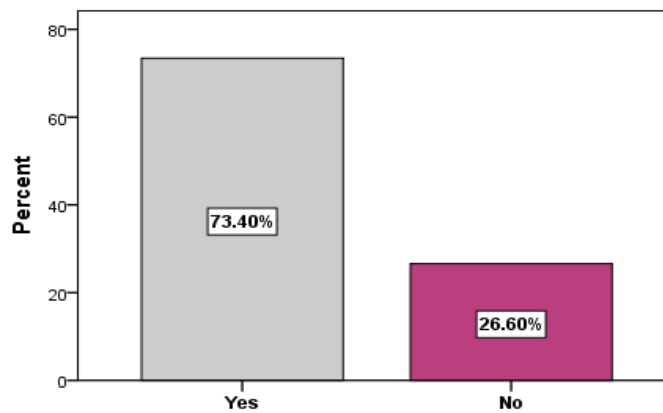


Figure 11: Children Participation in Percent

The figure shows that 73.4 percent of the programs gave the chance for children to participate. Programs like “Ye Temhert Bet Zegjet”, “Yetotit Engedoch” and tale gave chance for children to participate. Children sing a song, narrate poem, and play game, play drama and other activities. It gave almost all time for them. When we see “Ye Totit Engedoch”, in all program’s children sing a song, present tale, and dance and do other activities. Similarly in the tale different children participate by making drama, and also, they participate by listening the tale sitting beside the father of tale (Ye Teret Abat). Generally, these three programs gave 100 percent chance for

children to participate. On the contrary “Ye Fidel Gebeta” doesn’t give chance for children to participate.

Language development obtained when children get involved in the programs. In this regard programs like “Ye Temhert Bet Zegjet” and “Ye Totit Engedoch” play role in language and speech development of children. They also help children to think rationally.

4.2.16 Presented Role Model

Many good character qualities cannot be taught, they need to be experienced, and that is why positive role models are significant. Positive actions by role models create positive habits in children that cannot be learned in the classroom.

When we try to look the definition of role model, it is a person whose behavior is imitated by other people. Children who have good, strong role models to follow have a better chance of developing a positive way of life. A good role model always tries to make good decisions about lifestyle choices such as food, exercise, reading, making conversation and other things that children should learn. The child will notice the positive attitude and get the message that making an effort is more important than perfection.

In a media-driven culture, like Ethiopia, the children most influential role model is their favorite artist, author, musician, actor, athlete or political leader. This research tries to look the role model presented on each program. The following figure shows more:

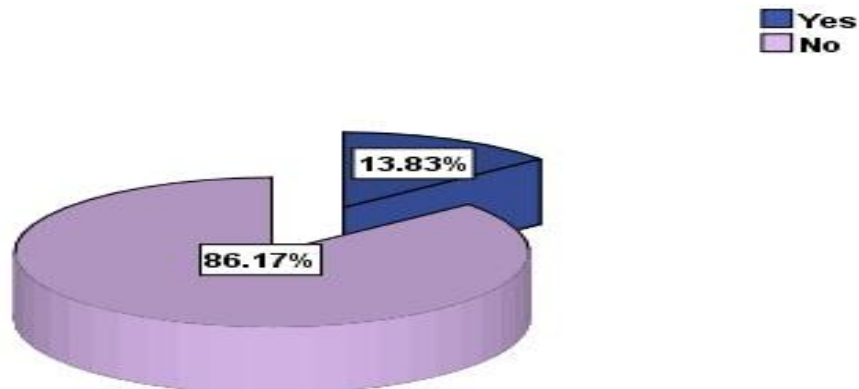


Figure 12: Role Model Presented in Percent

The above figure shows that the total numbers of presented role models were 13.86 percent. Tale has the highest number by presenting role models relatively. It has 47.1 percent role model. The program named “Yetemihert Bet Zegjet” presented 9.1 percent role model. The other programs like “Yefidel Gebeta” and “Ye Totit Engedoch” don’t have any role model.

The cross tabulation also show that positive role model wasn’t presented in programs like “Ye Fidel Gebeta” and “Ye Totit Engedoch”. The following table shows more.

Table 7: Sub programs and Positive role model cross tabulations

Name of the sub- program: * Positive role model presented in the program. Cross tabulation				
Count				
		Positive role model presented in the program		Total
		Yes	No	
Name of the sub-program:	Ye Fidel Gebeta	0	22	22
	Yetemhert Bet Zegjet	2	20	22
	Ye Totit Engedoch	0	22	22
	Tale	8	9	17
	Others	3	8	11
Total		13	81	94

The interviews also show similar result. One of the informants said that there are efforts to bring positive role model to children, but it has a consistency problem. He mentioned the following:

We bring together those children who wish to be a pilot. And we invite one pilot. They raise their questions to that pilot being face to face. They ask about his/her childhood time. How he/she become a pilot and other questions. Such kind of programs was produced, but it doesn't continue. In addition to that Artists were also invited to read tales for children. They read the tale in an interesting way. But such programs were not sustained.

(J002: September 24, 2020)

The other program producer also said that presenting role model in “Akukulu” program doesn’t get that much attention. It is possible to say that there is no role model in “Akukulu” program. Positive role models are being presented in other children program (Temsalet and Lijenet), who are above 9 years of age.

According to social learning theory, observational learning involves directly observing another person. Modeling and observation play a major role in the learning process. If positive role models come in to view, children will learn good behavior. It will help children to develop good personalities.

4.3 Qualitative Findings

The qualitative data were collected mainly to get answers to those questions, which were not addressed by quantitative data and to get a better understanding on certain issues. The individual in-depth interviews involved all journalists who are working in ‘Akukulu’ program. Based on that 6 respondents who are working in children television program were selected. They are in the position of editor, producer, and director. The respondents are selected purposefully. The interview took 10 to 15 minutes.

4.3.1 Child Intellectual Development

Intellectual development is about learning. It's about how children organize their minds, ideas and thoughts to make sense of the environment and world they live in. Intellectual development is the growth of a child's ability to think and reason. The two main areas of intellectual development are language and cognitive development. Language development helps to organize thoughts and make sense of the world around them. It helps an individual to ask questions and develop simple ideas into more complex ideas. Language development depends upon the child's own pattern of development, their age, and the opportunity to experiment and use language. All individuals have a need to communicate and language is the tool that allows this. On the other hand, cognitive development is about how we use our minds and organizes thinking to understand the world around us. Cognitive development depends upon the child's own pattern of development, the opportunity for playing with toys and games and experiences of activities and events¹⁷.

¹⁷http://resources.hwb.wales.gov.uk/VTC/2012-13/22032013/hsc/eng/unit_2/hsc_u2_hgd/hsc_u2_intellectual-dev.htm

Cognitive development includes imagination, problem solving, different activities, creativity, concepts, memory, concentration and reasoning. Children use their imagination for pretend play, pretend games, to tell stories, when drawing, painting, and reading, model making, and dressing up. They also develop the ability to solve their problems by their own. They can also swim, play football, and ride a bicycle and other activities like painting, drawing, dancing, singing and others.

The children were asked the role of the “Akukulu” program is developing children intellectual development. The respondents indicated the following:

C021 (8 years old): The program helped me to learn a lot. For example, “Yefidel Gebeteta” helped me to learn Amharic alphabets. Different words are presented in the program. It helped me to write some letters which are difficult to identify.

C008 (7 years old): The program like tale is very helpful for me. It teaches me different words. It also helped me to know different tales.

(J004: September 26, 2020)

On the other hand, parents who participated on the focus group discussions aren’t agreed on the role of the program. The participants said the following:

P007: According to my observation the program has limitation in developing the children critical thinking. For example, if we see ‘Ye Fidel Gebeta’ it doesn’t help to develop critical thinking and logical reasoning. The same is true in ‘Ye Totit Engidoch’.

P010: The programs aren’t that much helpful to solve their problems by their own. They don’t give that much attention to creativity. Like other children’s programs, different activities aren’t included.

The “Akukulu” program producer explained the following about the role of the program to bring children’s intellectual development as follows:

The programs which are being on air every week don’t encourage creativity of children. They don’t invite children to draw, paint, collage and other works of art. This is one of the limitations of all programs. The program named ‘Ye Fidel Gebeta’ teaches how to write

Amharic letters. There are no programs which teach about numbers, shape, time, and the likes. The programs don't encourage children to ask questions, write about visit. 'Akukulu' is a program which has a magazine format. This helps children to attend the programs with good concentration. I think, we have to do more in this regard.

(J004: September 26, 2020)

4.3.2 Making Sense of their World

Television exposes children to variety of way of living, culture and other people's worldviews. Watching dramas and comedies gives them an idea of the complexity of life and moral dilemmas. When we see the programs of "Akukulu" the contents of all programs focus about Ethiopian issues. The issues entertained by all programs are about social and cultural issues of the country's children. For example, the program named "Ye Fidel Gebeta (Amharic Alphabet), 'Ye Totit Engidoch' and tale don't focus about the remaining world culture, life style and way of living. They don't help children to sense the rest of the world.

The parents who watched the sample television programs were also mentioned that the program has limitation in showing the sense of the world.

P007: As a principle the program should focus about Ethiopian children, but the reality shows that the program gave much attention to the life style of children in urban area. According to my observation the programs don't focus on the life style of other part of the world. I think this can be taken as a limitation.

P012: The attention given by the program so as to make children to sense of the world is very less. Recently thanks to globalization, the world is coming closer. By being selective showing life style of children in other country is advisable. But during selection, much care should be taken. Doing this help children to have a wide perspective about life and way of living.

One of the program producers of 'Akukulu' said that the program didn't work more on exhibiting the lifestyle of children in the remaining world. He added the following:

"The contents of the programs are all about Ethiopia. We don't cover issues of the other countries. The objective of the program is to give value for our cultures, letters, and indigenous children games, tales, and other folklores like 'enkokilesh'. Children can have a

lot access to sense the remaining world from television and other medium like the new media. Our primary target is to promote homeland values. This may be taken as a limitation by others, but it is intentionally done.

(J002: September 24, 2020)

Television could be having important but unnoticeable effects on society (Gerbner, 1973). For example, heavy television watching makes people feel like the world is an unsafe place (ibid). Children in Ethiopia especially in Addis Ababa are exposed to varieties of foreign programs. The programs may be helpful to sense the remaining world, but parents should play their role in selecting appropriate programs for their children.

The ETV children program named “Akukulu” focus about Ethiopian values only. But entertaining foreign issues being selective in few amounts is advisable. Doing that help children to sense the rest of the world’s culture, technology, way of life, art and the likes. It helps them to learn new situations, new words, and objects. In order to modify their thoughts and way of thinking selected foreign children television programs have significant role. It also helps to assimilate and accommodate themselves with the new situations.

4.3.3 Importance to Teach New Behaviors

Social learning theory of child development says that children learn new behaviors by observing other people. When we come to “Akukulu” program children learn Amharic alphabets with “Ye Fidel Gebeta”. They can identify letters and also construct words using the given letters. The program helps children to solve the limitation that they have in identifying Amharic letters. It also helps the formal education that they learn in the classroom.

In the other program named “Ye Temhert Bet Zegjet”, children can learn different types of games; they can play in school and being at home. They get experience how to interact with other children.

In the other program named “Ye Totit Engedoch” (guests of the ape), children can express their school life, narrate tales and other folklore to the rest of children without any fear. The program helps children to develop new behaviors like speaking, singing in front of others, and expressing

themselves. The tale teaches ethics and morals. The model person narrates tales and the tales are presented with dramatized form. Different famous actors get involved in the drama. But the frequencies of the participation of the famous actors are limited with few tales. Lack of budget is the main reason.

Children who watch the sample programs mentioned the following:

C014 (7 years old): The programs are important. The father of tale teaches us respect, and tolerance. I do what my father and mother told me to do. And also, I respect my friends and teachers, I can narrate tales in front of my friends in the class.

C005 (7 years old): The program helped me to avoid fear. I can sing a song to my friends. I can play different games with my friends. I respect my families, teachers and elders.

On the other hand, parents who watch the sample program also agreed that the programs helped children to learn new behaviors. The mentioned the following:

P0016: The program was helpful to teach children new behaviors. For example, if you take the program named ‘Ye Temhert Bet Zegjet’ (school program) children can play together. During that time, they can easily develop friendship. Following that children who watch the program were also be motivated to play together. Children who were invited in the program named ‘Ye Totit Engidoch’ were used to sing, dance, narrate tell, and other activities. This help children to develop their communication skills.

The following two program producers have similar ideas. One of the program producers mentioned the role of one sub-program as follows:

The program named ‘Ye Temhert Bet Zegjet’ (school program), children develop friendship, respect, tolerance, cooperation, and how to actively participate in various games, how to speak in front of their friends without any fear. Children can learn new behaviors from this program”.

(J002: September 24, 2020)

The other program producer of ‘Akukulu’ program also have a supporting idea;

The tale is important to teach children new behavior like respecting their family members, friend and teachers. The tales are told by the father of tale. The actions of the tales are presented in the form of drama. Famous actors also participate in the drama. When the actors participate in the drama ETV should pay for them. Lack of budget limit the participation of the actors in drama. Most of the tales were presented without drama. Father of the tale sit among 10-20 children and he told the tale for them. They listen the tale. The way of presentation isn't dramatized, which is relatively boring. Anyways, children can learn behavior from such kind of tale presentation, even if the way of presentation isn't attractive like the dramatized one.

(J003: September 23, 2020)

Children can learn what are right and wrong. The programs help to shape the children to have a better discipline in school and being at home. Generally, it is possible to say that the television program named “Akukulu” help children to teach new behaviors.

4.3.4 Bring a Healthy and Confident Child

Children who have good role models have a better chance of developing a positive lifestyle. When children get a positive role model, they will follow good habits and perspective that can stay throughout their life time. Following that children become more confident. A confident child can make good decisions about lifestyle choices such as drink, food, exercise, reading, and other activities.

When we see the program named “Akukulu” the tale help children to be aware of positive attitude. The program teaches respect to others. The other program named “Ye Toti Engedoch” help children to speak in front of other children. It helps to develop confidence. The program editor also said “The numbers of Amharic alphabets are higher than English alphabets. The program named ‘Ye Fidel Gebeta’ help children to learn different letters. It helps children to develop confidence in writing different words. The program named “Ye Temhert Bet Zejet” gave the chance for the children to perform different activities without fear, and also gave chance for the children to sing a song, to narrate a tale, to dance and perform various entertaining activities. The program is helpful to bring confident children.

Physical exercise is very important for children's health and physical development. The programs also help children to have a healthy physical development. The program named "Ye Temhert Bet Zegjet" present different games which are supported with physical exercises. In the program children have been seen doing different exercises. Generally, the program helps children to be healthy and confident.

The parents who watched the sample programs also agreed on the role of the program.

P009: The programs like 'Ye Totit Engidoch (Guests of Ape) helped children to develop confidence. 'Totit' (The Ape) teaches children to have a choice on the food, drink, game, task and other issues. This helps to maximize the confidence of children. Following that children can develop their confidence.

4.3.5 Develop a Sense of Trust and Safe World

The first stage of Erikson's theory begins at birth and lasts until the child approaches their first birthday and a little beyond (birth to 12 or 18 months). During this age, infants must learn that adults can be trusted. This occurs when adults meet a child's basic needs for survival. Infants are dependent upon their caregivers, so caregivers who are responsive and sensitive to their infant's needs help their baby to develop a sense of trust. Their baby will see the world as a safe, predictable place. The same is true for television programs which are designed to children. The programs should need to meet the needs of children. The contents of children program should develop trust and safe world in the minds of children. If the needs of children are not met appropriately, they will grow up with a sense of mistrust.

The program producer said "The contents of the program don't develop anxiety. Each issue which is being on air is well edited. The programs which are produced by program producers pass through gatekeepers. Much effort is applied to have a good content for the children".

The result of the content analysis also exhibits that in all contents of the "Akukulu" programs don't create a feeling of anxiety, fear and mistrust on children. They help to identify letters, increase vocabulary, and develop language skills. They learn ethics and morals. The issues entertained on the programs are soft, educational, and entertaining. The program named "Ye Totit Engedoch" (School Program) sometimes went out of studio and have interview with

children in different recreational areas which are designed for children like Babugaya, Langano, ‘Anbesa Gibe’ (Addis Zoo Park), and other areas. This shows that children have a safe environment. The program helps to develop trust on their town, sub city and country as well.

On the other hand, parents who watch the sample programs were also agreed that the program can help to develop a sense of trust. One of the focus group participants mentioned the following:

P001: The programs have good quality in establishing trust in their families, friends, teachers, schools, residence and town in general. This makes them to be active and confident. Which leads them to be effective in their learning activities.

4.3.6 Significance to Show Children’s Ability

Television has the potential to make positive and negative effects. According to several studies television viewing frequently limits children’s time for vital activities like playing, reading, learning to talk, spending time with peers and family, storytelling, participating in regular exercise, and developing other necessary physical, mental and social activities.

On the other hand, television also has a positive effect. It can promote certain pre reading skills, such as knowledge of alphabet, and words, as well as increase children’s vocabulary. In “Akukulu” programs like “Ye Fidel Gebeta” (Amharic Alphabet) was designed to teach alphabet, words, and short sentences. Children can write different Amharic letters. They can write different words using different letters. The programs also help them to write the names of different objects.

Regarding to these children who watched the sample television program of ‘Akukulu’ mentioned the following:

C010 (8 years old): The program named ‘Ye Fidel Gebeta’ helped me to learn different letters. After watching the program, I write letters, and words. It also helped me to read words. It is very nice program.

C013 (7 years old): I usually watched the program. The program named ‘Ye Temhert Bet Zegjet’ (School Programs) helped me to show my ability in drawing pictures. Different

children who draw pictures have been watched on the program. That gave me courage to draw more pictures.

C003 (7 years): There are children who present their work of innovation. Once I remember there was a student who made helicopter using different materials. That was very interesting. Following that I make a car which is made of metal wire. The program is very helpful to develop and exhibit our abilities.

On the other hand, parents who watch the sample program also agreed on the role of the program.

P002: The program named 'Ye Fidel Gebeta' help children to show their ability in drawing pictures, playing educational games, reading, speaking, writing, and other skills. For example, there was a program which focused on making different materials using paper. This program helped children to exhibit their ability in making different things using paper. And also, in the program named 'Ye Totit Engidoch' (Guests of Ape) children develop their skills in listening others speech, and speaking in front of many people.

One of the program producers stated the following about the significance of two programs named “Ye Fidel Gebeta” and “Ye Temhert Bet Zegjet” as follows:

The duration of the “Fidel Gebeta” is about 3 minutes. In a single program one row of letters get covered. Children learn how to write each letter. They can also watch the words which are constructed using those letters in a similar family. This program helps the formal education, which is given in the classroom. Children can write the names of different items. It helped to develop their language skills. On the other hand, the program named 'Ye Temhert Bet Zegjet' help children to realize that they can do things by themselves. In the program children who are competing to tie their shoes, children who wash their hands properly are seen. These help children to show their abilities. For me, especially the two programs are very helpful to develop children ability.

(J001: September 18, 2020)

The program production of “Ye Temhert Bet Zegjet” is made in the school compound usually. Students who learn in that school perform different educational and entertaining activities. They participate in singing, dancing, reading poem, making drama, and other games. Children show their skill and ability. There is a program in which children make different objects using paper. In that program anyone can observe the skill of children, if they get the chance to practice.

In the program named “Ye Totit Engidoch” invited children show their various skills. Children show their speaking skill in front of people. They present tale and other folklore to the one who host the program by the name ‘Totit’.

4.3.7 Interact Socially

Children interact socially, when they reach the preschool stage (3-6 years). At this stage, if children get the chance to play with others, their cognitive, language, behavioral, emotional and cultural development gets higher. From “Akukulu” program “Ye Temhert Bet Zegjet” (school program) gives the chance for the interaction of children being at their school. In the program children have been seen playing, reading, singing, drawing, running, jumping and doing different activities.

Children who watch the sample programs gave the following response regarding the role of the program in developing social interaction as follows:

C001 (8 years): In the program children plays different games together. They ask questions each other. They sing, dance together. After watching the program, I play that game with my friends. We play ‘abarosh’, ‘akukulu’, and other games together.

C018 (8 years): The program teaches me the games that I can play with my friends. In the program children sing a song together. I and my friends sing a song when we play our games.

On the other hand, parents who watch the sample program also agreed on the role of the program in developing the social interaction of the children.

P001: The programs are helpful to develop social interaction of children. Children who watched the programs play different games with their friends. As you know the mind of children is very fast. After watching the program, they can directly perform the game. By doing that they can develop friendship with other children at school or in their residence or other areas also.

The children television program should help children to interact socially. Similarly, one of the informants said the following about the names of two program which gives chance for interaction as follows:

In our television programs except from “Ye Fidel Gebeta” all programs allow social interaction. If you take “Ye Temhert Bet Zegjet”, children sing, run, dance, discuss, and play together. It creates the chance to learn new things. “Ye Totit Engidoch” program and tale also allow social interaction. Four or five children sit beside “totit” (the one who host the program by the character ape) and sing, dance together. It is helpful for children the significance of social interaction. Those children who are watching the program being at home can perform the same activities in their school.

(J002: September 24, 2020)

According to social learning theory children learn new behaviors by observing other people. The result of the content analysis also showed that all contents of ‘Ye Temhert Bet Zegjet’, ‘Ye Totit Engedoch’, and tale were presented with social interaction of children. The programs ways of presentation give chance for the children, who are watching the program being at home, to learn different things in entertaining way.

4.3.8 Plan, Achieve Goals, and Take Responsibility

When the children reach the preschool stage (3-6 years), they learn to take the initiative and control what happens. They are skilled of initiating activities and declaring control over their world through playing. According to Erikson, preschool children must resolve the task of initiative vs. guilt. By learning to plan and achieve goals while interacting with others, preschool children can master this task. Initiative, a sense of ambition and responsibility, occurs when parents allow a child to explore within limits and then support the child’s choice.

Regarding to this, programs like ‘Ye Totit Engidoch’ and tales are better by encouraging children to plan, achieve goals and take responsibility. The character who hosts the program (totit) gives advice for the children to have a plan to play, do homework and class work, study, watch television, sleep and to do different activities. This is helpful for the students to score a better result in their education. This is also significant to bring better generations, who have a better awareness about time management.

On the other hand, if we take tale, the father of tale, teaches children that they should take responsibility for the mistakes which were done by them. He also teaches children that telling the truth is expected from them. Children were being told that lying is a wrong way to solve different problems. These are very important to have a better generation for the future.

From the sample children who watch the sample programs, two of them gave the following response regarding the role of the program in helping them to plan, achieve goal and take their responsibility:

C020 (7 years old): The program helped me to study my lessons in program. I have a schedule at my home. Playing and studying time is clearly planned. The program helped me to do that. The program also advised me to study very hard.

C018 (8 years old): The program teaches me to do my class work, and homework. This helps me to get a better grade. I stood second in the first semester. I am a student. My responsibility is learning. The program helped me to fix my responsibility.

The children television program plays their own role in teaching children to take responsibilities, and to have a plan. Parents who watch the sample program also agreed on the role of the program.

P018: Generally, the 'Akukulu' television program help children to take responsibility. It encourages children to attend classes on time and regularly. It teaches children to take care of school properties and complete their homework and assignments. It advises children to read on regular bases and to do their level best in their education.

One of the program producers said the following about the nature of the programs on encouraging children to plan, achieve their goals and take responsibility.

All programs encourage children to have a plan. If you take 'Ye Fidel Gebeta', it advises children to practice the letters after the program. Children get practice writing those letters. The goal of children will be writing those letters correctly. The children family may also help them to write the letters. This program helps children to achieve their goal (which is writing those letters correctly). The other program named 'Ye Temhert Bet Zegjet' teaches children to play different games responsibly. The idea that children should have a plan for their daily activity is advised on the tale. In the program named 'Ye Totit Engidoch' children advised to have a plan using tale, song and others. Children advised to keep their responsibility by doing their homework and other assignments. They should return someone else properties to the owner. Generally, it is possible to say that all programs are playing vital role in promoting children to have plan, perform better in their education and take responsibility by their daily activities.

(J006: September 29, 2020)

4.3.9 To Develop A Sense of Pride

Pride is a feeling of satisfaction which people have because other people close to them have done or possess something good. National pride is to countries what self-respect is to individuals. National pride is a necessary condition for self-improvement. Research shows people that feels good about their country also makes them feel good about their own life.

When we come to “Akukulu” there are programs which aren’t being on air every week. There are programs which are specially designed due to some calendar or public event. Visiting programs help to bring a sense of national pride in the minds of children. Some programs were prepared in school by children based on certain holiday or event. Even if they are event based, there are programs plays their role in creating national pride. For example, in the program named “Ye Temhert Bet Zegjet” children organize event on the commemoration of Adwa victory. Drama, poem, song is presented in the school to the remaining students, teachers and other stuff members. The programs are presented once a year. But they can create a national pride. The programs which are presented by school children get media coverage of ETV children program named “Akukulu”. After being on air, the program can form national pride in the audience of the television program.

From the programs which are taken as a sample, only 3 programs focus on creating national pride. Parents who watched the sample television program and participated in the focus group discussion mentioned that the attention given by the program to create national pride is very less.

P005: In the two programs, I didn’t get any content that can promote national pride. The attention given to promote patriotism and national pride is very less. You can count the number of programs which promote patriotism.

P009: The programs which were presented in ‘Akukulu’ so as to promote national pride and patriotism was very low. I got the chance to watch the program with my children. Those programs which were presented were event oriented. Different programs which help children to develop patriotism should be presented. More should be done in the future.

Ethiopia is a country endowed with different natural resource. The country also has an incredible tourist sites which can attract the attention of many tourists. Therefore, more programs should be produced for

children, in order to aware what the country have. The editor of “Akukulu” program explained that such kind of programs helped to develop a sense of pride as follows:

The program producers go to different schools so as to record the program named ‘Ye Temhert Bet Zegjet’. For example, the victory of Adwa is commemorated in different schools. The schools send invitation letter to children television program directorate. And we go there to produce the program named “Ye Temhert Bet Zegjet”. Based on the significance of the issue and their invitation, we usually go to different schools to record their activities. As you know the program gave 100 percent of its time to the performance of children. If we take a program prepared by one school, they prepare the program due to the Adwa Victory day. The role of Minilik second and his wife Etege Tayetu get entertained by the children. They narrate and perform the scarification of our grandfathers to keep our country from colony get covered with drama and poem in the program named ‘Ye Temhert Bet Zegjet’ It helps children to develop a sense of national pride. But it is not enough. Few programs are produced following few calendar events. It is difficult to develop a sense of pride by a single or few numbers of programs.

(J002: September 24, 2020)

The content analysis result the program doesn’t have enough time to develop a sense of pride in children. As everyone knows Ethiopia is a country which is endowed with different natural resources: water tower of east Africa, a home of mankind, the origin of many things like coffee, ‘teff’, and others. Different tourists come to visit Axum, Rock Hewn Churches of Lalibela, castle of Fasiledes, Ertale, and other tourist destiny areas. The program doesn’t focus on similar issues to bring a sense of national pride. If we take ‘Ye Fidel Gebeta’, it is all about Amharic alphabet. ‘Ye Temhert Bet Zegjet’ is about different educational and entertaining activities of children at school most of the time. In the program named ‘Ye Totit Engidoch’ the invited guests (children) are talking about their curricular activities, and about the games they like most usually. The tale teaches about ethics and moral. Generally, the attention given by “Akukulu” program to develop sense of pride in children wasn’t that much. According to psychosocial theory children at the age between 6 and 12, need to develop a sense of pride in their social activity, school and family. The program doesn’t play that much role in its programs.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter deals with summary, conclusions and recommendations. The first section is about summary and conclusions of the research while the second part is concerned with recommendations.

5.2 Summary

The main objective of the research is to critically assess how the contents of ETV children Amharic television program named “Akukulu” is being used as a tool in early childhood development in Ethiopia. Throughout the research attempt was made to analyze the contents of ETV children program. To support the research related literature on the issue has been discussed. The review mainly revolved around Children television watching trend, television watching influence on cognitive and language development, and effects of watching television on children.

The research adopted both quantitative and qualitative methods of data gathering. Quantitative content analysis was primarily used to examine the contents of “Akukulu” children television program. Hence programs from September 2018 up to February 2019 were content analyzed. The programs were analyzed for clarity of language, consideration of child development, inclusiveness of urban and rural children, participation of children, presented role model, significance in increasing children vocabulary, teaching ethics and moral, and presented role models. Coding sheet was designed in order to quantify the quantitative data of the content analysis. In addition to that individual interviews have also been conducted with “Akukulu” program producers and editors. Doing this helped to the research to have more qualitative perspective regarding the role of the program to develop intellectual skills, making sense of the world, develop a sense of trust, realize that they can do things by their own, and develop a sense of pride.

The finding of the study shows that a greater number of the programs didn't focus children who are living in rural areas. The words used in the programs are easy for children to comprehend. They also helped children to increase vocabulary and also helped children to have a better ethics

and moral. There is also limitation in presenting positive role models, and in creating national pride. The programs didn't help children to have a better view about their environment and the remaining world. The program has limitation in presenting different programs which helps to develop intellectual skills.

5.3 Conclusions

The children programs included in “Akukulu” are Ye Fidel Gebeta (Amharic Alphabets), Yetemhert Bet Zegjet (Program at School), Ye Totit Engidoch (Guests of the Ape) and tales. Other programs like Tsehay Loves Learning and making different things using papers were also entertained. But they were not frequent like the previous ones. The study tried to examine the content analysis of these programs which were being on air from September 2018 to February 2019.

One of the finding of the content analysis is that even though ETV should target all regions of the country, 89 percent of the contents focus on children living in Addis Ababa. It is possible to conclude that the attention given to another region is very low.

The contents of all programs have very good language clarity. 98 percent of the words used on the programs were clear. The words used in the programs were very simple and easy for children to comprehend. It helps to conclude that the program producers are targeting children less than 9 years of age. The clarity of the program helps children to understand the contents of the programs.

The other finding of this research is that 98 percent of the contents of the programs consider the children cognitive stages of development. Programs like Ye Fidel Gebeta (Amharic Alphabets), Yetemhert Bet Zegjet (Program at School), Ye Totit Engidoch (Guests of the Ape) and tales considered the children development. They can be easily comprehended by children under the age of nine.

When we see the duration of the children program most of them based the attention span of children, who are below nine years of age. But few programs of Yetemhert Bet Zegjet (Program at School), Ye Totit Engidoch (Guests of the Ape) and tales were relatively long for children who are at the age of 2-4 years, who have an attention span of four to eight minutes.

All contents of “Akukulu” programs don’t include children in urban and rural areas fairly. Most of the programs focus children who are living in urban areas, especially in Addis Ababa. Going out of Addis Ababa and doing some production about the life experience of rural children was a big problem. Children who are living in rural areas didn’t get any coverage in all contents of the program. Programs like Yetemhert Bet Zegjet (Program at School), Ye Totit Engidoch (Guests of the Ape) and tales went out of Addis Ababa. But they went to few neighboring cities like Beshoftu, Debre Birhan and the likes. In addition to that the frequency of going out of Addis Ababa is very few. It only happens when there is a national event. Otherwise, it isn’t happening. In few programs children who are in Addis Ababa schools did drama by representing a rural life, but it is not enough and representative. On the contrary all programs gave a fair chance for the participation of male and female children. This is one of the strengths of the programs.

The programs were more of educational and entertaining than being informative. Ye Fidel Gebeta (Amharic Alphabets) are totally educational. Yetemhert Bet Zegjet (Program at School) was relatively better in being informative, but it is more of entertaining and educational. Ye Totit Engidoch (Guests of the Ape) and tales are more of entertaining.

The other finding of the research is that “Akukulu” programs are significant so as to increase vocabulary of children. 93 percent of the programs help children to increase their vocabulary. Programs like “Ye Fidel Gebeta” and “Ye Temhert Bet Zegjet” were very helpful. The tale and other programs were also important.

All “Akukulu” program contents helped to teach moral and ethics. Especially tale presented by father of tale is very important in shaping children personality. The children can learn right and wrong things from number of tales which were presented in dramatized and entertaining way. It helped to teach children that they should respect their family members, friends, and teachers. And also, it teaches to love their country.

The study finds that 96 percent of the programs were functional in the life of children. It is possible to conclude that all programs have a positive influence. The programs taught about alphabets, words, different games, sanitation, nutrition, painting, discipline, respect, ethics, and many more things. Therefore, it is possible to conclude that the programs are all functional in the

life of children. Regarding participation 73 percent of the programs gave the chance for children to participate. Programs like “Ye Temhert Bet Zegjet” (Program at School), “Yetotit Engedoch” (Guests of Ape) and tale gave chance for children to participate.

The other finding of the research is that almost the attention given to present positive role model for children was very low. As studies shows children who have a good role model have a good lifestyle choice. In this study presented tales had relatively the highest number of role model than other programs.

The program has limitation in presenting different programs which helps to develop intellectual skills. Programs which promote critical thinking, logical reasoning were not there in general. The other limitation of the program is that it doesn't give any airtime for the presentation of foreign issues which can be important for children. The total air time is covered by issues of Ethiopia. Since we are living in a globalized world, isolating oneself is not advisable.

From the program children can learn new positive behaviors by observing others. The program has a significant role by teaching alphabets, words, and sentences and different games. They learn how to respect their family members, friends, teachers and other people. The programs sometimes raise the issue of sanitation. It helps children to keep their sanitation and to be healthy. The program production usually took place in the studio. It doesn't help children to have a better view about their environment and the remaining world.

Regarding showing children ability, the program named ‘Ye Temhert Bet Zegjet’ played a better role than others. The program helped children to realize that they can do things by their own. It encourages children to wear their clothes and shoes by themselves. ‘Ye Totit Engedoch’ helped children to speak in front of others without fear. The programs also have strength in establishing social interaction. Children can play different entertaining and educational games together. The programs also teach children to have a plan to study, learn, and play and other activities. It also motivates them to work hard for the achievement of their goals.

The program has limitation in creating national pride. Few programs which were produced are event based. It doesn't work more on promoting national tourist destiny, and other issues which help to promote national pride.

5.4 Recommendations

- The “Akukulu” children television programs mainly focus Addis Ababa. Since ETV is a national media; it should incorporate other regions also. The organization should give emphasis for this. Enough budgets should also be allocated for the cost of children program so as to do production in all regions of the country. In addition to that EBC can also work in collaboration with different government and nongovernment organization. The voice, life experience, culture and other issues of children at different regions should be entertained.
- The attention span of children is low. The duration of few programs is relatively long for some children. There should be a standard, and if there is a standard, it should be practiced. The duration of some programs should fit the attention span of children.
- The other limitation of the program is that it doesn't include children living in rural areas. Most of the programs are about children living in urban areas. There is no program which is produced being in rural areas of the country. Children who are living in remote areas of the country aren't getting any coverage. Their way of life should be focused. Therefore, EBC should also give emphasis for rural areas inclusiveness.
- The “Akukulu” programs are more of entertaining and educational. The level of being informative is relatively low. The number of informative programs should also increase. The creativity, which was observed in program like tale should also be practiced on other programs like “Ye Totit Engedoch” (Guestes of The Ape). This program is similar in its way of presentation. Children who are sitting beside Totit (Ape) speak and sing. More issues can be addressed. And also, much of the recording takes place in studio. There are recreational areas for children. It is possible to out and have other outdoor entertaining activities with children. Therefore, the program producers should think over it. The program named “Ye Fidel Gebeta” is also presented in a similar way. The program lacks creativity. The programs can be presented in a better way using professional animators. Therefore, EBC should allocate enough budgets for this also. It is also possible to work in collaboration with other organization and also with different freelancer animators in contractual agreement.

- Role models are very important for children. The attention given to present role model was very low. Since role models are very important for children, the program producers and editors should present positive role model, who can influence children positively. Positive role models should share their childhood experience for children. They can also read stories for children. Positive role models have a powerful impact. A positive role models influence children to have a right decision. By following role models' children focus on their education. They can also change their life style. Therefore, attention should be given for brining positive role models.
- The program producers should work more on presenting programs which can create intellectual development. Programs which promote critical thinking, logical reasoning should be produced more. And also, regarding exhibiting children ability, more productions should be done. The number of programs which helps to create national pride is very few. More work with the help of research should be done. The children program directorate and EBC program directorate should work more in collaboration.

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Appendixes

Appendix I: Coding Sheet

Code no. _____

Criteria to measure the content analysis of the children television programs.

1. Name of the sub- program:

1. Ye Fidel Gebeta 2. Ye Timhert Bet Zegjet 3. Ye Totit Engedoch 4. Tale 5. Others

2. Month of transmission

1. September 4. December 7. March 10. June
2. October 5. January 8. April 11. July
3. November 6. February 9. May 12. August

3. Region where the program recorded

1. Tigray 4. Oromia 7. SNNP 10. Addis Ababa
2. Afar 5. Somalia 8. Gambella 11. Dire Dawa
3. Amhara 6. Harari 9. Benishangul

4. Duration of the program: 1, 2'-4' 2, 5'-6' 3, 7'-8' 4, 9'-10' 5, Above 10'

5. Does the program focus on urban areas of the country (Urban areas inclusiveness)

1. Yes 2. No

6. Does the program focus on rural areas of the country. (Rural areas inclusiveness)

1. Yes 2. No

7. Does the program include both male and female:

1. Yes 2. No

8. Informative? 1. Yes 2. No

9. Educational? Help to learn independently like alphabets, numbers.

1. Yes 2. No

10. Entertaining? Interesting issues get covered: 1. Yes 2. No

11. Clarity of language- words, issues- easy to understand

1. Very clear 2. Partially clear 2. Not clear at all

12. Does it help to increase their vocabulary?

1. Yes 2. Partially 3. No

13. Teach ethics and moral? 1. Yes 2. Partially 3. Not at all

14. Functional in the life of the children. 1. Yes 2. Partially 3. Not at all

15. Do children participate in the program? 1. Yes 2. No

16. Positive role model presented in the program. 1. Yes 2. No

Appendix II: Interview Questions to Media Professionals

1. How do you explain the language clarity of the contents of “Akukulu” children program?
2. Do the contents of the program fit the age of the children?
3. Do the programs include male and female, and also children living in urban and rural areas of the country?
4. Are the children programs informative, educational and entertaining?
5. Do the programs teach ethics for the children?
6. Are the programs functional in the life of your children?
7. To what extent do you give chance for children to participate in the program?
8. Do the programs give chance for positive role model personalities based on the children level of understanding?
9. Do the programs help children to increase their vocabulary and develop their language skill?
10. Importance of the programs to develop intellectual skills?
11. Significance of the programs in making sense of their world?
12. Do the programs help children to teach behavior by observing other people?
13. Are the programs help to bring a healthy and confident child?
14. Do the programs help children to develop a sense of trust and safe world?
15. Do the programs helped children to realize that they can do things by themselves (like wearing clothes and shoes)?
16. Do the programs help children to interact socially and play with others?
17. Do the programs encourage children to plan, achieve goals and take responsibility?
18. Importance of the program to develop a sense of pride?

Appendix III: Interview Questions to Media Professionals in Amharic

የቃለ መጠይቁ ዓላማ፡-

በኢትዮጵያ ብሮድካስቲንግ ኮርፖሬሽን፣ የኢትዮጵያ ቴሌቪዥን (ከመስከረም 2011 ዓ.ም እስከ የካቲት 2011 ዓ.ም) በአኩሪው የህፃናት የቴሌቪዥን ፕሮግራሞች የቀረቡት ፕሮግራሞች ያላቸውን ይዘት መፈተሽ ነው፡፡

1. በአኩሪው የህፃናት የቴሌቪዥን ፕሮግራም የሚቀርቡ ርዕሰ ጉዳዮች ለህፃናት ያላቸው የቋንቋ ግልፅነት እንዴት ይገልፁታል?
2. የሚቀርቡት ፕሮግራሞች ይዘታቸው የህፃናቱን እድሜ ከግምት ውስጥ የከተተ ነው?
3. የቀረቡት ፕሮግራሞች ይዘት ሁለቱንም ሦታ፣ እንዲሁም በከተማ እና በገጠር ያሉ ህፃናት ላይ ትኩረት ያደረጉ ናቸው?
4. የፕሮግራሞቹ ይዘት ለህፃናቱ መረጃ ሰጪ፣ አስተማሪ እና አዝናኝ ናቸው?
5. የቀረቡት ፕሮግራሞች ለህፃናት ስነ-ምግባር የሚያስተምሩ ናቸው?
6. በፕሮግራሙ የቀረቡ መልዕክቶችን ህፃናት በእለት ከእለት ህይወታቸው ተግባራዊ ያደርጓቸዋል ብለው ያምናሉ?
7. በፕሮግራሙ ላይ ህፃናት ምን ያህል ታሳትፋላችሁ?
8. በፕሮግራሞቹ ላይ አርአያነት ያላቸው ታዋቂ ግለሰቦች ምርጥ ተሞክሮ፣ የህፃናቱን አቅም ባማከለ መልኩ ቀርቧል?
9. የሚቀርቡት ፕሮግራሞች የህፃናትን የቃላት ክምችት በማሳደግ እንዲሁም የቋንቋ ክህሎታቸውን በማሻሻል ረገድ ሚናው እንዴት ይገለጻል?
10. የሚቀርቡት ፕሮግራሞች የህፃናትን እውቀት፣ በምክንያት ማሰብ በማዳበር ረገድ ያለው ሚና እንዴት ይገለጻል?
11. ህፃናት አለምን በተሻለ እንዲያውቁ ፕሮግራሙ ምን ያህል ሚናውን ተወጥቷል?

12. ፕሮግራሙ ህፃናት ሌሎችን በማየት አዳዲስ ባህርያትን እንዲማሩ ያደረገው ጥረት ምን ይመስላል?
13. ፕሮግራሙ ጤናማ እና በራሱ የሚተማመን ህፃን በማፍራት ረገድ ሚናው እንዴት ይገለጻል?
14. ህፃናት እምነትን እንዲያጎለብቱ እና አካባቢያቸው ምቹ እንደሆነ እንዲያስቡ ፕሮግራሙ ሚናውን ምን ያህል ተወጥቷል?
15. ፕሮግራሙ ህፃናት የተለያዩ ተግባራትን ማለትም ልብስ መልበስ፣ ጫማ ማሰርና የመሳሰሉትን ተግባራት በራሳቸው ማድረግ እንደሚችሉ ግንዛቤ በመፍጠር ረገስ የሰራው ስራ ምን ይመስላል?
16. ህፃናት ከሌሎች ጋር አብረው እንዲጫወቱ ማህበራዊ እንቅስቃሴ እንዲኖራቸው የሰራው ስራ እንዴት ይገለጻል?
17. ህፃናት እንዲያቅዱ፣ ያቀዱትን እንዲፈፅሙ፣ እንዲሁም ሀላፊነት እንዲወስዱ ፕሮግራሙ ምን ያህል ሰርቷል?
18. ህፃናት ብሄራዊ የኩራት ስሜት እንዲኖራቸው የሰራው ስራ እንዴት ይገለጻል?

Appendix IV: Table 1: Profile of ‘Akukulu’ program editor, producers and director

Code	Name	Position	Sex	Qualification
J001	Requested Anonymity	Akukulu Program Editor	M	MA
J002	Requested Anonymity	Akukulu Program Producer	M	MA
J003	Requested Anonymity	Akukulu Program Producer	F	BA
J004	Requested Anonymity	Akukulu Program Producer	F	BA
J005	Requested Anonymity	Akukulu Program Producer	M	BA
J006	Requested Anonymity	Director	M	BA

Appendix V: FGD Questions to Parents who watched the sample television programs:

1. Do the programs help to develop the intellectual development of children? i.e language and cognitive development
2. Do the programs presents various way of living and different tourist destiny in different parts of the world?
3. Are the programs helpful to teach new positive children behavior?
4. Do the programs help to bring a healthy and confident child? Do they help children to make good decisions on their lifestyle?
5. Do the programs help to develop a sense of trust and safe world?
6. Do the programs motivate children to show children's ability?
7. Do the program helped to develop the social interaction of children?
8. Do the programs encourage children to plan and achieve their goals? Do they teach children to take responsibilities?
9. To what extent do the programs worked to promote a sense of pride?

Appendix VI: Table 1: Profile of focus group discussion participants

Code	Name	Age	Sex	Qualification	Sub city
P001	Alemu Bekalu	45	M	BA	Arda
P002	Sileshi Mulugeta	36	M	MA	Arda
P003	Sirkalem Nigussie	42	F	Diploma	Gulele
P004	Requested Anonymity	29	F	BA	Gulele
P005	Dagim Molla	28	M	BA	Addis Ketema
P006	Ermias Ayele	34	M	MA	Bole
P007	Fikadu Teka	39	M	Diploma	Akaki
P008	Requested Anonymity	47	M	MA	Yeka
P009	Requested Anonymity	37	M	MA	Nifas Silk
P010	Sara Beyene	30	F	BA	Arda
P011	Fatuma Ahmed	29	F	Diploma	Gulele

Appendix VII: Interview Questions to Children who watched the sample program:

1. Do the programs help you to express about your school? Do they help to narrate tales to your friends without fear?
2. Do the programs helpful to teach alphabet, words and short sentences? Are they helpful to write Amharic letters?
3. Do the programs motivate children to speak, read, and sing and other activities in front of others without fear?
4. Do the programs teaches children to study on a schedule? Do they teach responsibilities to children? (being at school and home)

Appendix VIII: Profile of children who watched the sample program and have interview

Code	Name	Age	Sex	Grade	Sub city
C001	Requested Anonymity	8	M	2	Addis Ketema
C002	Requested Anonymity	8	F	2	Bole
C003	Requested Anonymity	7	M	1	Arda
CP004	Requested Anonymity	6	M	U-KG	Nifas Silk
C005	Requested Anonymity	7	F	1	Arda
C006	Requested Anonymity	8	M	2	Bole
C007	Requested Anonymity	8	F	2	Kirkos
C008	Requested Anonymity	7	M	1	Lideta
C009	Requested Anonymity	8	M	2	Lideta
C010	Requested Anonymity	8	M	2	Akaki
C011	Requested Anonymity	8	M	2	Akaki
C012	Requested Anonymity	7	F	1	Addis Ketema
C013	Requested Anonymity	7	F	1	Yeka
C014	Requested Anonymity	7	F	1	Yeka
C015	Requested Anonymity	8	F	2	Gulele
C016	Requested Anonymity	8	F	2	Kolfe
C017	Requested Anonymity	8	M	2	Arada
C018	Requested Anonymity	8	M	2	Gulele
C019	Requested Anonymity	7	F	1	Arada
C020	Requested Anonymity	7	F	1	Kirkos
C021	Requested Anonymity	8	M	2	Bole