



**College of Humanities, Language Studies and Journalism and
Communications**

**Assessment of Media Regulation influences on children's Television programs
in Ethiopia: The case of Ye Ethiopia Lijioch and Ethiopis Show**

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ASSESSMENT OF MEDIA REGULATION INFLUENCES ON CHILDREN'S
TELEVISION PROGRAMS IN ETHIOPIA: THE CASE OF YE ETHIOPIA
LIJIOCH AND ETHIOPIS SHOW

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Declaration

I hereby declare that this research project ‘Media Regulation Influences on Children's Television Programs in Ethiopia: The Case of Ye Ethiopia Lijioch and Ethiopis Show in Focus’, is my original work and has not been submitted to or examined by any other university. All the sources of materials used for the thesis have been properly acknowledged.

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This is to certify that the thesis prepared by Firehiwot Belay, entitled ‘Assessment of Media Regulation influences on children's Television programs in Ethiopia: The case of Ye Ethiopia Lijioch and Ethiopis Show in Focus’ and submitted in partial fulfillment of the requirements for the Degree of Master of Arts in Journalism and Communication complies with the regulations of the University and notes the accepted standards with respect to originality and quality.

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Abstract

The purpose of this study was to investigate 'Media Regulation Influences on Children's Television Programs in Ethiopia: The Case of Ye Ethiopia Lijoch and Ethiopis Show. Mixed research methods were used for the study, where a survey questionnaire and in-depth interview were used as specific methods for collecting the data. The explanatory sequential mixed methods were deployed to design the research. The data obtained and subsequent data analysis certainly emphasized that media policy has had, and continues to have a strong influence on Children's Television Programs in Ethiopia. A total sample of 71 media practitioners were randomly selected to fill out the survey questionnaire. Whereas, to get detailed and more insightful information 8 experienced Senior Media managers, editors, presenters, legal experts, and admin staff were purposefully selected for the in-depth interview to support the findings from the questionnaire. As a result, the findings from these sources of data revealed that 98.1% of respondents view current media Regulation as a challenge to children's television programs, emphasizing the importance of media and advertisement policies, especially as Ethiopian broadcasting regulations prohibit such advertising. The Proclamation safeguards children's broadcast media programs from business sponsorship, ensuring uninterrupted programming. The government should support stations, encourage sponsorship, and prioritize social responsibility budgets. Investing in early childhood development and education is crucial for long-term economic growth and social benefits. Cooperation between government, civil society, donors, parents, and communities is essential. Ye Ethiopia Lijoch Television and Ethiopis Show, a children's television channel in Ethiopia, aims to educate the next generation with positive values and essential knowledge. However, the channels faced challenges such as skilled human resources, diversified income, sponsorship, and finance. Advertising and marketing can negatively impact children's self-esteem, leading to unrealistic body images. To protect this, the government can ratify legislation, encourage corporations to follow codes of conduct, and include children in media discussions. To defend children's right to information, the government should provide financial support to the country's children's television channels so that they can continue to educate, raise awareness, and inform children through their diverse productions.

Key words: Media Policy, Children, advertising

Abbreviation/Acronym

APA	American Psychology Association
BBC	British Broadcast Cooperation
CRC	Convention on the Rights of the Child
CSCC	Center for the Study of Communicate and Culture
EBA	Ethiopia Broadcasting Authority
ECD	Early Children Development
ECE	Early Childhood Education
ECC.....	Early Childhood Care and Instruction
MWCY	Ministry of Women Children and Youth
UN	United Nation
UNESCO.....	United Nations Educational, Scientific and Cultural Organization.

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CHAPTER ONE

1. INTRODUCTION

A significant way that media has impacted childhood experiences is the amount of time kids spend interacting with various media. Research indicates that children belonging to the present age dedicate a considerable portion of their time to watching television, engaging in video games, and using the internet. Concerns have been raised over the possible detrimental effects of this increased screen time on kids' physical health, including an increase in sedentary behavior and a decrease in physical exercise (Muppalla, Vuppalapati, Reddy Pulliahgaru, & Sreenivasulu, 2023).

Furthermore, the way kids engage with each other has altered as a result of social media's accessibility. In ways that were not feasible for earlier generations, social media platforms give kids the opportunity to connect with friends and peers. Yet, a skewed sense of reality, low self-esteem, and cyberbullying are among problems that might result from continuous social media use (Ibid).

Moreover, the impact of media on the attitudes and actions of kids cannot be disregarded. Children's attitudes, beliefs, and values are greatly influenced by the media. Media portrayals of gender norms, body image, and relationships are frequently harmful and unrealistic for children. Their mental health, sense of self, and ability to make decisions may all suffer as a result in the long run(Ibid).

The advent of new media technology has significantly altered how children growing up now experience childhood. Even though media can promote creativity and offer educational possibilities, there are risks associated with it as well as issues that need to be taken care of. It is critical that governments, educators, and parents take into consideration the impact that media has on children's development and take action to reduce any potential harmful consequences (Anna Craft, 2012).

According to Less (1988), television plays a very important role in the promotion of education above all other forms of mass media. Many young children find television more appealing than

other forms of mass media and thus prefer using much of their time on it than with other media (Australian Institute of Family Studies 2005, Royal Children's Hospital 2009, ACMA, 2007). Psychological and educational research on children's choice and use of play materials offers rich insight into the process through which children encounter and interact with objects in their imaginative worlds.

Similarly, Ministry of Women, Children and Youth, (2021) coordinate actions of all stakeholders to protect the rights and well-being of children as well as coordinate actions of all stakeholders to exert a concerted effort towards providing the proper awareness-creation and training on good parenting, character building, support, care and rehabilitation for parents and caretakers helps Early Children Development(ECD).

The material that children are exposed to through mass media is one of the main ways that it affects their development. Youngsters are prone to copying what they see in video games or on television, which might affect how they perceive the world and how they behave. For example, media violence has been connected to aggressive conduct in kids. According to an American Psychological Association study, children who watch violent media for extended periods of time may become less sensitive to real-life violence and become more aggressive (APA, 2017). A child's social and emotional development may be negatively impacted in the long run because they may find it difficult to control their emotions and form positive relationships.

Moreover, the media often portrays unrealistic and unattainable beauty standards, which can have a negative impact on a child's self-esteem and body image. Children, especially girls, are bombarded with images of thin and flawless models, leading to body dissatisfaction and disordered eating behaviors (Grabe, Ward, & Hyde, 2008). This can be damaging to a child's self-esteem and can lead to low self-worth and poor body image, which can affect their overall development.

The number of media focused on Children program in Ethiopia are very limited. Despite this, there are no channels devoted to children's broadcasting until Ye Ethiopia Lijioch (Ethiopian Children's Television). This channel aims to provide a platform for children to learn, develop their creativity, and have fun in their own language and culture. Through its diverse

programming, Ye Ethiopia Lijioch strives to stimulate the minds of young viewers and contribute to their overall development.

In addition to entertainment, the channel also focuses on educational content, addressing important topics such as health, hygiene, environmental awareness, and social issues. By promoting positive values and providing children with knowledge and skills, Ye Ethiopia Lijioch plays a vital role in shaping the younger generation. The establishment of Ye Ethiopia Lijioch has filled a significant gap in children's programming in Ethiopia, offering a dedicated platform for the country's youth to engage with entertaining and educational content that reflects their own culture and values (unicef, 2023).

According to Eskinder (2022), private children Television programs in Ethiopia program such us Ababa Tesfaye`s model, Ye Ethiopia Lijioch, Ethiopis show, Ye Ethiopia Lijoch TV has lagged , and slowly catching up focus of many audinces. But this progress can only go so far without the private sector, public and government engagement. The primary focus of the study you mentioned is to investigate the regulatory significance and influence of private children's TV programs in Ethiopia, specifically Ye Ethiopia Lijioch and The Ethiopis Show. These programs aim to continue entertaining, informing, and educating children in Ethiopia. The study likely seeks to understand how these programs adhere to regulatory standards, their impact on children's development, and their role in promoting positive values and education. Further elaboration on the specific research questions, methodologies, and potential outcomes of the study would be needed for a more detailed analysis.

1.2 Statement of the problem

Children's television programs play important role in shaping the development and behavior of young viewers. In Ethiopia, the media Regulation has a significant influence on children's television programs. The country has strict regulations in place regarding what can be shown on TV, especially when it comes to content targeting children (Department of Cognitive Neuropsychology, 2023).

One of the main goals of media policy in Ethiopia is to protect children from harmful or inappropriate content. This means that children's television programs must adhere to strict

guidelines regarding violence, nudity, and other adult themes. Programs that are considered to be unsuitable for children are either not aired or aired during specific time slots when children are less likely to be watching (Ibid).

Additionally, the media Regulation in Ethiopia also aims to promote educational and informative programming for children. As a result, children's television programs often focus on topics such as literacy, numeracy, and social skills. Programs that are deemed to be educational and beneficial for children are given preference during scheduling. Thus, the media policy in Ethiopia plays a crucial role in shaping children's television programs. By enforcing strict regulations on content and promoting educational programming, the policy helps to create a safe and enriching environment for children to watch TV (Ayele, 2020).

Television shows have the potential to influence children's development by igniting new interests, teaching moral lessons, and assisting with socializing and so on. Children can learn about animals, letters, numbers, and other people, cultures, and locations through educational programs. Programming on news, current affairs, and history helps broaden children's understanding of diverse cultures and individuals. Watching documentaries helps children foster critical thinking about the world and society. Young kids can be introduced to the world of music and art through cultural programming.

Accordingly, parents need to be actively engaged in managing and supervising their children's media use in order to reduce the detrimental effects of mass media on their development. Assuring that they participate in other activities, including reading and outdoor play, and establishing limitation for their screen usage are all part of this. Teaching children how to critically analyze and assess the material they encounter is another crucial aspect of media literacy education for parents (Ibid).

Furthermore, mass media can also influence a child's social development. With the rise of social media, children are now exposed to a constant stream of information and are more connected to the outside world. While this can have some positive effects, such as providing opportunities for learning and socialization, it can also lead to cyberbullying and exposure to inappropriate

content. This can have a detrimental impact on a child's self-esteem, social skills, and mental health (Ibid).

Different countries enact laws to regulate programs focused on children to protect them from unnecessary advertisements. This influences Children Private TV programming not to continue by generating income from advertisements payment. This is due to Children are in a development phase and they are not capable of understanding the persuasive character or ironic connotations hidden in advertising messages. When they are young they do not even know how to distinguish advertising from media content.

According to Proclamation (2012), the Ethiopian proclamation on advertisement stated that the children's program may not be sponsored by a business organization. But Finance is the backbone for making children TV programs. Since making a children program needs various esthetical, digital and humanistic inputs, it cannot easily make a children program with a limited human and financial capital. Due to this private investors have no interest to invest in children programming and TV show programs.

In Ethiopia, popular shows like Ye Ethiopia Lijioch and Ethiopis Show are widely watched by children across the country. However, there is a lack of research on how media policies influence the content and quality of these programs. This study aims to assess the impact of media policy on the production and broadcasting of children's television programs in Ethiopia, focusing on Ye Ethiopia Lijioch and Ethiopis Show. By examining the regulatory framework, funding sources, and content guidelines, this research will provide insights into the role of media policy in shaping the development and learning outcomes of young viewers in Ethiopia.

The issues that existed in our context and location where in preceding research have been performed seem like similar; however there are sizable variations in social attitudes, lifestyle and cognizance of technology. It became reason necessary to conduct this study aimed at investigating media policy impacts on private children TV programs in Ethiopia the case of Ye Ethiopia Lijioch and The Ethiopis Show.

1.3 Objective of the Study

1.3.1 General Objective

The main objective of the study was to examine Ethiopia media Regulation influences on private children TV programs in Ethiopia the case of Ye Ethiopia Lijioch and The Ethiopis Show.

1.3.2. Specific Objectives

The specific objectives of the study are:

- Assess the media regulations governing the private children TV program production in Ethiopia
- Analyze the impacts of the regulations on the private children programs in Ethiopia
- Assess the guidelines used by the private TV children programs
- Analyze the major challenges of private Children TV programs production in Ethiopia

1.4. Research Questions

The study was attempt to answer the following questions:

1. What are the media regulations govern children TV program production in Ethiopia?
2. How does the law impacts the private children TV programs production in Ethiopia?
3. What are the working guidelines of the private children programs in Ethiopia?
4. What are the major problems of producing private TV children programs?

1.5 Significance of Study

The significance of the study is in its identification of the issue arising from media Regulation concerning private children's television programming in Ethiopia. The study also address by studying media Regulation influences on children's television programs in Ethiopia is significant for safeguarding children, promoting their development, and ensuring that they have access to high-quality, culturally relevant, and diverse content. This study also provide insights on marketing and sponsorship challenges in children's TV programs to policymakers, researchers, and broadcasters of children's programming. Lastly, the study will help with policy formulation

and academic knowledge advancement. The academic community will use this work as a reference point and in the implementation of similar studies.

1.6. Scope and limitation of the Study

The study mainly concerns only on private children television channels YE Ethiopia Lijoch TV and Ethiopis Children TV shows. All of the relevant data for this study were gathered from both TV program staffs. As a result, relevant data were obtained only from staff with whom they had a direct working involvement, and not from other staff who were not directly involved in the Children TV show program in the institutions. However, because officers share common qualities and skills, the data gathered from this study and the conclusions reached can be applicable to all staffs. This was because; the programs are among the first and pioneer Ethiopian Children's Television Network that aims to broadcast a range of educational, informative, and entertaining television programs for children of different age groups nationwide and globally every day. The primary constraint is the dearth of research on media and children-related topics conducted in Ethiopia. This makes gathering data for the literature review more challenging. Furthermore, certain broadcasters' information is missing, which makes analysis challenging in certain cases.

1.7 Organization of the paper

This thesis consists of five chapters. The first chapter gives an introduction to the background of the study, a statement of the problem, the objectives of the study, the significance of the study, scope and limitations of the study. The second Chapter reviews the pieces of literature, i.e. the theoretical framework of the study and issues that are related to journalists and social media utilization for their journalistic practice. The third Chapter presents discussions of the methodology employed to conduct this study and the reasons why the researcher has chosen quantitative and qualitative methodology. The fourth Chapter discusses the analysis and presentation of the data. This chapter discusses all the data collected from respondents. Finally, chapter five provides the summary of major findings, conclusion, and recommendations.

CHAPTER TWO

2. RELATED LITERATURE REVIEW

2.1 Introduction

An overview of the study field, an introduction, the overarching goal, and the research questions were provided in the preceding chapter. A review of the literature on the study's goal is given in this chapter.

2.2 Theoretical Framework

The theoretical framework for analyzing the influences of media policy on children's television programs in Ethiopia can be based on several theories. Researchers can learn more about how media policy decisions affect the content, messaging, and impacts of children's programming on Ethiopian children by using these theoretical frameworks to analyze the influences on children's television programs in Ethiopia. Policymakers, educators, and media professionals can learn from this how to provide more helpful and upbeat programs for Ethiopian children.

2.2.1 The Cultivation Theory

The social learning hypothesis in this study is supported by the Cultivation hypothesis. When evaluating this theory's applicability to the study's setting, the amount of TV programming that kids see matters since it shapes their understanding of reality and appropriate social behavior. As to this idea, people who are heavily exposed to particular types of media can develop particular attitudes and beliefs, which in turn can cause them to view the world in a manner that aligns with the messages they learn from the media. This may lead to the development of a "cultural mainstream" that molds the values and beliefs of a whole community.

To support the social learning theory in this study, the Cultivation Theory was selected. It is important to consider how much TV youngsters watch and how it affects their understanding of reality and appropriate social behavior when evaluating the applicability of this theory to the study's setting. This idea holds that a person's perception of the world may be shaped by their extensive exposure to media genres, which can help them develop attitudes and views. A

society's views and values may be shaped as a result, creating a "cultural mainstream" that influences everyone.

In this investigation, the social learning theory is supported by the Cultivation Theory. When analyzing this theory's applicability to the study's setting, the amount of TV content that kids watch matters because it shapes their understanding of reality and appropriate social behavior. This theory states that people who are heavily exposed to particular media can develop particular attitudes and beliefs as a result, which can cause them to see the world in a way that is consistent with the messages they are exposed to in the media. As a result, a "cultural mainstream" that influences a society's values and beliefs may emerge (Patrick, 2017).

This idea contends that people's views of reality can be influenced by repeated exposure to media messages. Within Ethiopian children's television programming, media policy plays a crucial role in dictating the kinds of messages and depictions that kids see and hear, ultimately impacting how they understand and behave in society.

In a word, enculturation is its purpose. Viewed as a top-down, linear, closed communication approach, Cultivation Theory presents ideas to society as a mass with meaning that is little to no open to interpretation. Audiences are seen as passive. The media has a tremendous impact on audiences because ideas that are presented to a passive audience are frequently accepted and so persuade big groups of people to adopt the same viewpoints. This audience is thought to be extremely susceptible to manipulation (Usaini, 2010). Morgan (2009) asserts According to Cultivation Theory, media has a long-term, passive effect on viewers that may seem minor at first but eventually builds up. Body image and the constant barrage of visuals are two examples of this.

The cultivation theory's detractors contend that it fails to sufficiently account for the individual variances in media use and interpretation and oversimplifies the nuanced link between media and society. Nonetheless, the idea continues to inform study on the effects of media on people and society and has a lasting influence on media studies (Ibid).

2.2.2 The Social Learning Theory

Social behavior is said to be learned by seeing and copying the actions of others, according to the social learning theory. Albert Bandura (1986) is credited with developing the hypothesis. Bandura is well-known for his "Social Learning Theory," which he recently renamed "Social Cognitive Theory." He has dedicated a significant portion of his career to the study of social learning. Because of his emphasis on motivational elements and self-regulatory processes that influence behavior rather than merely environmental causes, Bandura is widely regarded as a cognitive psychologist.

Bandura's work with Bobo dolls was one of his most well-known modeling attempts. He carried out tests between 1961 and 1963 using an inflatable clown called a Bobo doll to examine children's modeling tendencies (Bandura, 1986). The children were divided into three groups: the aggressive group saw an adult model, the submissive group saw an adult model, and the control group saw no adult models at all.

Adults in the passive group were instructed to play quietly, while those in the aggressive group were instructed to physically and verbally assault the doll, according to Bandura (1986). The youngsters who were exposed to the aggressive model were more likely to mimic what they saw and act aggressively toward the doll once they were allowed to play, according to the research. It was discovered that while verbal aggressiveness levels were almost equal, physical violence was displayed by boys four times more frequently than by female. The impact of modeling on learning was supported by Bandura's research findings (Ibid).

There is strong evidence from Bandura's social-learning theory that shows people can learn even when they haven't really engaged in a behavior. Direct experience, direct or vicarious experience from witnessing others (modeling), and the storing and processing of complicated information through cognitive operations are the three primary processes identified by Bandura as being involved in learning (Ibid).

2.3 Psychosocial effects of Media use on children

Today's kids are spearheading a technology revolution as the first generation to grow up in a digital world. The media may impact children's socialization even more than parents and schools do. There is an urgent need for more information about how media use affects kids' social and academic skills, their relationships with family and friends, their self-concept, loneliness, despair, delinquency, and violence.

Researchers such as Jordan (2004), Harter (1993), and Haan & Huysman (2004) concurred that the aforementioned factors influence children's attitudes, beliefs, development, and coping mechanisms. The majority of researchers have noted that media poses a risk to children's health. Still, conflicting results are beginning to surface. While some experts stated that media use represents opportunities for play, conversation, social support, and knowledge, others contended that media use causes social experiences to diminish and leads to isolation.

According to these ideas, Heim (2007) created an exploratory study to look into children's specific media use and see whether there was any correlation between psychosocial issues and other media use variables. They used a factor analysis of survey data to gauge kids' media consumption and self-perception. Children assessed how frequently they watch TV or videos, play video games, browse the Internet, use chat, or use computers, as well as their internal conception of psychosocial aspects. Psychosocial aspects were substantially correlated with specific activities (Heim, 2007). Youngsters' perceptions of their scholastic aptitude were higher in those who spent less time on entertainment media than in those who spent more. This implied that peers' self-esteem rose as they mastered challenging technology (Ibid). Nonetheless, kids who used Gameboys and other media more frequently had worse scores for social acceptance (Heim, 2007). He concluded that "when parents are actively involved in their child's daily activities, the child is more likely to embrace media for creative, educational purposes rather than as a medium for games or TV." He also identified a correlation between parental monitoring and media consumption.

According to Ray and Jat's (2010) perspective from the Advanced Pediatric Center in India's Department of Pediatrics, watching too much TV may increase your chance of developing

depression and ADHD. They found a link between girls who expressed dissatisfaction with their body weight and those who frequently read print media promoting dieting and weight loss.

Ray and Jat (2010) claim that watching TV has a negative impact on peer relationships and increases the risk of social distancing, agoraphobia, anxiety disorders, ADHD, and antisocial behavior. The consumption of violent media was directly correlated with an increase in violent ideas, thoughts, and behaviors, according to Ray and Jat (2010). The results of the study show a negative correlation between being nice and seeing violent media.

In contrast, Hastings (2009) used parental reports to analyze seventy children between the ages of six and ten. They looked for data on the nature, quantity, and social context (parental supervision, playmates, friends, etc.) of kids' computer and game use, as well as any connections to kids' health outcomes. Their research produced a range of findings, with the kind of media and the amount of time spent consuming it serving as important indicators of positive or negative health consequences.

The use of parent reports and a small, homogeneous, non-randomized sample were limitations of this study. Moreover, the study provided no longitudinal data and just covered one point in time. Since there was a negative correlation between behavior problems and increased media use for education, the data run counter to the displacement argument. The results could be explained by the Social Learning Theory and the Message Interpretation Process model. For example, identifying with violent video game characters may increase the tendency toward externalized acts.

The results of media research on children's health outcomes may be ambiguous or contradictory. Olson, Kutner, and Warner (2010) used focus groups as a qualitative research method to collect information regarding high school males' perceptions of violent video games. People made a distinction between the real world and the virtual world (Olson, Kutner & Warner, 2010). Video games have been shown to have a good link with problem-solving, creativity, self-esteem, and group collaboration, and a negative correlation with loneliness. They propose that the goals of violent games and rough-and-tumble play are comparable. Olson, Kutner, and Warner (2010)

found that men who play violent video games are able to control their emotions, which may lessen tension and actual fighting.

The study's findings, which indicate that participants' aspirations for power and fame, challenge, capacity to handle stress and rage, and sociability all contributed to their heightened attraction to violent content, can be explained by the Message Interpretation Process model. The lads are also aware that decisions made in video games have very different consequences in real life. The cohorts' decisions and attitudes about video games were influenced by logical analogies in addition to emotional and rational responses.

But there was no correlation found between playing M-rated video games and being bullied or participating in delinquent activities (Olson, 2009). By repeatedly imprinting and internalizing aggressive and violent conduct, the Social Learning Theory can be utilized to predict the aforementioned outcomes.

2.4 The effects of media on cognitive development

For many people, especially young people and teenagers, media, such as television, video games, social media, and the internet, has become an essential aspect of daily life. Given the advancement of technology and the ease with which media can be accessed, it is critical to comprehend the possible impacts that media exposure may have on cognitive development. The term "cognitive development" describes the expansion and modifications of an individual's capacity for thought and reasoning, encompassing memory, perception, problem-solving, and attention. This essay will examine the different ways that media might influence cognitive development—both favorably and unfavorably.

The impact of media on attention and focus is one of the most important ways that it might influence cognitive development. The media that today's kids and teenagers are exposed to on a regular basis can be very interesting and entertaining. Shorter attention spans and trouble focusing on activities that don't interest as much can result from this. Research has indicated that children who use too much media may experience attention issues and do worse academically (Kostyrka-Allchorne, Cooper, & Simpson, 2017). This is due to the fact that television consumption frequently involves quickly shifting stimuli, which might make it difficult for kids

to focus for extended periods of time on a single subject. Their capacity to focus and exercise critical thought may consequently be compromised.

Furthermore, media material can also have a big influence on how people develop cognitively. A variety of media content, including violent and sexual content, is exposed to children and teenagers, which may be detrimental to their cognitive development. Children who watch violent media have been shown to become more aggressive and desensitized to violence (Anderson & Bushman, 2001). This may result in diminished empathy for other people as well as issues with impulse control and problem-solving. Comparably, children's attitudes and beliefs about sex and relationships can be shaped by media exposure to sexual content, which may result in dangerous actions and harmful relationships (Ward, 2002).

However, media can also benefit cognitive growth in other ways. Interactive video games and educational television shows have been shown to enhance cognitive abilities like language acquisition, memory, and problem-solving (Kostyrka-Allchorne, Cooper, & Simpson, 2017). Children can learn how to think critically by participating in the stimulating and demanding activities that these shows and games frequently feature. Additionally, youngsters can use social media and the internet to acquire knowledge and engage in meaningful interactions with peers from a variety of backgrounds, both of which can support cognitive growth.

However, it's crucial to keep in mind that a variety of elements, including as the setting in which media is consumed and the level of individual participation, affect how media affects cognitive development. If a child is not actively involved in the learning process and is not given opportunities to apply the knowledge they have gained, watching educational television may not result in significant increases in their cognitive skills (Anderson & Bushman, 2001). Similar to this, different children may respond differently to the same violent media content based on their unique traits and the existence of protective or supportive elements in their surroundings.

Furthermore, a child's developmental stage may have an impact on how media affects their cognitive growth. According to Radesky & Christakis (2016) Younger children are more vulnerable to the effects of media than older children and adolescents since they are still developing cognitively. This is due to the fact that younger children may struggle to distinguish between fact and fiction and may find it difficult to understand the ideas given in the media. As

they grow older and mature, children become more capable of critically analyzing media content and making informed decisions about how much of it they absorb.

Media can generally have a beneficial or negative impact on cognitive development; excessive use can result in attention problems, poor academic performance, and unfavorable attitudes. However, learning and intellectual development can be encouraged with the right leadership and moderation. It is imperative that parents, educators, and producers collaborate to ensure that children have access to high-quality information and make responsible decisions when using media.

2.5. The importance of age-appropriate content and limiting exposure to violent or inappropriate media

In the digital age, it is very hard to resist the constant flow of information in our daily life. We have easy access to social media, streaming services, and the internet, which has allowed us to have access to a vast array of content. Although this has many benefits, it also poses significant issues for educators, parents, and society at large: how can we ensure that children and teenagers are only exposed to age-appropriate content and aren't exposed to violent or unsuitable materials (Shawndee Virk, 2023)?

Wilson (2008) examined research on the relationship between children's emotional development and media use, as well as the impact of media on social development. In her research, she found a lot of information that seemed to point to the media's role in fostering children's worry and terror, particularly in younger kids. There was a higher likelihood of anxiety, despair, and PTSD in those who watched TV for 2:6 hours a day.

You can solve this problem by realizing the value of age-appropriate media and the potential harm that violent or inappropriate media exposure may do to young minds. Age-appropriate content is the main factor that determines a child's development. Children go through several stages in their cognitive, social, and emotional development as they grow older. They have distinct needs and capacities as a result during different stages of their lives.

Their development may suffer if they are exposed to material that is inappropriate for their age. For instance, violent media exposure can cause aggressive behavior and desensitization to

violence, and young children may not be able to discern between truth and imagination. Similarly, a child's moral development and social behavior may suffer by exposure to sexually explicit information or language.

Moreover, children's minds are like sponges; they absorb everything they see and hear because they are impressionable. Their views and ideas about the world might be shaped by media exposure, particularly violent or inappropriate content. They might begin to see violence as a common occurrence and grow insensitive to it, which would reduce their capacity for empathy and heighten their violent tendencies. Inappropriate media can also cause boys and girls to have unrealistic body standards and objectify women, which can result in low self-esteem and problems with body image.

Lieberman and So (2009) examined research on the relationship between media and learning conducted on kids between the ages of three and six in order to determine the influence that various media had on kids' development of language, reasoning, reading, math, creativity, and teamwork skills. Similarly, the impacts of digital media use and emergent literacy skills are stated by Hisrich and Blanchard (2009).

Media exposure that is violent or improper can have negative effects on children's development as well as long-term effects. Long-term exposure to violent media in childhood may increase a child's risk of developing anxiety, depression, and aggressive conduct as an adult. This emphasizes how important it is to begin limiting the amount of such content that young children are exposed to.

Furthermore, the effects of television are not limited to kids; teens and young adults are also impacted. Adolescents are susceptible to the messages propagated by the media because they are still forming their sense of self and morality. Adequate or excessive exposure to violent or unsuitable media might result in substance dependence, dangerous behavior, and poor relationships.

The importance of consuming media that is acceptable for one's age and limiting exposure to inappropriate or violent content cannot be overstated, in general. It is vital to protect children's development, mental wellness, and overall health. Parents, educators, and media companies need to work together to ensure that young people are exposed to content that is age-appropriate and

does not negatively impact their lives. Without collaboration, it will be impossible to create a media landscape that is both safe and healthy for the next generation of media consumers.

2.6. Global Children Rights

Global children's rights refer to a collection of essential rights that are acknowledged and safeguarded for every child on the planet. These rights include the freedom from exploitation and violence, access to healthcare and education, and the ability to influence decisions that have an impact on them.

The rights of children under international law are outlined in the United Nations Convention on the Rights of the Child (CRC), which has received the greatest ratification of any human rights treaty in history. Regardless of their ethnicity, religion, or country of origin, all children are entitled to the fundamental rights outlined in the CRC.

The best interests of the child, nondiscrimination, the right to life, survival, and development, and the right to be heard and involved in choices that impact them are some of the fundamental tenets of global children's rights.

It is essential to uphold and advance children's rights around the world in order to guarantee that every kid has the chance to develop in a safe and healthy environment where they can realize their full potential. All children, no matter where they live in the globe, may have a healthier future if we respect their rights.

On November 20, 1989, the Common Gathering of the Joined Countries established the Convention on the Rights of the Child. On September 2, 1990, the settlement was put into effect. The Organization of African Solidarity adopted the African Constitution on the Rights and Welfare of the Child (also known as the African Children's Constitution) on June 27, 1981, and it came into force on October 21, 1986. This is expanded upon more broadly in Article 13, which states that children have the right to freedom of expression.

This entitlement will encompass the liberty to pursue, obtain, and disseminate knowledge and concepts of any type, irrespective of boundaries, verbally, in text or print, artistically, or by any other medium of the child's choosing.

The Tradition on the Rights of the Child is enhanced by the African Children's Constitution. The need to adapt the African Children's Constitution to the unique needs and conditions of African children drove its adoption.

By virtue of Presidential Decree 10/1992, Ethiopia ratified the Convention on the Rights of the Child (CRC) on December 9, 1991, according to Alemu & Birmeta (2012). The choice of the two disobedient children represents a shift in perspective since it recognizes children as the carriers of political and civil rights in addition to care and assurance rights. By virtue of Presidential Proclamation 283/2002, Ethiopia also ratified the African Constitution on the Rights and Welfare of the Child (ACRWC) on October 2, 2002. These two revolutionary comprehensive arrangements acknowledge children's social, political, financial, and respectful rights.

The two child rights agreements Announcements 10/1992 and Announcement 283/2002 are among the agreements that the country has ratified through take note of confirmation. Despite the fact that the entire text of the treaties is not published in the Government Negarit Gazeta, Ethiopia's official legal journal, some have opposed the release of these notes of permission as a sufficient foundation for the reasonableness of the arrangements in Ethiopian courts.

Furthermore, Alemu & Birmeta (2012) showed that Ethiopian law does not specifically define what a kid is. Ethiopian legislation, for example, use terminology like minors and newborn children. young people working or young people. The Changed Family Code's Chapter Twelve deals with juveniles. According to the Modified Family Code, a person of any gender who has not reached the full age of eighteen years old is considered a "minor." It is reasonable to claim that the majority of Ethiopians are 18 years old on the basis of the Reexamined Family Code and the Family Codes obtained by other Territorial States. Ethiopian legislation classifies the youngest age groups under various child assurance rules (Alemu & Birmeta, 2012).

2.7. UN Document on the Convention on the Rights of the Child

Children's civil, political, economic, social, and cultural rights are outlined in the comprehensive international human rights treaty known as the Convention on the Rights of the Child. On November 20, 1989, the United Nations General Assembly accepted it, and on September 2, 1990, it became operative.

The Convention acknowledges children's rights to development in all spheres of life as well as their entitlement to special protection and assistance. It lays out several guidelines for how governments, organizations, and individuals should behave when it comes to children. These include the child's best interests, nondiscrimination, the right to life, survival, and development, and the right to be involved in decisions that have an impact on them.

The Convention also lays out a long range of rights that children have, such as freedom of expression and association, health care, education, and protection from exploitation and violence. Governments must take all necessary steps to safeguard and advance these rights and guarantee that kids can use them without facing any form of discrimination.

The Convention on the Rights of the Child is the most extensively accepted human rights convention in history, having been approved by nearly every nation on the planet. It has greatly influenced children's life all throughout the world, influencing the laws, regulations, and initiatives that uphold and defend their rights.

In honor of the 30th anniversary of the Convention on the Rights of the Child, let us once again pledge to protect and advance the rights of children everywhere and to cooperate in ensuring that they all have the chance to develop to the fullest extent possible.

In accordance with Article 17 of the UN Report on the Tradition of the Child's Rights, "State parties should empower the mass media to spread data and fabric of social and social advantage to the child and in understanding with the spirit of article 29; which states that the instruction of the child should be coordinated to the advancement of the child's identity, gifts, and mental and physical capacities to their fullest potential." The UN acknowledges the influence that the media has on children's life.

Moreover, as per Article 19, it is incumbent upon State parties to enhance suitable legislation to safeguard minors against information and materials that may be harmful to their health, as stipulated by the intellectual agreements established in Article 13. Article 13 states that "State parties shall ensure that the child shall be entitled to the freedom of expression; this right shall include the possibility to look for, receive, and exchange information and ideas of any kind,

regardless of boundaries, verbally, in writing or in print, in the form of handicrafts, or through any other media of the child's choosing."

2.8 Children's Rights and the Media

The United Nations Convention on the Rights of the Child, adopted over two decades ago in November 1989, expanded the scope of the Universal Declaration of Human Rights by acknowledging "that childhood is entitled to special care and assistance" (United Nations, 1989). International authorities have said as much in the Geneva Declaration on the Rights of the Child of 1924 and the Declaration of the Rights of the Child adopted by the General Assembly on November 20, 1959. One of the rights of the child recognized by this Convention is the right to communicate.

Article 12 recognizes a child's right to free speech in matters pertaining to them. The right to freedom of expression is extended to children in Article 13, which states the following more broadly: 1. The child should have the freedom to seek, receive, and impart knowledge and ideas of all sorts, regardless of frontiers, either orally, in print or written form, as artwork, or by any other medium the youngster chooses.

2. There may be limitations on how this right may be used, but they will only apply to the extent required by law:

- a) For respect of the rights or reputations of others; or
- b) For the protection of national security or of public order (*ordre public*), or of public health or morals.

States Parties acknowledge the valuable role that the mass media plays and commit to ensuring that children have access to information and materials from a variety of domestic and international sources, particularly those that support their physical and mental health as well as their social, spiritual, and moral well-being. This is further stated in Article 17. States Parties should, in order to achieve this,:

- a) Promote the mass media's dissemination of information and materials that are beneficial to children's social and cultural development and in line with the spirit of article 29;
- b) Promote international collaboration in the creation, sharing, and distribution of said information and materials from a variety of cultural, national, and worldwide sources;
- c) Promote the creation and circulation of children's books;
- d) Encourage the mass media to give special consideration to the linguistic requirements of children who are indigenous or members of minority groups;
- e) Promote the creation of suitable guidelines, keeping in mind the provisions of paragraphs 13 and 18, to safeguard children from information and materials that could be harmful to their wellbeing. (1989, United Nations).

In November 1999, experts on child rights, media professionals, and young people interested in media projects convened in Oslo, the capital of Norway, to explore the role the media may play in the global advancement of children's rights under five main themes:

1. The entitlement of minors to access media, particularly new media
2. The entitlement of children to media literacy and education
3. The freedom of kids to engage with the media
4. The right of children to be shielded from media violence and injury
5. The promotion and defense of children's rights by the media (Centre for the Study of Communication and Culture, 2009).

The group published what became known as the Oslo Challenge, a thorough analysis of children's rights with regard to communication. In addition to media professionals, children and young people themselves, media owners and the business sector, parents, teachers, and researchers, the Challenge also addresses governments, organizations, and individuals working for children.

Different facets of the challenge have been acknowledged by professional media organizations. The International Federation of Journalists developed "Guidelines and Principles for Reporting

on Issues Involving Children" at a meeting in Recife, Brazil in 1998 (IFJ, 1998). Among other things, these guidelines require journalists to act with the "highest ethical standards" and work with knowledge of the "vulnerable situation of children."

2.9. African Charter on Children's Broadcasting

The Children's TV Structure that was acknowledged in Munich on May 29, 1995, was displayed, stated, and generally acknowledged by Ghanaian delegates to the Africa Summit on Children and Broadcasting on October 8, 1997. Additionally, the delegates assisted in understanding the African structure on children's broadcasting, which takes into account the demands of the local children. Several important issues were addressed inside the Structure join:

Children should have access to high-quality programs that are tailored to their needs and do not exploit them at any stage of the generation prepare. Not only should these programs be entertaining, but they should also enable kids to develop to the best of their abilities on the physical, intellectual, and social levels. It is imperative to ensure that children have fair access to programs and, when feasible, the process of developing them. Additionally, they must be protected from financial exploitation and their rights to freedom of expression, cognition, inner voice, and religion must be upheld.

Programs for children should provide opportunities for learning and development in order to support and strengthen the child's right to education and advancement. Children's programs should complement a child's own social base by fostering awareness of and admiration for different societies. In order to support this, there should be ongoing investigations into the child group, accounting for the child's requirements. Children's programming should be broad in scope and content, but it shouldn't include scenes or noises of violence or sex in any form of audiovisual media.

In order to ensure that these programs are produced to the best possible standards, adequate financial and non-financial resources need to be made accessible. Furthermore, a number of organizations need to specify and create the laws and guidelines controlling children's broadcasting in order to guarantee quality (Office of Communications for Child Online Assurance, 2010).

2.10 The impacts of media on cognitive development

Nowadays, a lot of young adults in particular consider media, such as video games, social media, television, and the internet, to be an integral part of their everyday lives. It is imperative to comprehend the potential effects of media exposure on cognitive development, particularly in light of the rapid advancements in technology and the accessibility of access to media. A person's capacity for thought and reasoning, along with their capacity for memory, problem-solving, focus, and perception, can develop and alter with time. We call this cognitive growth. This essay will go through the various impacts both positive and negative that media can have on cognitive development.

Media's impact on attention and focus is one of the most significant ways it can affect cognitive development. The material that today's youth frequently consumes can be incredibly fascinating and enjoyable. This can lead to shorter attention spans and difficulty focusing on less exciting pursuits. Research has indicated that children who use too much media may experience attention issues and do worse academically (Kostyrka-Allchorne, Cooper, & Simpson, 2017). This is due to the fact that television consumption frequently involves quickly shifting stimuli, which might make it difficult for kids to focus for extended periods of time on a single subject. Their capacity to focus and exercise critical thought may consequently be compromised.

Additionally, Anderson & Bushman (2001) assert that media content can have a substantial effect on cognitive development. A variety of media content, including violent and sexual content, is exposed to children and teenagers, which may be detrimental to their cognitive development. Children who are exposed to violent media may become more violent and less receptive to fierceness. This may result in diminished empathy for other people as well as issues with impulse control and problem-solving. Comparably, children's attitudes and beliefs about sex and relationships can be shaped by media exposure to sexual content, which may result in dangerous actions and harmful relationships (Ward, 2003).

However, media has a beneficial impact on cognitive growth. Interactive video games and educational television shows have been shown to enhance cognitive abilities like language acquisition, memory, and problem-solving (Kostyrka-Allchorne, Cooper, & Simpson, 2017). Children can learn how to think critically by participating in the stimulating and demanding activities that these shows and games frequently feature. Additionally, social media and the

internet can give kids a place to get knowledge and have thoughtful conversations with friends from different backgrounds, which can help with cognitive development.

2.11 The relation between media exposure and academic success

As technology and the internet have advanced, media exposure has become an essential part of daily life. Whether on social media or television, we are always surrounded by a wide variety of media content. This impact on our academic performance has drawn concerns, especially from younger students. While some argue that excessive media exposure could be detrimental to academic performance, others believe it can enhance learning.

The effect of media exposure on focus and attention, which are critical abilities for academic performance, is one of the key worries. Students may find it difficult to focus on their schoolwork and may even develop attention deficit issues due to the continual availability of media content. A study found that consuming too much media can shorten one's attention span since switching between different media might tax one's cognitive capacity and impair focus (Swing, 2010).

Furthermore, students find it difficult to return to their regular academic responsibilities because media content is designed to be captivating and interesting. This can make it more difficult for pupils to study and finish their assignments, which might lower their academic achievement. According to a Rosen (2013) study, college students' GPAs were found to be negatively impacted by excessive media use.

Media exposure can also help with academic accomplishment, particularly in the case of educational games and programs. A valuable strategy for boosting academic performance and cognitive growth is educational media material. For example, it has been discovered that instructional television shows help young children with their vocabulary, reading comprehension, and critical thinking abilities (Linebarger & Vaala, 2010).

2.12 An Argument in Favor of Child-Friendly Internet Content

Children's interactions with the media provide an entry point into the wide and intricate world of children and their rights to protection in all areas of their lives, including play, education, identity, health, and freedom of speech, as well as dignity and self-respect.

Included in these are the following: the right to peaceful assembly and association (Article 15); the right to privacy protection (Article 16); the freedom of expression (i.e., the right to seek, obtain, and disseminate information of any kind) through any medium of their choice (Article 13); and the right to mass media that provides children with information and materials that are beneficial to their social and cultural development, with special attention paid to the linguistic needs of minority and indigenous groups.

Consequently, rather than appearing increasingly vital, a framework for communication rights deliberately undermines the idea that media and communications are still an adjunct to the infrastructure of a global, networked information society. Even if the media were formerly merely an optional part of leisure, it is hard to argue against today's mediated communication. Participation in a great deal of political, social, cultural, and educational activities would today be practically impossible without it.

Just as it does for adults, a rights framework can offer direction without balancing adult (or commercial) liberties against the protection of children. It is more beneficial to create a balance between children's rights and protection since a children's rights framework takes both into account. Furthermore, Berlin (1969) argues that freedoms must be viewed both positively and negatively because "empowerment" refers to letting kids follow their own interests and removing obstacles while simultaneously giving them unfettered access to knowledge.

2.13 The TV as a "Safe Space" for Children

Firstly, kid-targeted television shows and films frequently provide a feeling of luxury and familiarity for young viewers; age- and relevance-appropriate characters and plots make kids feel comfortable and let them escape into an interesting and entertaining world; secondly, TV can give kids a sense of structure and monotony; having set times to watch their favorite shows gives kids a sense of predictability and control over their lives, which can be especially comforting for kids who might be going through difficult or uncertain times (Edyta, 2023).

In addition, youngsters might acquire knowledge and skills from watching television. In addition to being entertaining, a lot of children's shows educate viewers valuable concepts and skills in an interesting and entertaining way. Children can feel that they are learning and developing while being entertained in this way (Ibid).

Generally speaking, the TV may be a useful tool in giving kids a secure environment where they can unwind, study, and get away from the stresses of the outside world. The TV may be a good and helpful source of comfort and pleasure for kids as long as parents watch over and manage their viewing habits (Ibid).

Studying children, youth, and the media can be viewed as a microcosm of our entire profession because the field of media studies is concentrated on three primary areas of inquiry: audiences, texts, and institutions. Children are viewed as a special, dynamic group of people who are going through different developmental phases, gaining information, and gradually accumulating life experiences and important abilities. It is believed that childhood is a socially, culturally, and historically produced construct (The American Academy of Child and Adolescent Psychiatry, 2001).

Children and young people are described by all of these processes as being distinct from adult audiences and more susceptible to media impacts. This raises the issue that safeguarding young people's fundamental human rights to a healthy social, physical, and mental development as well as their overall well-being will necessitate some kind of protection and monitoring. According to Lemish (2007), such content is primarily created in small, specialized, public, and educational institutions worldwide. Occasionally, large commercial enterprises also develop this kind of content.

2.14 The relationship between media exposure and academic achievement

Media exposure has become an integral part of our daily lives, with the rise of technology and the internet. From television to social media, we are constantly bombarded with various forms of media content. This has raised concerns about its impact on our academic achievement, especially among young students. Some argue that excessive media exposure can have a negative effect on academic performance, while others believe that it can enhance learning. This paper

will examine the relationship between media exposure and academic achievement, exploring both the positive and negative effects (Schønning, Hjetland, G. J, Aarø, L. E., & Skogen, J. C. 2020).

The effect of media exposure on focus and attention, which are critical abilities for academic performance, is one of the key worries. Students may find it difficult to concentrate on their schoolwork and may even develop attention deficit issues due to the continual availability of media content. Excessive media consumption has been linked to a reduction in attention span because switching between different media might tax the brain's capacity for concentration (Swing et al., 2010).

Furthermore, students find it challenging to return to more routine academic assignments because media content is created to be captivating and enjoyable. As a result, students can find it more difficult to finish projects or study efficiently, which could lower their academic achievement. According to a 2013 study by Rosen et al., college students' GPAs were found to be negatively impacted by excessive media use.

Exposure to the media, especially through instructional games and programs, can also improve academic performance. A useful technique for boosting academic performance and cognitive growth is educational media material. For example, it has been discovered that instructional television shows help young children with their vocabulary, reading comprehension, and critical thinking abilities (Linebarger & Vaala, 2010).

In a similar vein, it has been demonstrated that instructional games and digital learning platforms improve problem-solving abilities and raise student engagement (Shapiro & Anderson, 2011). Digital media's interactive and visual elements can help increase students' enjoyment and stimulation of their studies, which will boost their academic achievement. The effect on social and emotional well-being should also be taken into account when analyzing the association between media exposure and academic accomplishment. Specifically, social media use has been associated with higher rates of anxiety and depression in young people (Twenge & Campbell, 2019). Students who experience difficulties focusing and participating in their studies may find it difficult to function academically as well as mentally.

However, media exposure can also give pupils access to a variety of viewpoints and knowledge, which helps foster empathy and critical thinking. Through media content, people can be exposed to a wider range of cultures, ideas, and experiences, which can improve their knowledge and comprehension and improve their academic performance.

2.15 Factors That Influence the Relationship

There is a complicated and multifaceted relationship between media exposure and academic accomplishment. For example, the kind and substance of media that is ingested can influence academic achievement in several ways. While violent or distracting media might have detrimental impacts, educational media content can also be useful. A person's age and the extent of their exposure may also be important factors. Compared to older students, younger children can be more vulnerable to the harmful impacts of media exposure (Swing et al., 2010).

Furthermore, it is impossible to exaggerate the importance of parental involvement and oversight. By monitoring and imposing limits on their children's media consumption, parents can promote positive media habits and mitigate negative consequences. Similarly, the curriculum and school environment might affect the balance between media exposure and academic achievement. By integrating media literacy education and promoting responsible media usage, students can develop critical thinking skills and suitable media habits.

2.16 The Digital Divide and Disparities

Even while everyone in contemporary society uses media technology, some young people do not have access to it, which means they miss out on opportunities for both education and work. According to the American Academy of Pediatrics' Radesky and Christakis (2016), over 37% of lower-class homes do not have a computer. This is significant because, in a time when remote learning is becoming common, it might have dire repercussions if low-income children who are disproportionately Black and Brown do not narrow the achievement gap.

The difference in society between those who can afford personal computers and internet connectivity and those who cannot is referred to as the "digital divide". These disparities make it more unlikely that those with lower incomes and educational levels will have access to news, information, and computer-related skills that could be helpful for navigating society.

The pandemic of 2020 demonstrated how children's technology use and access impact their ability to learn in digital surroundings. It's likely that some children were not able to participate in synchronous learning with their peers or see the recordings of the read-aloud sessions. It's probable that some students don't have access to wifi or the appropriate device (Nichols, 2023).

Families' capacity to acquire and use technology differently during the pandemic resulted in uneven access to educational opportunities. For example, some students may own a device, but they may share it with siblings or other family members who also need it. Few individuals are able to go an entire day without using their own phone, even though some parents may let their kids use it for part of the day. As a child gets older, the chances of their owning a device may diminish (Ibid).

The difference in digital access between industrialized and underdeveloped nations is considerably more pronounced. The government of countries like Saudi Arabia, Syria, Jordan, and others allows minimal to no access to the Internet. Poor telecommunications infrastructure in other nations, such Mexico, Brazil, and Columbia, makes consumers wait incredibly inconveniently long periods of time to access the internet (Bahia & Delaporte, 2020). As was previously said, there are intersections between the digital gap and race, socioeconomic class, and gender. The same survey also states that women and girls are less likely to have access to computers and the internet. Visit the United Nations Conference on Trade and Development to find out more about the global digital divide and which nations are most impacted.

2.17. Effects of Advertising

Advertising has the power to encourage a materialistic way of life and stress the value of acquiring trendy goods, instilling in young people the idea that their identity and worth are derived from the things they own. There are many restrictions on children's access to information in the Advertisement Proclamation No. 759/2012. The Proclamation contains general regulations that apply to children and other members of society generally, as well as various measures designed specifically for children. The primary goals of the Proclamation's provisions are to safeguard children from harmful content and to advance their other rights.

From an early age, children are exposed to unrealistic body weight, physical appearance, and beauty standards through advertising, television, movies, video games, magazines, and social

media posts. This causes them to become dissatisfied with their appearance and purchase an endless number of products, as well as engage in unhealthy behaviors, in an attempt to maintain their ideals of beauty and thinness. Exposure only increases during adolescence, increasing the possibility of adverse effects (Papageorgiou, 2022).

Moreover, the emotional impact of the commercial is diminished when the product is used prior to being exposed to it. Consequently, these findings suggest that product usage experience should contribute to several market safeguards in light of marketers' and policymakers' concerns regarding the influence of advertising on children (the circumstances in which such use occurs, such as the need to purchase the product in order to try it, are a different matter). It has also been shown that advertising has a big impact on kids' perceptions; some fascinating results have been observed in this area (Ibid).

2.18 The Impacts of Media on Child Cognitive Development

A child's social, emotional, and cognitive development can be influenced by media. According to the American Academy of Pediatrics (AAP), kids under the age of two shouldn't use screens at all, and kids between the ages of two and five should only use them for up to an hour a day. This is due to the potential harm that excessive media consumption might do to a child's growth.

The effect that media consumption has on young children's cognitive development is one of the key worries. Children's brains are developing quickly, and too much screen time can impede their development. According to studies, kids who use screens more often have worse cognitive capacities, including poorer memory, problem-solving, and language development (Zimmerman et al., 2010). This is due to the fact that screen time interferes with other activities that are critical for cognitive development, such as playing, reading, and social interaction.

Moreover, a child's emotional development may be impacted by media use. According to Radesky et al. (2012), kids who spend too much time on screens may struggle to control their emotions and behave appropriately. This is a result of the fast-paced, stimulating stuff they are continuously exposed to, which can overstimulate their brains and induce emotional dysregulation. A child's views, attitudes, and values can also be shaped by media, and this can have a lasting effect on their social and emotional growth.

2.19 The need for media literacy education to help children critically evaluate and interpret media messages

Children are continuously exposed to a wide range of media messages in the modern digital age, coming from a variety of sources such as television, social media, and internet platforms. Their attitudes, beliefs, and behaviors may be significantly impacted by these signals. Nevertheless, a lot of kids lack the knowledge and abilities needed to analyze and comprehend these media messages. As a result, there is rising concern over the necessity of teaching media literacy to kids in order to foster their capacity for critical thought regarding the media they are exposed to (Edyta, 2023).

The ability to access, examine, assess, and produce media messages is referred to as media literacy. It entails comprehending the methods utilized to communicate particular messages as well as the way media messages are put together. The goal of media literacy education is to provide kids the tools they need to make sense of the large amount of media content they come across on a daily basis. Additionally, it makes students more perceptive about the information that is offered to them and helps them cultivate a critical perspective (Ibid).

The growing impact of media on children's life is one of the main justifications for the necessity of media literacy education. Children are exposed to a plethora of information, some of which may be inaccurate or misleading, due to the growth of social media platforms. Without the capacity to assess these messages critically, kids run the risk of accepting and disseminating false information. False information can seriously impair their comprehension of critical subjects including politics, health, and culture (Ibid).

Additionally, teaching children media literacy can aid in the development of their own media creation abilities. Children may now readily make and distribute their own audiovisual content thanks to technological advancements. However, they might not be able to create ethical and high-quality media messages if they lack the required knowledge and abilities. Teaching students media literacy can help them become more responsible and productive users of media platforms and tools, thus fostering digital citizenship (Ibid).

Even though teaching media literacy has many clear advantages, it is not frequently included in curricula in schools. It's possible that many teachers lack the resources or expertise needed to

properly teach media literacy. As a result, it is critical to spread the word about the value of media literacy education and give teachers the tools and resources they need to include it in their lessons (Jeff, Tatevik, and , 2023).

In conclusion, teaching media literacy is crucial in today's world because it enables kids to acquire the critical thinking abilities needed to successfully negotiate the ever-complex media environment. It may encourage a generation of media consumers who are more knowledgeable, astute, and accountable. To guarantee that kids are prepared to critically assess and comprehend media messages, educators, parents, and legislators must acknowledge the need for media literacy instruction and collaborate to make it happen.

2.20 Empirical Studies

Enyonam (2008) conducted a study on children's television in Ghana, providing an overview of the field's history, methods, features, and prospects in an ever-changing media environment. As to the report, Ghana's children's media has exhibited inconsistent outcomes since it commenced broadcasting in 1935, during the zenith of British colonization. For a multitude of complex and diverse reasons, mostly connected to administrative, social, political, and economic factors, consistent improvement is necessary. Important to this conversation are the state of the media landscape and the initiatives taken by governmental and non-governmental groups to advance laws that encourage the creation of children's media.

In a nation where children's needs are mostly ignored, it is critical to promote effective tactics that guarantee different components in media material that meet children's cognitive, social, and formative requirements. The state and composition of a country's broadcasting system have a big impact on the kind of children's media that is available.

A public-service broadcasting system, however it may not always have the means to do so effectively, strives to serve the demands of all subgroups, including children. But a commercialized or privatized broadcasting environment opens doors for financing from the private sector, therefore it's a viable avenue to pursue. Nevertheless, private media does not necessarily see it as a profitable strategy to cater to children's primary interests in many developing nations.

In contrast, Elias Tegegn (2019) studied how parents felt about an Ethiopian children's television program called EBS TV in Addis Abeba. The study especially aimed to investigate how parents view children's programming on EBS television, what shows parents prefer for their kids, and what obstacles EBS program creators have while creating kid-friendly programming.

The results of the survey showed that parents had a positive opinion of "Ethiopia" despite the show's flaws. The report suggests that parents watch television with their children to provide guidance, that children's program producers assess the appropriateness of their work in light of the majority's lifestyle, that broadcasting authorities regulate the suitability and relevancy of children's programming, and that policy makers consider measures that will strengthen their capacity to promote and advertise children's programming.

2.20.1 Restriction on Children's TV Program Worldwide

With the Federal Communications Commission first, The Commission, an independent U.S. government organization under the direction of Congress, is in charge of carrying out and upholding federal laws and regulations pertaining to communications in the country. Every broadcast television station in the United States is required by the Children's Television Act to air content that is especially created to meet the informational and educational requirements of children. Additionally, it restricts the amount of time that satellite providers, cable companies, and broadcasters can spend running commercials during kid-friendly programming (fcc.gov).

The Commission passed new regulations on July 10, 2019, giving broadcasters more leeway in meeting the requirements for children's television programming. The Federal Register will provide notice of the new rules' effective dates. TV stations will have to do the following when the new regulations go into effect: Air the majority of their core programming on their primary program stream; Air at least 156 hours of core programming yearly, including at least 26 hours of regularly scheduled weekly programming. Up to 13 hours of regularly scheduled weekly programming may be aired on one of the multicast streams by stations that multicast several streams of video programming per quarter (FCC, 2019).

2.20.2. Experience of Children's Television Uk

In the United Kingdom, children's television programming began with the establishment of the British Broadcasting Corporation (BBC) in 1922. From the beginning, the BBC recognized that children were a unique group of people and created programs tailored to their various age groups. In addition, the BBC enjoyed a dominant business model from 1992 until the introduction of Combined Kingdom Free TV in 1966. Following that, the BBC continued to satisfy children's needs with its unparalleled success in providing educational content for young viewers. ³² Given that both countries focused on providing children with more educational content, the early development of children's TV in Ethiopia and the United Kingdom can be contrasted (bbc.com).

Furthermore, in the early years, both countries had strong economic models that ensured control over the programs offered to children in their respective countries. Additionally, BBC provided a demonstration for Ghanaian children's television. In the UK, administrative entities and media companies continue to show interest in and a commitment to providing children with high-quality content through Children's TV. Additionally, TV is developed since it is viewed as a medium for children's entertainment in the United Kingdom.

Due to the abundance of imported programming, especially from America, locally created children's programming has faced many difficulties. This is because the Autonomous TV Commission, a hitherto underutilized administrative agency for commercial television in Britain, wanted to increase showcasing production and commercial rivalry, which resulted in a decline in standards (Davies M. M., 2001).

In an attempt to remedy the situation, broadcasters in the United Kingdom restricted the content of their children's television to the UK and did not procure or commission content from anywhere in the globe. (Osei-Hwere, 2008) Furthermore, autonomous TV setups for commercial stations were to be awarded to the "highest bidder" rather than only the best-in-class proposals or the most highly rated broadcasting resumes (Davies M. M., 2001). The BBC, ³³, benefited openly from this Free TV Commission supervision. As a result, there were more private cable channels and more foreign programming.

In her investigation, Osei-Hwere identified a comparable situation in Ghana, as she explains. The organization (GBC) faced a number of difficulties, such as the favorable political and economic climate, the introduction of private commercial broadcasting as a showcase for broadcast competition, and the ongoing pressure on the government to continue reducing the corporation's subvention (Osei-Hwere, 2008).

In the UK, there were eighteen channels featuring children's content in 2006. In addition, a substantial amount of time and money went into creating the children's programming that airs on these channels. For example, CBeebies, a children's BBC channel, provided an additional 4,691 hours of real TV content in 2007. It also allocated an additional 77% of its revenue to the development and refinement of contemporary content, and it included 29% of contemporary TV content into its kid-focused programming. Similarly, by 2020, just one license had been granted in Ghana to establish Ethiopian television stations and 20 have children's programming on television (Ethiopian Broadcasting Authority, 2020). As it is, Ethiopia does not have a large number of channels specifically designed for children, unlike the UK.

2. 21 Knowledge Gap Analysis

Numerous investigations have been conducted to explore the connection between television and the modification of children's (adolescents') behavior, and all have come to the same conclusion: television plays a major role in shaping social behaviors. However, no research has been done on how Ethiopia's media policies have impacted Private Children TV shows.

Although Kunkel et al. (2005) used content analysis, other studies have often used survey research methodology to get their conclusions, such as CAMY (2003, 2005), ESPAD (2007), and Usaini (2010). The disadvantage of using such approaches is that survey questions for this type of research are never customized before being distributed to participants. As a result, the researcher needs to formulate questions that are wide enough to cover the whole population. However, not every participant will think answering general questions is appropriate.

Consequently, the researcher employed a mixed methodology to carry out the investigation. It is possible to gather a lot of data with a mixed method that would be challenging to obtain with

other study designs. Generally speaking, the data collected is far richer and more detailed than what can be discovered by other experimental methods.

Elias Tegegn (2019), on the other hand, carried out a study with the goal of examining parents' perceptions of Ethiopian children's television programs: The case of EBS TV in Addis Ababa. The study especially aimed to investigate how parents view children's programming on EBS television, what shows parents prefer for their kids, and what obstacles EBS program creators have while creating kid-friendly programming.

The survey found that despite "Ethiopia" Children TV's shortcomings, parents had a positive attitude regarding it. According to the study, broadcasting authorities should regulate the suitability and relevance of children's programming. Children's program creators should evaluate the program's content in light of the majority's lifestyle, parental involvement in television viewing as a means of providing guidance, and policymakers should take into account measures that will strengthen their capacity to promote and advertise children's programming.

Ye Ethiopia Lijoch TV is an Ethiopian-led children's television network with the mission of providing children of all ages with a wide variety of excellent, age-appropriate educational, informational, and entertaining television shows. On June 16, 2019, African Child Day, the television channel which is the first and a pioneer in Ethiopian children's media landscape began its maiden 24-hour transmission via Nile satellite Frequency of 11595 polarizations Vertical 27500.

Regardless of the particular circumstances or nature of the society in which the media operate, a few key components support how they contribute to a nation's development. Every media outlet aims to affect change, has a message to convey, a target audience, influences attitudes, perceptions, and decision-making, and has an overall effect on behavior.

Ye Ethiopia Lijoch Television promotes Ethiopian values and modern skills in an effort to provide the next generation of Ethiopians a better tomorrow. Important social skills like responsibility, pluralism, and culture are taught on the channel. The educational programs enhance classroom instruction and encourage student interaction so that students can demonstrate their abilities and knowledge. They are morally, legally, and culturally appropriate.

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology of the study. The chapter basically discussed Research Approach, Description of the study, Sampling Techniques, Instruments of Data Collection, Procedures of Data Collection, Research validity and reliability and Methods of Data Analysis. The research design shows the general plan for how to answer the research questions. It also gives information on how a sample respondent was drawn from the population and gives a description of the number of respondents and how they were selected. The chapter concludes with ethical considerations related to research methods.

3.2 Research Design

The overarching approach or plan a researcher employs to carry out a study and collect data is referred to as research design. It describes the steps that will be taken to test the hypothesis or provide an answer to the research question. The significance of research design lies in its ability to guarantee a methodical and structured study approach, as well as the acquisition of dependable and legitimate outcomes.

Consequently, a mixed method research approach was used in the study, integrating quantitative and qualitative techniques. It entails gathering quantitative information, evaluating the findings, and organizing the qualitative section. It's a two-part study where the researcher gathers quantitative data in the first phase, does an analysis, and then plans (or expands upon) the second phase, which is qualitative (Creswell, 2014). The quantitative results typically dictate the kinds of participants that will be particularly selected for the qualitative phase and the questions that will be asked of them.

Therefore, the main goal of this strategy is to use the qualitative data to provide a more thorough explanation for the preliminary quantitative findings. To assist explain survey responses, a typical process would include gathering survey data in the initial phase, analyzing the data, and then conducting qualitative interviews in the follow-up (Ibid).

Nevertheless, the majority of the data for this study were gathered using survey questionnaires. Consequently, in order to confirm the findings of this thesis, a quantitative technique may be used in future research. In order to do this, structured questions have to be used, with the researcher predefining the response options using information gleaned from a literature search. Denscombe (2003) states that the researcher selected this approach due to its increased objectivity, capacity to achieve high dependability levels, and higher degree of objectivity. Furthermore, the investigator believes that the quantitative approach comprises data collection, assessment, interpretation, and summarization for the study.

Conversely, the interpretive qualitative research approach which involves the researcher interacting directly with the participants was used. A qualitative approach is suitable as the study's goal is to gather in-depth concepts and conclusions from a professional group. Qualitative approaches are similarly informed by deliberate sampling, open-ended data collecting, text or picture analysis, information representation in figures and tables, and individual interpretation of the results. This strategy ensured a thorough awareness of media policy, regulation, and children's rights by allowing for a range of perspectives and insights.

3.3 Description of the study

This study was conducted at children's television program called 'Ye Ethiopia Lijoch and Ethiopis Show,' which are the research setting to this study, are among children program production media organizations in Ethiopia. Ethiopis show is a weekly program organized and prepared under Amarach Media and Entertainment PLC. Ye Ethiopia Lijoch TV is an Ethiopian children's channel headquartered in Addis Ababa, Ethiopia. Owned by Ethiopia Lijoch P.L.C., it was launched in April 2019. The channel broadcasts programming mainly in Amharic with some programming in English. Both media show offices located in Addis Ababa Ethiopia.

Ye Ethiopia Lijoch is an Ethiopian organization that has made significant artistic contributions to the positive development of children for over 15 years. They have produced beloved albums and organized school tour programs. As part of their project, Ye Ethiopia Lijoch Media operates a 24-hour exclusive children's television station.

Ye Ethiopia Lijoch TV (Amharic: የኢትዮጵያ ልጆች ቲቪ) is an Ethiopian children's channel headquartered in Addis Ababa, Ethiopia. Owned by Ethiopia Lijoch P.L.C., it was

launched in April 2019. The channel broadcasts programming mainly in Amharic with some programming in English.

Professionals working at both media offices were part of this study. Therefore, a random sampling procedure was deployed to pick the sample. The researcher assumes that the selected professionals has a knowledge about the TV program show, regulations, and the guidelines for program production and vis-a-versa. The population of interest in the study constitutes of media managers, Presenters, production managers, editors, and administration staff.

3.4. Population and Sampling Techniques

The term "population" encompasses all cases or individuals that meet specific criteria (Ohaja, 2003). It refers to the entirety of cases that align with a particular set of specifications Madueme, 2010). Establishing the population size usually requires appropriately defining three criteria: the level of precision, the level of confidence or risk, and the degree of variability in the attributes being measured (Miaoulis and Michener, 1976).

The study included a total population of 71 professional journalists working at Ye Ethiopia Lijoch TV. All 71 journalists were chosen to complete the survey questionnaire. Therefore, a census approach was utilized to identify respondents. Random sampling was used because of the nature of the research study to conduct in-depth interviews. This is because choosing the study's subjects will be very beneficial in supporting the researcher in addressing the research questions and achieving the study's objective. On the other hand, the researcher examined the HR documents to ascertain the size of the respondents in both media companies. Employees on contract also took part in answering the survey's questions.

Thus, all 71 professionals working in both media organizations have an equal chance to fill out the survey questionnaire questionnaires.

3.5 Methods of data collection

Survey questionnaires and in-depth interviews were applied as primary methods for collecting data. In-depth interviews provided valuable information for those aforementioned research questions. Also, the interviews were used as a supplementary tool to get detailed and more

insightful information from experienced senior media managers, editors, Presenters, concerned admin officers, and production managers working in the Ye Ethiopia Lijioch and Ethiopis Shows.

3.5.1 Questionnaires

Data were gathered for the study using survey questionnaires. Quantitative and qualitative data were provided by the survey questionnaire, which included both closed and open-ended questions. A set of preset questions created by a researcher with the intention of eliciting responses depending on the goals of the study is called a survey questionnaire. Because it's easy to make and offers respondents ample time to browse for information, the researcher selected this instrument as the main means of gathering data.

The questionnaire consisted of closed and open-ended questions, requiring respondents to select responses from alternatives and express personal views. It had three sections: background information, media policy impacts on children's TV shows, and practitioners' perceptions.

Questions were structured in such a way that the same questions were asked in the same way, order and with the same wordings to improve consistency and objectivity. The technical terms were explained to ensure that the respondents did not get confused about what they were being asked to respond to.

A pre-test was carried out by the researcher by distributing 11 questionnaires to some selected MA journalists and media practitioners to give their comments. After some comments were made on the clarity of questions, the researcher distributed them to the respondents comprising the sample size personally to the Ye Ethiopia Lijioch and Ethiopis Show staff office.

3.5.2 In-depth interviews

An interview is an instrument that gathers data from a subject through discussion or a question-and-answer session. One of the reasons why the method was chosen is to ensure that questions were understood by the respondents to gather the correct data. As noted by Miller and Brewer (2003), interviews, gather more accurate data. In-depth interviews were used to obtain detailed information on how the Children's TV programs were affected by the Ethiopian media policy and the consequences of it.

Thus, this method provided the highest quality information that was free from bias than any other data collection instrument. In addition, it allowed greater interviewer-interviewee interaction.

The sample interview guide questions are attached to this report in the appendix section.

3.6 Procedures of Data Collection

The questionnaires were simultaneously distributed to all respondents in three days. Interview took Seven days and collection took four days and generally, all data were completed and collected in 12 consecutive days. Questionnaires were prepared in English and Amharic languages.

The interview data was collected by the researcher after every question was responded to by recording the answers on a personal smart telephone and sound recorder. The researcher summarized the recorded sources from the interviewee and the bibliographic details on a notebook and printed paper sheet.

3.7 Research validity and reliability

While reliability refers to the results being repeatable in the event that the research were to be conducted again, research validity relates to the research methodologies measuring what they were intended to assess (Hirsjärvi, 2009). Thus, consistent results from repeated samples and diverse researchers across time are produced using trustworthy surveys and interviews. Scholars bolster this theory.

Divergences in the outcomes stem from variations among the participants, rather than from discrepancies in the comprehension of the items or the interpretations of the replies by various observers (Boynton and Greenhalgh, 2004).

The reliability and validity of the instruments are checked in different ways. In order to assure the reliability of the methods used in the study the researcher had employed a pilot study before the actual data collection. Therefore, the data collection instruments were primarily applied to selected media practitioners as a pilot test and appropriate feedback taken, for the validity of the data and instruments used.

The media professionals who took part in the pilot study were not involved with the data sources. Before the data was processed and analyzed, the researcher, his advisor, and postgraduate students examined and verified that it was accurate, appropriate, valid, and free of errors using both the questionnaire and interview approaches. During the data collection phase, the researcher mainly briefed and introduced the study participants to the research issue. Furthermore, with reference to the interview data, cross-referencing the transcripts with the records allowed for the accuracy of the transcriptions and translations to be confirmed.

3.8 Methods of Data Analysis

Completed questionnaires were edited for completeness and consistency. The data was then coded and checked for any errors and omissions. Data collected was analyzed using descriptive statistics such as percentages and arithmetic mean scores. Frequency tables, bar charts, and histograms were drawn using Statistical Package for Social Sciences (SPSS) version 26 software. Visual representations such as frequency tables were used to summarize statistics.

3.9 Ethical Considerations

Ethical considerations in conducting research were not ignored; particularly psychological or physical affects. As Wimmer and Dominick (2006) suggest, all protection was taken to avoid any potential harm to subjects (in this case media practitioners). Brennen (2012) stipulates that all qualitative interviewers have a moral responsibility to protect their respondents from physical and emotional harm. There should be no dishonesty about the scope, intention, or any aspect of a qualitative research study.

These rules assured participants' consent, avoided pressure, avoided lying about the nature of the research, upheld subjects' self-esteem, avoided mental or physical stress, protected privacy, and acted fairly and honestly. This was accomplished by carefully crafting the survey questions to ensure that they did not hurt the participants. All collected data was utilized solely for this study.

CHAPTER FOUR

4. RESULT AND DISCUSSION

4. Introduction

This chapter discussed data analysis and discussion based on the results obtained from the survey questionnaire from respondents and in-depth interviews. Based on the objectives of the study, data were collected by using both the quantitative and qualitative instruments of research. The study targeted legal experts, media practitioners, media admin, and journalists working in Ye Ethiopia Lijioch and Ethiopis Show office.

Since the study involves mixed research methods, the data analyzed and discussed are based on collected data by quantitative and qualitative methods. The quantitative method is a survey questionnaire. These questionnaires were distributed to selected 71 senior media managers, editors, Presenters, concerned admin officers, and production managers working in the Ye Ethiopia Lijioch and Ethiopis Show offices, whereas, 8 in-depth interviews were held with legal experts, government officials, Senior editors, media managers.

The number of media professionals working in Ye Ethiopia Lijioch and Ethiopis Show offices was 71 of which the gender distribution is attributed to 17 males and 54 females. According to its relevance workflow, the TV program production team, documentary team, Social media team, and other teams are organized. These teams or departments have their role of producing different videos that entertain, educate, and inform children. Thus, the total population identified for this research from both media organizations was 71; 17 males and 54 females.

4.1 Quantitative and Qualitative Data: Presentation, Analysis and Discussion

The questionnaire was distributed to 71 media professionals working in Ye Ethiopia Lijioch and Ethiopis Show at Addis Ababa, Ethiopia. Respondents were selected systematically to fill the questionnaires. From identified 71 respondents and distributed survey questionnaires to all of them; 54 people responded to the questionnaire making a response rate of 90% which is excellent.

In-depth interviews were carried out with 8 legal experts, government officials, Senior editors, and media managers for explanation and triangulation purposes.

4.1.1 Respondents' Demographic Background

Table 1 Gender of respondents

No.	Gender	Frequency	Percentage
1	Female	42	77.8
2	Male	12	22.2
Total		54	100

(Source: Organized by the researcher)

This data shows the gender distribution of a sample of 54 individuals. The majority of the sample are female, making up 77.8% of the total. Male individuals make up the remaining 22.2% of the sample. This data suggests that there are significantly more females in this sample compared to males. It would be interesting to further investigate the reasons behind this gender imbalance, as it could provide insight into the population being studied. Further analysis could involve looking at other demographic factors such as age, location, or occupation to see if there are any correlations with gender.

Table 2 Media professionals' age distribution

No.	Age interval	Frequency	Percentage
1	18-25	28	51.9
2	26-35	22	40.7
3	36-50	2	3.7
4	Above 51	2	3.7
Total		54	100%

(Source: Organized by the researcher)

Table 2 shows that the age distribution of respondents in the taken sample aged between 26-35 formed 40.7%, whereas 18-25 aged formed 51.9%, 36-50 constituting 3.7%, and above 51 is 3.7% of the sample. This indicates that 92.6% of media professionals working in media organizations are between the ages of 18 and 35. This indicates that young professionals are working for organizations. Excellence and new energy benefit an organization.

Table 3 Media professional's level of education

No.	Level of Education	Frequency	Percentage
1	Certificate	4	7.4
2	Diploma	11	20.4
3	Degree	27	50.0
4	MA/MSc	12	22.2
Total		54	100%

(Source: Organized by the researcher)

According to the table above, 22.2% of those questioned had earned a Master's degree. 50% had degrees. 11% possessed diplomas, whereas just 7.4% had a Certificate of Education. The table shows that the majority of responders have a BA degree or higher. This could imply that there is a comparable amount of exposure and awareness of various media platform utilization, resulting in high usage levels.

Table 4 Responsibilities in the Media Institution

Responsibility in the Organization		
Job Title of the media professionals	Frequency	Percentage
Media manager	4	7.4
Presenter	5	9.3
Program Producers	24	44.4

Admin staff	5	9.3
Editor	12	22.2
Other	4	7.4
Total	54	100

(Source: Organized by the researcher)

Table 4 shows that program producers accounted for 44.4% of all survey responses, with editors coming in second (22.2%). Presenters and administrative personnel account for 18.6% of the total, while media managers and editors make up 14.8%. Job titles are assigned to media professionals based on their education, experience, skills and other characteristics, such as the structure of the stations and the institutional culture, which are most important for this to occur.

Table 5 Profile by number of years of employment

Working experience in the media organizations		
Years	Frequency	Percentage
2 years	7	13
3 years	7	13
4 years	3	5.6
More than 5 years	37	68.5
Total	54	100

(Source: Organized by the researcher)

The data shows that the majority of individuals working in media organizations have more than 5 years of experience, accounting for 68.5% of the total sample. This indicates that the media industry may have a high retention rate and employees tend to stay in their roles for a significant amount of time.

The data also reveals that a significant portion of individuals have 2 or 3 years of experience, comprising 13% each. This suggests that there may be a trend of individuals entering the

industry and gaining a few years of experience before potentially moving on to another role or organization.

Only 5.6% of individuals have 4 years of experience, indicating that there may be a lower retention rate or a smaller number of individuals in this particular experience bracket.

Overall, the data suggests that media organizations have a mix of employees with varying levels of experience, with a majority having extensive experience in the industry. This could have implications for training and development programs within organizations, as well as opportunities for career advancement for newer employees. In the case of media organizations, more experience has a big advantage for better performance especially in producing quality TV shows and program content.

4.2 A challenge because of the policy when preparing children's programs

There is no way to include advertisements in the children's program to ensure the fulfillment of child rights and the policies referred to in Proclamation No. 1238/2021, which states that licensees must consider minority groups but not support national policies in the implementation of child protection.

Table 6 Media Policy is a challenge for the survival of Children's TV Shows

Media Policy is a challenge for the survival of Children's TV Shows		
Rate	Frequency	Percentage
Strongly agree	16	29.6
Agree	37	68.5
Uncertain	1	1.9
Total	54	100

(Source: Organized by the researcher)

Respondents were asked if the current media policy posed a challenge to the continuation of children's television programs. 68.5% agree, and 29.6% strongly agree. Only 1.9% of respondents expressed uncertainty. This suggests that 98.1% of respondents require policy changes to generate high-quality products, and the rise has an influence on the country.

Table 7 Media and advertisement policies are important for Children's TV show

Media and advertisement policies are important for Children's TV show		
Rate	Frequency	Percentage
Strongly disagree	3	5.6
Uncertain	2	3.7
Agree	34	63
Agree Strongly	15	27.8
Total	54	100

(Source: Organized by the researcher)

The survey questionnaire collected from media practitioners generally indicate that majorities of respondents agree (63%) and 27.8% strongly agree that media and advertisement policy important. Those who responded Strongly disagree and uncertain were 5.6% and 3.7% respectively.

Advertising communication to children must follow a strict set of rules and regulations because children are more susceptible to marketing messages and less able to make decisions about what they want. Thus, the respondents responded from this perspective.

Ethiopian broadcasting regulation prohibits advertising on children's programs. This has been a struggle for us. Although concerned body asked but state that it will be corrected, it has yet to be fixed. You are not permitted to present any services on any children's show; no other law protects children's television programs. In other countries, there are more effective ways to fulfill social duty. Limitations of Advertising Law no matter how they spend them, they will be compensated, and the government will assist them with this business. There is no such option in our country's system (Interviewee 1, January 12,2024).

The advertising industry established the Children's Advertising Research and Use Act (CARU) in 1974 to promote responsible children's advertising. CARU's self-regulatory guidelines cover a host of concerns, including deception, taking into account children's limited capacity to evaluate the credibility of information they receive.

4.3 Realizing Governance of the Rights of the Child by Government

Child rights governance is the process of incorporating children's rights and institutions into governance systems. This can happen on the local, regional, national, and global levels. According to Ethiopia Media Proclamation No. 1238/2021 the Obligations of Public Service Broadcasting Licensee provide a range of broadcasting service material that strikes a balance between programming of wide appeal and specialized programs that serve the needs of different audiences, including persons with disabilities, minority groups, children, the youth, and women. Children are in a developmental stage, thus they are unable to recognize the persuasive character or ironic undertones disguised in advertising messaging. When they are young, they do not know how to discriminate between advertising and media content.

As Huston and Wright state (1998) states that one major justification for public and private investment in educational television for children has been the potential of the medium to reach children growing up in environments that put them at an educational disadvantage, but some have expressed concern that children in advantaged homes watch such programs more than those in disadvantaged environments.

The responsibility of Ethiopia Government Child Protection is critical. The proclamation outline the Government's duty to defend children's rights. The Regional Government must fully comprehend and appropriately implement governance for the fulfillment of children's rights (Interviewee 3, January 11,2024).

4.4 From an Ethiopian perspective, children's television programs, media declarations, and legislation

Freedom of information is internationally recognized as one of the fundamental human rights. Article 19 of the 1948 Universal Declaration Human Rights provides:

“Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.”

Henceforth, on the one hand, the government must respect the right by not violating it directly through legislation, policies, judicial decisions or actions of its officials or its agents. As a

positive obligation, the government must take direct, affirmative action, possibly to protect the right by preventing others from violating it or to fulfill the right via legislation, policies or judicial decisions.(ICCPR, Article 19). As a result, the government must take efforts to prevent private parties or individuals from interfering with legitimate information sharing.

The United Nations General Assembly enacted the Convention on the Rights of the Child (UNCRC) in 1989, which went into effect in September 1990.The Convention incorporates children's economic, social, civil, and political rights. It differs significantly from previous agreements dealing with children's rights in that it contains certain civil and political rights.

The Advertisement Proclamation No. 759/2012 has a number of provisions concerning children's right to access information. In addition to general provisions applicable to children and other sections of the society in common, the Proclamation contains many children-specific stipulations.

The provisions in the Proclamation are devoted primarily to protect children against harmful information and to promote other rights of children. Art. 10 of the Proclamation enumerates prohibited advertisement that have adverse effects on children.

Advertisements that are prohibited under the Proclamation include:

1. *An advertisement that may harm the attitude, feeling or thinking of a minor;*
2. *An advertisement that may cause a minor to lose affection or trust in his family, guardian, tutor, teacher, society or country;*
3. *An advertisement that openly motivates a minor to require his parent, guardian, tutor or any other person to buy the advertised product or service;*
4. *An advertisement which directly or indirectly provides a misleading price and gives impression to a minor that the product or service advertised is affordable to any family;*
5. *An advertisement causing inferiority complex to a minor that did not buy the advertised product or service, by portraying that the one who does is better than the one who does not;*
6. *An advertisement that demonstrates, through mixing of sounds, writings and pictures, a minor while doing any action contrary to law or moral, or being in a dangerous situation or place;*

7. *An advertisement that uses a minor as an advertisement presenter or actor without the consent of his guardian or tutor; or any other advertisement having similar content or presentation* (Advertisement Proclamation No. 759/2012, Arts.10 (1-8)).

More notably, children's programs on broadcast media have received strong protection throughout the Proclamation. Children's Programs shall not be sponsored by business organizations so as to ensure the programs are not interrupted by any form of advertisement (Ibid, Arts. 16 (2); 17 (3) (b) and 17 (5)). This stipulation of the Proclamation serves to best preserve the best interest of the child by the broadcast media.

I believe government must give consideration for children's television stations to encouraged and provide with financial support; legislation is enacted to encourage businesses to sponsor children's programming events; institutions by law give Priority to strengthen children's media on the basis of social responsibility budgets. Also, it must give Children's television stations to easily use the basic equipment for programming (Interviewee 4, January 14,2024).

Rothbart and Posner (2015) suggest that it may be due to television's effects on infants' developing attention network. They define the attention network as consisting of three components: alerting (highly sensitive to incoming information), orienting (selecting specific information from environmental input), and executive attention (managing, monitoring, and switching attention in service of a goal, i.e., regulating oneself in the face of conflict).

In general, the regulatory framework for media operations addresses ownership problems directly in order to ensure media pluralism in the country. Thus, in this scenario, the difficulty is more about executing the law to achieve its original goal and dealing with the consequences of the introduction of new technologies.

4.5 Working guidelines of the private children programs in Ethiopia

In the ever-changing landscape of media consumption, television has emerged as a prominent factor in shaping children's lives around the world. This influence is especially strong in developing countries such as Ethiopia, where television has the capacity to shape young minds and generate constructive social change. However, the topic of how to combine individual

children's rights to access diverse and stimulating content with the need to protect children's collective interests has sparked heated controversy.

Reducing a child's experience to mass media is essential since it has a big impact on their mental, physical, and emotional growth. Regular exposure to the media could have an influence on their psychological, physical, and emotional growth. A youngster who receives too much media exposure may be affected in the following ways: having a detrimental effect on their physical development since prolonged exposure may cause kids to become less active, which could result in health problems like obesity, as well as expose them to unattainable ideals that could damage their self-esteem.

It may also affect their emotional development by making them more violent and aggressive and increasing their stress levels. Mentally, excessive mass media exposure interferes with mental skill development, like attention (Ye & Jiancheng, 2020).

Children's programming is an extremely difficult task. We're trying to make it work, but we're making sure that we don't have to rely on a lot of programs. There are times when we are forced. Some of them aren't as good as we expected, but they were in production or post-production. When we strive to create the changes we want, we invest time and money that cannot be achieved in this manner (Interviewee 7, January 11, 2024).

Investing in early childhood development and education is critical for achieving long-term economic growth and provides a big social dividend. This investment should prioritize a child's whole development. A holistic approach to early childhood development addresses children's physical, psychological, social, emotional, and spiritual well-being, as well as cognitive components of learning. This occurs when all relevant parties, including the government, civil society, donors, parents, and communities, cooperate together to encourage those media prioritize producing children (Ibid , January 11, 2024).

Whatever the circumstances or the nature of the society in which the media operate, certain factors are basic in the way they influence national development. Every medium has a message;

it has a target audience; it aims at influencing a change; it influences attitudes, perceptions and decision-making; and it generally influences behavior.

An effective Children media will bring a positive change in the next generation's endeavors and entrenching peace and nation building efforts of a country. Ye Ethiopia Lijoch Television- a newly established children television channel- has become a household name of Ethiopian Children, parents, teachers and stakeholders within short span of time.

Ye Ethiopia Lijoch is committed to producing high-quality children's material while also fulfilling its responsibilities as a full-fledged Ethiopian Children's Media that plays an important part in nation building with a focus on children and teenagers. The channel focuses and devotes itself to educating the next generation with positive values and the essential knowledge, skills, and attitudes (Interviewee 7, January 11,2024).

The extent to which the media is a issue for national development has been a subject of discourse in communication literature. However, before delving into the dissertation, it is necessary to define the phrase “national development”, so as to understand and rise the issues involved in the relationship between media and national development. According to the Oxford Dictionary, development means “a new stage in a changing situation. To develop is to become more progressive, in the context of a human population. The overall object of national development is human development, the purpose of which is to broaden people’s choices for greater access to knowledge; better nutrition and health services; more secure livelihoods; security against crime and physical violence; political and cultural freedoms; and a sense of participation in community activities. In the context of Children, media is a powerful instrument that can shape their knowledge, skills and attitudes about their families, societies and their country.

4.6 The major problems of producing private TV children's program

Table 8 The present Ethiopian Media Policy is a challenge

The present Ethiopian Media Policy is a challenge to the survival of Children's TV Shows		
Rate	Frequency	Percentage
Sponsorship	3	5.56
Skilled Human Resource	7	12.96
Income	12	22.22
Finance	14	29.93
Lack Government support	18	33.33
Total	54	100

(Source: Organized by the researcher)

The analysis of the challenges facing the survival of Children's TV Shows in Ethiopia due to the present media policy shows that lack of government support is the most significant issue, with 33.33% of respondents citing it as a challenge. This is followed by a lack of financial resources at 29.93% and income generation at 22.22%. Skilled human resources are also identified as a challenge by 12.96% of respondents, while sponsorship is mentioned by only 5.56%. This indicates that the main barriers to the survival of Children's TV Shows in Ethiopia are related to government support and financial constraints. Addressing these issues would be crucial for ensuring the continued availability of children's programming on Ethiopian television.

Private TV children's programming in Ethiopia faces several significant challenges, including a lack of funding and investment, a small audience and market, competition from foreign content, a shortage of local talent and expertise, censorship, and laws that prevent the programs from developing effectively.

Private TV networks in Ethiopia often struggle with limited resources and funding, making it difficult to produce high-quality children's programs. This lack of investment can result in low production values and a limited variety of content. On the other hand, developing high-quality

children's programs requires skilled writers, producers, and animators. However, there is a shortage of local talent and expertise in these areas in Ethiopia, making it difficult for private TV networks to produce engaging and educational children's programming.

The Ethiopian media policy has strict regulations regarding content that can be shown on TV, especially when it comes to children's programming. This can limit the creative freedom of producers and lead to self-censorship, resulting in watered-down content that may not be as engaging for children.

The audience for children's programs in Ethiopia may be limited compared to other types of programming, making it challenging for private TV networks to attract advertisers and generate revenue from children's programming. Overall, the challenges of producing private TV children's programs in Ethiopia are significant and require investment, talent development, and a supportive regulatory environment to overcome.

Creating educative and informative children's programs becomes a hard task if producers continue to ignore the fact that children must be provided with an opportunity to learn from what they watch. This is echoed by Kaveri Subrahmanyam who argues that the technology has some benefits for the child's intellectual growth provided they watch educative and informative programs on television.

Table 9 The major problems of producing private TV children program

The present Ethiopian Media Policy is a challenge for the survival of Children's TV Shows		
Rate	Frequency	Percentage
Very much	96	95.8
A little	4	4.2
Total	54	100

(Source: Organized by the researcher)

Based on the data, it appears that the majority (95.8%) of respondents feel that the present Ethiopian Media Policy poses a significant challenge for the survival of children's TV shows. Only a small percentage (4.2%) of respondents feel that it is only a slight challenge. This suggests that there is a widespread belief that the current media policy is not conducive to the continued success and viability of children's TV shows in Ethiopia. Further analysis could explore specific aspects of the media policy that are seen as hindrances to children's TV shows and potential strategies for improvement.

According to an interview conducted with Interviewee 4 on January 14, 2024, the major problems in producing private TV children's programs are issues related to content development, funding and financing, competition with other programs, meeting regulatory requirements, ensuring appropriate audience engagement, and addressing ethical concerns in children's programming. Content creators and broadcasting companies need to address these challenges effectively to ensure the quality and safety of children's programming on private TV channels.

Various studies demonstrate that working on early childhood development, that is, maintaining the health of children and helping them reach the highest levels of physical, mental, social, and emotional development, not only lays the foundation to their future success but also contributes to national stability and sustainable socio-economic development. As such, implementing programs targeting children during the early years is a great investment in human capital.

Children are the most precious resource of current and future generations of any society. They need to be provided with all the necessary services to improve their well-being and ensure their comprehensive and complete development (Interviewee 4, January 14, 2024).

The Broadcasting Service Proclamation No. 533/2007 states

the community broadcasting service is a non-profit radio or television station established by the will and interest of a community and administrated and run by the community living in the specific area or who possess a common interest.

The major issues addressed by The Broadcasting Service Proclamation No. 533/2007 regarding children's TV broadcasting include:

1. Protecting children from harmful content: The proclamation aims to ensure that TV programs targeted at children do not contain any harmful or inappropriate content that may be unsuitable for their age group.
2. Promoting educational content: The proclamation mandates that children's TV programs should focus on providing educational and informative content that can help in the cognitive development of children.
3. Regulating advertising and commercial content: The proclamation sets guidelines on the type and frequency of advertising that can be aired during children's TV programs, with the aim of protecting children from harmful marketing practices.
4. Ensuring access to quality programming: The proclamation emphasizes the importance of providing children with access to high-quality and diverse TV programming that caters to their interests and needs.
5. Promoting cultural and linguistic diversity: The proclamation encourages the inclusion of diverse cultural and language representations in children's TV programs, in order to promote tolerance and understanding among children from different backgrounds.

Overall, The Broadcasting Service Proclamation No. 533/2007 aims to ensure that children's TV broadcasting serves the best interests of children and contributes to their overall well-being and development.

On the other hand, the media organizations impacted to find individuals who have the technical and Conceptual training in children's production. Hence, a lot of the technical as well as the Content design is made by very few people who are improvising to come up with good quality production for children's program shows. The children's program is where experienced and trained people should work. But here, it is seen as a place where newcomers are tried (Interviewee 4, January 14, 2024).

4.7 Protecting children from harmful information

Protecting children from harmful information requires a multi-faceted approach that involves the collaboration of parents, educators, policymakers, and mental health professionals. By working together, we can create a safer and more supportive environment for children to thrive in.

Different countries have a law and regulations to protect children from harmful or inappropriate information. Ensuring, on the one hand, access to information and, on the other, protection from inappropriate or harmful information is a difficult task.

According to Petersen and Hart (2001), the balancing between protection, care, and freedom is considered one of the most interesting challenges of the UNCRC. It raises question such as what the government's role and allowed amount of protection should be? What is the amount of parental responsibility? Who will make the final choice in an attempt to establish an acceptable balance? How can we resolve the potential clash with media freedom?

These complex concerns necessitate a comprehensive analysis. This piece does not get into all of these complex concerns. Many states' reports to the UN Committee on the Rights of the Child focus on state censorship or the classification of harmful messages, rather than the need to foster the creation of voluntary media guidelines.

Ethical journalism is about constrained expression, not free expression. It is about professionals who impose self-restraint based upon respect for others and attachment to ethical principles. Children may regard marketing and advertisements that are transmitted through the media as truthful and unbiased and consequently can consume and use products that are harmful (Committee on the Rights of the Child, General Comment No. 16).

Advertising and marketing can also have a powerful influence over children's self-esteem, for example when portraying unrealistic body images. States should ensure that marketing and advertising do not have adverse impacts on children's rights by adopting appropriate regulation and encouraging business enterprises to adhere to codes of conduct and use clear and accurate product labeling and information that allow parents and children to make informed consumer decisions (Ibid).

Lansdown (2011) states that, Children need to be involved in discussions about how to protect themselves from harmful information and exposure to risk, and empowered to take safe and informed decisions about their media behavior. As a child's capacity evolves overtime, the protection role of her/his parents should naturally decline.

To address the issue of children's television channels, the government must recognize their indispensable role in society. The stations must meet with stakeholders on how to provide financial help to ensure their survival. Finally, we believe that laws should be implemented with children's stations to enhance the way both commercial and public organizations work (Interviewee 4, January 14, 2024).

Ethiopian laws do effectively in safeguarding children from harmful information. In an interview, a representative of Ethiopia Broadcasting Authority highlighted the attention given to this aspect of children's right to access to information (Deressa, 2014). The Authority has, on several occasions, ordered the discontinuation of programs that are contrary to relevant provisions of the Broadcasting Services Proclamation and the Advertisement Proclamation (Ibid). These relate to cases of violent languages in dramas and movies, inappropriate clothing and movies with obscene content (Ibid). The actions taken so far are limited to light administrative measures because "we believe that these kinds of things happen mainly because of lack of knowledge as well as excessive profit motives" (Ibid).

The Ethiopian Institution of Ombudsman has a special mission to address maladministration harming children as well as monitor the compliance of the Information Act. This offers a good opportunity to improve children's access to relevant information. Nonetheless, the Institution has yet to examine the Act via a child rights lens.

4.8 Advances Human Capital in Children's Programming

In the context of children's programming, advances in human capital can have a significant impact on the quality and effectiveness of educational content aimed at young audiences. One of the key advances in human capital in children's programming is the integration of research-based educational strategies and methods into the development of content. This includes leveraging insights from cognitive psychology, neuroscience, and educational theory to create programs that are not only engaging and entertaining but also effective in promoting learning and development

in young viewers. By incorporating evidence-based practices into their programming, creators can maximize the potential impact of their content on children's cognitive, social, and emotional development.

Another important advance in human capital in children's programming is the increasing emphasis on diversity and inclusion in content creation. By leveraging insights from experts in child development, psychology, and education, creators can ensure that their programs are culturally sensitive, inclusive, and representative of the diverse experiences and backgrounds of their young audiences. This can help to promote empathy, understanding, and acceptance among children, as well as foster a sense of belonging and identity in individuals from marginalized or underrepresented communities.

The importance of children's programming in growing human capital. Brain scientists argue that sight is the fastest way to recall distant memories, and since television became mass, children's TV has been a key part of the schedule. UNESCO emphasizes the importance of early childhood education for brain development and health, with studies showing that educational television programs enhance cognitive capacity, school readiness, and social skills (Interviewee 5, January 8, 2024).

Mr. Roger's Neighborhood was also one of the first children's television shows. The show helped young children understand life and how to interact with new friends and new people. The show's creator, Fred Rogers, even famously went before congress and advocated for more federal money to support the Public Broadcasting Service (PBS). Further support came in 1990 in the US when Congress enacted the Children's Television Act (CTA) to increase the amount of educational and informational programmes for children available on television. The act stipulates that there had to be public information to give parents more details on the educational values of the shows. It stressed the educational and informational needs of children's television.

Ethiopia is slowly catching up in various fields, with the rise of regional channels and the launch of Ye Ethiopia Lijioch, an Ethiopian Children's Television, which offers entertainment, education, and information to both local and diaspora citizens, despite the country's lagged progress in this area.

Ethiopia is implementing a new channel for children's entertainment, which includes plays, music, and storytelling. This move aligns with Ethiopia's goal to grow human capital. The country is a party to the Convention on the Rights of Children (CRC) and the African Charter on the Rights & Welfare of Children. The CRC emphasizes children's right to reliable information from mass media, promoting content that fosters their social and cultural lives. The African Charter also supports mass media in providing children with information and entertainment. It also encourages state parties to respect children's right to rest, leisure, and cultural participation (Interviewee 8, January 15, 2024).

Ethiopia needs to improve its children's programming, with private initiatives like Ethiopis and Ye Ethiopia Lejoch contributing to fill the gap. However, there are too few shows in the nation, and mainstream media outlets lack proper attention and support. Ethiopian children require informative, educational, and entertaining programming in their home language, addressing their needs and instilling pride in their country. Contextualizing values and traits with powerful stories and examples can significantly improve children's understanding and absorption of knowledge.

CHAPTER FIVE

5. Findings, Conclusions, and Recommendations

This study has looked into how the media policy influences on private children TV programs in Ethiopia the case of Ye Ethiopia Lijioch and The Ethiopis Show. In doing so, it has assessed the policy impacts on children's private TV channels.

5.1 Summary of major findings

The study assessed “Media Policy Influences on Children's Television Programs in Ethiopia: The case of Ye Ethiopia Lijioch and Ethiopis Show” in focus. The study focused on professionals at the Ye Ethiopia Lijioch and Ethiopis Show offices, as well as external stakeholders for an in-depth interview.

Both qualitative and quantitative approaches (mixed method) were applied. Questionnaires and in-depth interviews were the instruments used to collect data from media professionals, who were the focus of this study. The data were analyzed using SPSS and Excel spreadsheets. Thus, major findings are discussed under this topic.

The current media policy is perceived as a challenge to children's television programs by 98.1% of respondents, indicating a need for policy changes to ensure high-quality products.

The survey shows that 63% and 27.8% of respondents strongly agree that media and advertisement policy is important. Children are more susceptible to marketing messages and less able to make decisions, making advertising communication to them crucial. Ethiopian broadcasting regulation prohibits advertising on children's programs, and there is no alternative to compensate and assist businesses.

Child rights governance involves integrating children's rights and institutions into governance systems at local, regional, national, and global levels. Ethiopia Media Proclamation No. 1238/2021 mandates public service broadcasting licensees to balance programming for diverse audiences, including disabled, minorities, children, youth, and women. Investment in educational television for children is justified by its potential to reach disadvantaged environments, but

concerns arise about children in advantaged homes watching such programs more. The Ethiopian Government's responsibility is critical.

Freedom of information is a fundamental human right, as stated in the 1948 Universal Declaration of Human Rights. The government must respect this right by not violating it through legislation, policies, or actions. The Convention on the Rights of the Child (UNCRC) was enacted in 1989, incorporating children's rights in economic, social, civil, and political aspects. The Advertisement Proclamation No. 759/2012 aims to protect children from harmful information and promote other rights, including prohibiting advertisements that have adverse effects on children.

The Proclamation protects children's programs on broadcast media from sponsorship by business organizations, ensuring uninterrupted programming. The government should consider financial support for children's television stations, encourage businesses to sponsor programming events, prioritize strengthening children's media based on social responsibility budgets, and provide easy access to basic programming equipment.

Children's programming is a challenging task, but it's essential to avoid relying on numerous programs. Investing in early childhood development and education is crucial for long-term economic growth and social dividends. A holistic approach should address physical, psychological, social, emotional, and spiritual well-being, as well as cognitive learning components. Cooperation between government, civil society, donors, parents, and communities is essential.

Ye Ethiopia Lijoch Television, a new children's television channel, has become a household name in Ethiopia, focusing on producing high-quality content and playing a crucial role in nation building. The channel aims to educate the next generation with positive values and essential knowledge, skills, and attitudes. The relationship between media and national development is complex, but it is essential to understand that media can shape children's knowledge, skills, and attitudes about their families, societies, and country.

A survey revealed that 95.8% of private children's TV programs face major problems, including skilled human resources, diversified income, sponsorship, and finance. Early childhood development is crucial for children's future success and contributes to national stability and

sustainable socio-economic development. Implementing programs targeting children during their early years is a great investment in human capital. The biggest problem for children's TV programs is securing a budget for production. International NGOs often sponsor episodes aligning with their working themes, such as water use and tree planting. Media organizations struggle to find individuals with technical and conceptual training in children's production, leading to a lack of quality content design.

Advertising and marketing can significantly impact children's self-esteem, leading to unrealistic body images. To prevent adverse impacts on children's rights, states should adopt regulations and encourage businesses to adhere to codes of conduct. Children should be involved in discussions about protecting themselves from harmful information and making informed decisions about media behavior. The government should recognize children's television channels' indispensable role in society and provide financial support to ensure their survival. Ethiopian laws effectively safeguard children from harmful information, with the Broadcasting Authority ordering the discontinuation of programs contrary to the Broadcasting Services Proclamation and Advertisement Proclamation. The Ethiopian Institution of Ombudsman has a mission to address maladministration harming children and monitor Information Act compliance but has not examined it through a child rights lens.

5.2 Conclusion

The current media policy in Ethiopia is perceived as a challenge to children's television programs, with 98.1% of respondents expressing a need for policy changes to ensure high-quality products. Children are more susceptible to marketing messages and less able to make decisions, making advertising communication crucial. The Ethiopian broadcasting regulation prohibits advertising on children's programs, and there is no alternative to compensate and assist businesses. Child rights governance involves integrating children's rights and institutions into governance systems at local, regional, national, and global levels. The Ethiopian Government's responsibility is critical in addressing children's programming, which is crucial for long-term economic growth and social dividends. A holistic approach should address physical, psychological, social, emotional, and spiritual well-being, as well as cognitive learning components. Cooperation between government, civil society, donors, parents, and communities is essential to support private children TV to continue broadcasting.

Advertising and marketing can negatively impact children's self-esteem, leading to unrealistic body images. To prevent this, government should adopt regulations, encourage businesses to follow codes of conduct. However, due to the prohibition on businesses sponsoring children's television programming, as well as a lack of government and other organization backing, private media struggles to produce quality programs and advance outreach to a wide spectrum of people.

5.3 Recommendations

The objective of the research was to examine how media policy influences on private children's TV programs in Ethiopia the case of Ye Ethiopia Lijoch and The Ethiopis Show. Serious effort has been made by the researcher to address the research questions. Thus, based on the findings, the researcher forwards the following recommendations:

- ❖ The presence of a media policy Proclamation to safeguard children from broadcast media advertisement is important but government support, encouraging sponsorship, prioritizing social responsibility, and providing easy access to basic programming equipment for private Children's Tv programs to continue delivering information for children.
- ❖ Media policy should prioritize children's right to relevant information, with government action plans, accountable bodies, and sufficient funding for children-focused media programs.
- ❖ The Information Act should be amended to ensure compliance with national legislation and international instruments, and future legal reforms, such as the "Children's Act," should consider this. A child's right to access information should be understood as ensuring appropriate information.
- ❖ International organizations and donors should consider assisting the private Children TV broadcasting sector by providing financial support, because these media are the main providers of information to marginalized groups in the country.
- ❖ Training institutions should offer courses, including in-house training, on the use of ICT facilities for media professionals to enhance their skills, to modernize production processes and help them to deliver a better product.
- ❖ Entertainment TV networks should prioritize moral values above profits. In a capitalist society, the media is expected to produce a profit to cover operating costs and fulfill its

social responsibilities. To maximize profits, companies should avoid selling programs that harm consumers more than they benefit them.

- ❖ The EBA regulates Ethiopia's broadcast industry, promotes indigenous cultures, and maintains ethical standards. It also applies sanctions for non-compliance with broadcast codes and public interest.

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Appendices

Appendix A

Survey questionnaire



Addis Ababa University Graduate School of Journalism and Communication

I am a graduate student at Addis Ababa University, School of Journalism and Communication conducting a study on " Assessment of Media Policy influences on children's Television programs in Ethiopia: The case of Ye Ethiopia Lijoch and Ethiopis Show. This is a survey questionnaire to assess how Ethiopia's media policy affects Children's program TV shows in Ethiopia. The survey research is for the fulfillment of the Master of Arts in the School of Journalism and Communication, at Addis Ababa University. The data you fill has the potential to represent the practice, involvement, knowledge, and attitudes of media practitioners towards policy and regulation of the country.

Thank you in advance for your cooperation in filling out this questionnaire.

January 2024, Addis Ababa

Instructions

Tick in the box provided for the most appropriate response and use the spaces provided for any extra information needed.

Section One: Bio Data

1. **Gender:** Male Female
2. **Age:** 18-25years 26-35 years 36-50 years 51 years and above
3. Level of education
- Certificate Diploma Degree MA PhD
- other qualifications (please specify) _____
4. The Department you are working in _____

5. Your responsibility in the Department?

- Manager Presenter Program Producer Admin Staff Editor
- Other (please specify) _____

Part II. Challenges of Producing a Children's TV Program

1. The present Ethiopian Media Policy is a challenge for the survival of Children's TV Shows:
- Very High
 - High
 - Medium
 - Low
 - Very low
2. None Media and advertisement policies are important for Children's TV show investment
- Strongly Disagree
 - Disagree
 - Uncertain
 - Agree
 - Agree Strongly
3. The organization's department's effort to create mutual understanding to follow the media policy _____ and _____ regulation

- a. Very High
- b. High
- c. Medium
- d. Low
- e. Very low
- f. None

4. Due to the policy of media and regulation the content of the program helps a lot in preventing crime.

Strongly Disagree	Disagree	Uncertain	Agree	Agree Strongly

5. **Children's TV programs** have a great impact on children's cognitive development by entertaining, educating, and creating awareness.

Strongly Disagree	Disagree	Uncertain	Agree	Agree Strongly

6. **The major problems of producing private TV children program** Tick the major challenges that apply. You can tick more than 1 that apply

Challenges	Tick
Skilled Human Resource	
Income	
Sponsorship	
Lack Government support	
Finance	
Other (Specify)	

Appendix B

IN-DEPTH INTERVIEW QUESTIONS

Name of Interviewer _____ Date _____

Name of Interviewee _____ Position _____

The purpose of this in-depth interview is to gather relevant information for an MA thesis to be conducted on the Assessment of Media Regulation influences on children's Television programs in Ethiopia: The case of Ye Ethiopia Lijioch and Ethiopis Show.

The researcher would like to humbly inform that all the interviews to be conducted are tape recorded for the purpose attentive listening of the conversation. I assure that all comments in the interview remain confidential.

I appreciate your cooperation and thank you for your precious time.

1. Can you explain how crucial children's TV program is in the Ethiopian context?
2. How valuable are the mass media for early childhood development? Please Explain.
3. To what extent do government policies focus on early childhood development and education?
4. What enabling legal and policy frameworks are put in place to encourage children's TV program shows?
5. Are private children's TV shows equipped with the necessary policy guidelines? Explain by mentioning specific examples,
6. Would you explain the major challenges of children's TV shows with respect to:
 - 6.1. Professionals
 - 6.2. Finance
 - 6.3. Creativity and talent
 - 6.4. Other
7. What regulatory impacts do exist in Ethiopia in producing children's TV program?
8. How does the law impact the private children's TV program production in Ethiopia?

9. To what extent could various stakeholders (government, owners, parents, children, etc.) contribute to the betterment children's TV programs?
10. What laws should be amended or enacted to support children's TV programs?
11. Can you explain the type of assistance you acquire from your stakeholders?
12. From your experience, what are the strengths and limitations of children's programs in Ethiopia compared to that of African countries?
13. Please mention what opinions your audiences have on your shows? How can the community support you?
14. Do you face budgetary constraints to produce your programs? How have you managed them?
15. What coping mechanisms should be set by the government to handle the challenges being faced on children's TV programs?

Thank you!

Appendix C

ጥልቅ ቃለ-ምልልስ

የቃለ ምልልስ አድራጊዋ ሥም _____ ቀን _____

የቃለ ምልልስ ስም _____ ተደራጊ ሥም _____
 ኃላፊነት/ሥራ _____

ይህ ቃለ-መጠይቅ በልጆች የቴሌቪዥን ፕሮግራሞች ዝግጅት ላይ የሕግ ማዕቀፍ ያለውን ተፅዕኖ ለማጥናት መረጃ ማሰባሰብን ዓላማ አድርጎ የተዘጋጀ ነው። ለተቃና ውይይት ሲባል ቃለ-ምልልሱ በመቅረጹ-ድምጽ የሚቀረጽ ይሆናል። የሚሰጡ አስተያየቶች ምስጢራዊነትም የሚጠበቅ ይሆናል።

1. በኢትዮጵያ የልጆች የቴሌቪዥን ፕሮግራም ምን ያህል አስፈላጊ ነው ብለው ያምናሉ?
2. መገናኛ ብዙሃን በልጆች አወንታዊ እድገት ላይ ምን ያህል ጠቀሜታ አላቸው? ቢያብራሩልኝ።
3. የመንግሥት ፖሊሲዎች ለልጆች አወንታዊ እድገትና ትምህርት ትኩረት በመስጠት ስለመዘጋጀታቸው አስተያየት ቢሰጡኝ
4. ለልጆች የቴሌቪዥን ፕሮግራሞች አጋዥ የሆኑና በሥራ ላይ ያሉ ሕግና ፖሊሲዎችን በተመለከተ ስላለው ሁኔታ ቢያብራሩልኝ (በቁና አበረታች ሕግና ፖሊሲዎች አሉ ወይ?)
5. ፕሮግራሞች/ጣቢያዎች የሚመራበት አስፈላጊ መመሪያዎችን ፖሊሲዎች ዝግጅት በምን ሁኔታ ላይ ይገኛል? ምን ጉድለቶች ይታያሉ?
6. ቀጥሎ የተጠቀሱትን ነጥቦች በተመለከተ የልጆች ቴሌቪዥን ፕሮግራም ያሉበትን ተግዳሮቶች ቢገልጹልኝ፤
 - 6.1. በባለሙያ ረገድ
 - 6.2. በፋይናንስ
 - 6.3. በፈጠራ ሥራና ክህሎት
 - 6.4. በሌሎች
7. የልጆች የቴሌቪዥን ዝግጅቶችን በመተመለከት በተቆጣጠሪ አካላት በኩል የሚገጥሙ ችግሮችን ቢጠቅሱልኝ
8. የልጆች የቴሌቪዥን ፕሮግራም በተመለከተ የሕግ ማዕቀፍ ተፅዕኖዎች መገለጫዎች ምንድናቸው?

9. በቀጣይ የልጆች የቴሌቪዥን ፕሮግራም ይሻሻል ዘንድ ከባለድርሻ አካላት (መንግሥት፣ የጣቢያ/ ሾው ባለቤቶች፣ ወላጆች፣ ልጆች....) ምን እንዲያደርጉ ይጠበቃል?
10. የልጆችን ፕሮግራም ለመደገፍ ሊሻሻሉ የሚገባቸው እና ሊወጡ የሚገባቸው ሆኑት አሉ ወይ?
11. ከባለድርሻ አካላት ምን ድጋፍ ታገኛላችሁ?
12. ከልምዳችሁ የአገራችን የልጆች ፕሮግራም የሚሰጠው ትኩረት ከአፍሪካ ሀገራት ሲነጻጸር ምን ጥንካሬና ምን ጉድለት አለው?
13. ማህበረሰቡ ለጣቢያችሁ/ለፕሮግራማችሁ ምን እይታ አለው? በምን ሊደግፍ ይገባል?
14. ፕሮግራሞችን ለመሰራት የበጀት እጥረት አጋጥሞችሁ ያዉቃል ?ምን መፍትሄ ወሰዳችሁ?
15. በልጆች ፕሮግራም የሚታየውን ችግር ለመቅረፍ በመንግስት ምን አይነት አሰራሮች ይቀመጡ?

ስልት-ብብርዎ አመሰግናለሁ!

Appendix D

Forms to Be Filled by Key Interviewees (**Manager, Presenter, Editors, Legal expert and Admin staff**)

1. Name (Optional) _____
2. Gender _____
3. Age _____
4. Educational status _____
5. The media you work for _____
6. The department you working in _____
7. Job Title _____
8. Years of experience _____
9. Address; Email _____
10. Telephone _____.

Thank for your cooperation!