

Influence of Television Cartoon Viewing on the Mentoring Prospects on Behavioural and Language Development of Primary School Children in Delta State

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ABSTRACT

The study investigated the influence of television cartoon viewing on the mentoring prospects of behavioural and language development of primary school children in Delta State. The aim was to examine the extent of respondents' exposure to television cartoons and to determine the gratification derived by others. The population comprises all the primary school pupils and their parents in Delta State. The sample consists of 63 parents and 82 pupils, totaling 145 respondents, who were purposively selected for a Focus Group Discussion (FGD). The Observation Learning Theory was used as the theoretical framework. The findings revealed that children were exposed to television cartoons as well as the variants of cartoons watched by the respondents. Also, the findings showed that children derived gratification from fun and entertainment. The study, therefore, proposed that the government should legislate to limit the television viewing hours of children, and parents should ensure that their children do not watch cartoons without restriction.

Keywords: *Television, cartoon viewing, mentoring prospects, primary school children.*

INTRODUCTION

Television Cartoons are movies created through the process of animation, especially for humour meant for children (Thompson 2010). Habi and Soliman (2015) opined

that what aids in modelling children's ways of thinking is their growing environment. This cannot be far from the truth as cartoons have become a part of the children's environment especially due to satellite communication technology that has made television viewing possible in their living rooms which in the view of Okoro and Onakpa (2016) has brought types of cartoon such as comic strip, animated cartoons for the electronic media such as Tom and Jerry, Superman, Pocahontas" and editorial cartoons found in newspaper and magazines. Stabile and Harrison (2003) affirmed that Cartoon Network is the most favoured cartoon channel in the world, which has experienced record-breaking popularity since its beginning in 1992.

Hassan and Daniyeh (2013) assert that children spend time watching television than engaging in any other action or chores; cartoon exposure is the most likeable pastime of children. Wilson (2008) buttresses the above when he said that "media influence on children is dependent more on the type of content they are exposed to than on the time they spend in front of the screen". This assertion that children spent more time watching will help to shape life (mentoring) them in attitude and language comprehension hence Fouts et al. (2006), Oyero & Oyesomi, (2014) contend that model behaviour influence children in (i) attitudes and stereotypes about individuals who does harm and their reasons for indulgence for instance, irrational and bizarre motivations (ii) imbibing negative feelings, for instance, anxiety and fear and attitude such as retaliation, passivity (i.e.) modeled actions. According to Ergun (2012), apart from their parents, television is the most effective influencer of children's lives, and cartoons are the first and most common type of broadcasts that children are exposed to. Most children growing up are kept busy with one cartoon or another to get them entertained and excited. With cartoon channels at the disposal of parents, it becomes easy to engage (Bibi & Zebra, 2012). Okonkwo (2018) opines that it is more convenient for parents to provide children with their all-time favourite activity. The American Academy of Paediatrics (1999) reveals that a child watches approximately 18,000 hours of television from Kindergarten to high school graduation. Azeem (2021) affirm that when children engage in long hours of cartoon, movie, they tend to cultivate altruistic and anti-social behaviours, which manifest in social behaviours (Williamson et al 2013) a negative tendency to distract, incite and expose children to negative and undesirable behaviours (Kidenda 2018), inhibits language skills (Akyai & Sapsaglam 2019) impede proper cognitive and moral development among children because they often fail to challenge the child's mind (Dewi, 2021).

Scholars' efforts have shown that cartoons watched by children on television have progressive modeling efforts on them in terms of enculturation. Supporting the above, Wilson (2008) argues that media influence on children is more a result of the nature of the content they watch than the time children spend viewing the content. Is it because of the perceived role of television on our children? Hence, parents still rely

on cartoons as an alternative caregiver, or does the negative influence of cartoons on children at the end of the day not matter? This problem necessitated the study.

Objective of the study

The study objectives are:

1. To find out the extent of exposure to cartoons.
2. To ascertain the types of cartoons watched by the respondents that influence their behaviour.
3. To determine the gratification derived by the respondent from watching the cartoons they watched.

Theoretical Framework

Observation Learning/Imitation Behaviour Theory

In the view of Folarin (2002), observation learning theory and imitation, behaviour theory are the same theory that portrays media consumers, especially children, as learning aggressive and other behaviours from what and whom they watch on television. The theory, also known as social learning theory, was proposed by Albert Bandura in 1925. Edike and Omelukor (2018) posit that the theory sees human being as copycat, who acquires new behaviour by copying other people, especially those around them with whom they interact regularly and some of their role models whom they watch regularly on television” The basic tenets of the theory is that people learn by observing, watching others and imitating their actions. Albert Bandura, the proponent of the theory, contends that four situations must be met for this learning to take place, which are (i) attention, (ii) memory, (iii) initiation and (iv) motivation. Attention here refers **to the fact** that people only learn when they focus on the things happening around them. Children pay more attention to the cartoons they watch than to physical activities (Atabey, 2021). Memory refers to the ability to remember what was observed and recall the same learned action when needed. Initiation, on the other hand, means that the person who imitates should be able to reenact the actions or behaviour of those (models) they had observed. The imitators should possess the prerequisite knowledge and skills for the reproduction of learnt or observed actions. Motivation means the benefit that the imitator derives from his or her observed models. The theory is apt for this study in that the observers, i.e., the children, receive some form of gratification as a result of their continuous exposure to the content of the television cartoons available and at their media offerings for their viewing pleasure. It is also believed that their frequent exposure to the actions and performances of those cartoon models can influence their cultural mentoring.

Conceptual clarification

Television Cartoons have become so endearing to parents that they introduce their young children to the lifestyles of cartoon exposure. This may be a result of perceived needs or gratifications that parents feel their children derive from watching cartoons, as well as the notion that cartoons aid the parents in playing the role of alternative caregiver. These television cartoons have become the main programme content meant for children's viewership that graces our television screen regularly. Cartoons are films of television shows by photographing a series of gradually changing drawings or models, so that they look as if they are moving (Oxford Advanced Learners Dictionary, 10th edition). Oxford Language Dictionary defines cartoons as a simple drawing showing the features of its subjects in a humorously exaggerated way, especially a satirical one, in a newspaper or magazine. Again, it sees cartoons as a film using animation techniques to photograph a sequence of drawings rather than real people or objects.

Again, Encyclopedia Britannica, Marcopaedia vol. 3) as cited in (Onakpa (2004) defines cartoons as pictorial imitation which relies on the element of funny drawings, comparison of issues as well as the use of absurdity to broaden the public perception of contemporary events, political or topical issues, or social trends. In the view of Oyero and Oyesomi (2014), cartoons are films made by a sequence of slightly different drawings or models so that they seem to move and change when the sequence is shown. Random House Inc. (2001) sees animated cartoons as motion pictures that are made up of a series of drawings, each slightly different when filmed and shown via a projector. Hence, cartoons are seen as images created in an orderly manner to present an idea or a story, often in contrast to feature films, which, when shown in a medium, are mostly for children's viewership.

Hence, Parvin & Islam (2020) argued that children are fond of animated cartoons for different reasons. It is the reason for the fondness of cartoons by children that Ataby (2021) opined in the process, most children have become so engaged with these animated movies. As at this day, there are different types of cartoons on our television screen whose targets is our young children learning how to speak, how to behave in compliance to society norms and traditions to properly fit it here, cartoon presents a veritable stable for children to imbibe all of the culture without any encumbrances some make-up of cartoons that are seen in our television screens are superman, Pochontus, Tom and Jerry, as well as editorial cartoons in newspapers and magazines (Okoro & Onakpa, 2016), Other cartoons viewed by children are Peppa pig, Bubble Guppies, Ben 10, Biro and Jino, Malika-Warrior, Queen, Adventures of Turtle Tuaido (www.nairaland.com), The BoonDucks, Avata, the last Airbender (1-3), Monsters versus Aliens, the penguin of medagascar, sesame street, the magic school Bus, etc.

Influence of Cartoon Viewing

Television viewership in the view of Njiri (2018) is the most popular form of media exposure for young children even though they still consume other forms of technology. Hence Rideout, Toehr and Roberts (2010p.2) buttress that young people have increased the amount of time they spent watching media content by an hour and seventeen minutes daily from 6:21-7:38. This cannot be far from the truth as improved technology in information dissemination has brought series of cartoon via cable satellite television to the homes of many Nigerians. The viewing habits of Nigeria children can be seen from such forms as (i) light television exposure (ii) moderate television exposure and heavy television exposure respectively. Studies have revealed that, the high consumption of media by Nigeria children as in other developing countries is as a result of several contending factors like, poor economy that has made it necessary for both parents to work and take care of the home, no guiding rule set up by parents to restrict children viewing hours and lack of legal limitations that could place a barrier on media consumption hours of children within a certain age limit. In the light of the above, it is argued that continuous consumption of these animated contents tends to shape children's tastes, preference, behaviours and attitudes (Parvin & Islam, 2020, Hassan & Daniyal, 2013). On the contrary, Bedekar & Joshi, (2020) argues that child centered television shows and animation movies (cartoons) have over the year been entertaining children all over the world also because it provides a fitting escape for parents hence children are motivated to consume more animated contents more than previous children who were made to engage in house chores," Oyero & Oyesomi (2010) Posits that "Some studies carried out in Nigeria and South Africa had revealed unlike a decade ago, present day children also spend long hours being expose to television with the resultant effect of heavy television viewers". Nevertheless cartoons have been seen to present a great source of fun, activity and learning for children (Ghilzai, Alam, Ahmad, Shaukat & Nowor, 2017) Again Rai et al, (2017) views that "Studies have shown that children who constantly, expose themselves to cartoon contents tend to possess improved language acquisition rate as well as haven found to exhibit aggressive behaviours". Again, Kidenda, (2018) supports the above when he said "that cartoon movies have a negative tendency to distract, incite and expose children to negative and unwanted behaviour". Moreso, Williamson et al (2013) contends that children initiate social behaviour for a long time and often showcase them when the time is right and in a social gathering". American Academy of Child and Adolescent Psychiatry (AACAP) (2013) also believe that children who are expose to cartoon Laden with real violence, often and the characters are unpunished are likely going to practice what they saw and watched. Baran & David (2009p:87) contends that from the time children learn to talk they are fascinated via

the sounds and moving images of sesame street”. It is in this view that (Dewi, 2021; Walker & Weidenbenner, 2015) observes that cartoons have been seen to delay proper cognitive and moral development among children because they always fail to challenge the mind of the child. Still on its effects on children Mahwah (2007) believes that animation cartoons has had a rather erratic presence on television. Another issue is lack of mediated viewership, a term use to described a pattern of children being left alone to watch cartoons with no one around to amongst other things monitor the hours spent watching television cartoons as against being engage in other activities such as homework or house chores and to monitor the type of cartoon contents watched by these young children that could negatively impact on them respectively. Hence, Schmidt & Vandewater, (2008) affirmed the above when they said “studies have shown that few parents set rules for their children regarding television viewing habit or get involved in discussing television content which their children are exposed to.

The result is that when children engaged in long hours of cartoon movies exposure, they tend to acquire altruistic and anti-social behaviour (Azeem, 2021). Further studies have shown that because of the passive way children watch animated movies it robs them off the willingness to mingle and play with other outside the confine of their homes and these refuses them vital socialization opportunity as well as prevents development of their language skills (Akyar & Sapsaglam, 2019). Nevertheless, studies of Raza, Awan & Gondal (2016) agrees that cartoons have an effect on children’s language and behaviour. From the foregoing it is important to state that enough studies have supported the existence of effects of television cartoon viewing on the children. These effects scholars have argued, they are both positive and negative respectively. Nevertheless this study is out to find the influence of television cartoon viewing on the mentoring prospects of the children in primary school.

Methodology

The study employed both descriptive and qualitative designs the pupils of two primary school one a government owned primary school and a private owned primary school were used for the study. Esume-Uku Primary school a government owned with a population of Two Hundred and five (205) pupils is located at Old Sapele/Agbor Road, Obiaruku while Christ Standard Montessori Academy with a population of 131 pupils is located at Gokate Road Obiaruku. The selection of the schools one government and one private is to ensure proper representation and fairness. The choice is also on the researcher’s discretion. It is required that since the study dwells on primary 1-3 pupils who were within the age range of 4 years-8 years, there is the need to get their parents, guardians, school runs person or care givers, involved for proper comprehension of the study objectives and to facilitate the desired results from the

pupils, because their age and education may not have been ripe for them to stand alone for the exercise and make it a valid study for generalization. Therefore, a letter of consent was delivered via the parents teachers association (PTA) of the chosen schools to the mothers cum representatives. The population of selected school are:- Esume-Uku Primary School = 205 pupils Primary 1-3, Christ Standard Montessori Academy = 131 pupils Primary 1-3.

The total population is 336 pupils. Source; Head teacher of the schools while 63 parents participated making a total of 399. The purposive sampling technique was employed to select pupils from primary 1-3 who were exposed to cartoons while those not exposed were eliminated from the study population. Total of 63 parents indicated interest to partake in the study alongside their children 82 pupils of primary 1-3 from both schools whose mothers shown interest to participate were purposively selected. Hence the total population of study is 145 persons comprising 63 parents and 82 pupils who took part in a focus group discussion (FGD). From the government primary school – Esume-Uku with population of 205 pupils 43 parents participated with 50 pupils making a total of 93 persons, while from Christ Standard Montessori Academy 20 parents took part alongside 32 pupils making a total of 52 persons. Hence 93 persons plus 52 persons makes a total of 145 person that make up the study population. each (FGD) session had an average of 12 participants and a total of 12 sessions were conducted, which was carried out between the hours of 11-12 noon break time in the schools where the exercise was conducted. It is also important to say that the environment for the exercise was right as it was the choice of the participants themselves, moreso pseudonyms were used to mask their identity to guarantee their privacy and confidentiality to elicit their participation in a free will without recourse to been ridicule or otherwise.

Data Presentation and Analysis

Table 1: Age and Gender distribution of Respondents

Sex	Male		Female		Total	
	No	%	No	%	No	%
4-5 years	12	8.3	20	13.8	32	22.0
6-7 years	10	6.9	15	10.3	25	17.2
8-9 years	10	6.9	15	10.3	25	17.2
20-25 years			20	13.8	20	14.0
26-35 years			25	17.3	25	17.2
36-Above			18	12.4	18	12.4
Total	32	22.1	113	77.9	145	100

Source: Field Survey, 2025.

The table above reveals that 113 respondents representing (79.9%) are females while 32 respondents representing (22.1%) are males. In the same vein, the table shows that the majority of respondents 32 are between ages of 4-5 years.

Focus Group Discussion

This section presents the various research Question during the Focus Group Discussion (FGO) and their responses. Qualitative analysis techniques were used in analyzing the responses of the mothers and children who partook in the Focus Group Discussion. Focus group discussion (FGD) method was adopted while interview guide serve as instrument for data collection. This method enables a researcher to engage about 6 – 20 persons in a monitored discuss concerning a subject matter to ascertain their disposition (Nwodu, 2006) focus group discussion (FGD) has the advantage of allowing individual participants the opportunity to freely air their opinion on a given subject, where their opinion is sought without bias.

Respondents Response to Research Objective One

To text this objective, the respondents were asked a question which reads, do your children get exposed to television cartoons? In the interactive sessions with the respondents, most of the respondents mothers upheld that their children are exposed to television cartoons. All the children also echoed the same response as they agreed to been exposed to various variants of television cartoons. A primary three pupil at Christ Standard Montessori Academy Ifeoma, had this to say “My mother allows me to watch cartoons only after I finished my home work” from the interaction, there was a concrete evidence that the pupils were well exposed to television cartoons. Another question asked with a view to dealing with objective one was “to ascertain how often children are exposed to television cartoons. A mother of primary school pupil at Esume-Uku said that her two children a boy and girl are always watching cartoons and sometimes forget to eat their meals. Moreso, all the children claimed they were exposed to television cartoons frequently.

Objective 2 of the study sought to ascertain the types of cartoons watched by respondents. To this end the respondents were asked, which cartoon do you watch most? All of the respondents answered that, Tom and Jerry and Superman are their most watched cartoons. Chuks a primary one pupil of Christ Standard Montessori Academy had this to say “I love my superman, he is my hero” while another respondent, this time a mother said “my kids loved Tom and Jerry so much that watching the cartoon means so much to them. That they can spend several hours uninterrupted” that they love every aspect of the cartoon especially their comic roles.

A primary 2 pupil of Christ Standard Montessori Academy on his part said “Tom and Jerry are my friends” the researcher had no choice than to ask him again “Ifanyi do you really mean that Tom and Jerry are your friends? The answer was brisk “yes”, with a clap of hand. A mother had this to say “I use cartoon to placate my girl child whenever she begins to cry over an issue at the same time I use the cartoon to threaten her that I will not let her watch cartoon again if she does not behave well and this often work out perfectly, as the child immediately obeys and behave herself because she does not want to be ban from watching her favourite cartoons. Still on objective 2 the respondents were ask if they had any form of legislation to check mate or regulate the hours of exposure of their children to cartoons or they allow the children limitless viewing behavior. All respondents noted that they allow their children limiters viewing to enable them go about their daily activities. A respondent said she ensures to make provision for fuel with house help to enable her children watch till she comes back from her business place without the children will cry their eyes out till she returns this she tries to avoid. Another respondent noted that there is no other way to engage the children and keep them at home after they had done their home work, their lesson teacher is through with them then to allow them freedom to watch cartoon without restriction. From the same objective 2, the researcher sought to know from the respondents if Tom and Jerry, Superman are the only cartoons they watch.

They all chorus no; that they watch other cartoons such as the Lord house, Sponge Bob, Sofia the first, PJ Masks and Tegwolo Champion of Warri are some of the cartoon series available at their disposal. When ask about how they were able to access these cartoons. The respondents answered that, they watch them via cartoon channels on cable television such as Disney Junior, Nickelodeon, Cartoon Network, and Jin-Jam. They also noted that they purchase DVD of favourite cartoons their friends in school had talked about from their local electronics sales point, Tegwolo Champion of Warri and Mudi goes to school are some of the cartoons that fall within this last category as noted by the respondents.

Objective 3 of the study sought to determine the gratification derived by respondents from watching cartoons the most pleasures derived from watching cartoons as noted by the respondents is basically entertainment, fun. Other forms of gratification is in learning how to speak English like their favourite models in the cartoon. Some respondents derived pleasure in mimicking their favourite cartoon models in doing the things they do like singing, dancing and memorizing the songs to sing along with them; this gives them most pleasure. A respondent had this to say “my boy, each time you talk to him, he will answer you “I am Tegwolo Champion of Warri” while flexing the muscle in his right hand the same way the character “Tegwolo” in the cartoon flexes his right hand while talking”. Another respondent said that her two sons, one

in primary 3 the other in primary 1 had on their own decided to assume the role of the character in their favourite cartoons, One said he is Tom, the one in primary 3 said he is Jerry. To this end they act like Tom and Jerry in the house by imitating their behaviour. She concluded by saying “When they start their acting, I just watch them and laugh”. From the same objective 3, the researcher sought to know which aspect of the cartoon contents give the most pleasure to the respondents. They all agreed that the music give them the most pleasure. A primary 2 pupil from Esume-Uku Primary School said “I love the music in all the Disney Jr. Cartoon series, infact I love their dance and I love the way they speak English” he concluded. The researcher ask the boy if he speaks like them, he answered “Yes, I can speak like them”. Another respondent a mother whose girl child is in primary 3, said “I was wondering why my girl child speak the way she speaks. Until, I paid close attention to the content of the cartoon there I discovered the answer” she noted. Again from objective 3, the researcher sought to know whether cartoon exposure has any negative effect on respondents. A respondent said “my children concentrate so much on watching cartoons as such they do not have time to do other chores at home, and when you try to stop them to do chores they begin to cry endlessly. Another respondent was very remarkable in her response when she said “my children will always forget to eat their food whenever they start watching cartoon and this is affecting their growth as they are growing learner by the day like children who don’t have food to eat “she concluded. Similarly, a respondent who sound very frustrated had this to say “my children and I have become cat and rat where cartoon watching is concerned, I never placed any restriction on them from the start because I was using cartoon to encourage them to remain at home when I go out for my many business activities, I even have to ensure there is fuel at home so that the house help can put on the generator for them to continue watching cartoon, now they have become so use to watching cartoon to the extent that each time I tried putting a break on it they will hold on to me crying “mummy stop, mummy stop they followed me wherever I went until I so back and put on the cartoon for them to continue from where they stop” they won’t even come out to play with their mates. Another respondent was so pathetic in her narration when she recounted her own experience thus “my baby girl cried and cried and cried until she had no more strength to cry because there was no fuel in the generator and I forgot to make provision for it so all effort to placate her failed, the house help bought her biscuits, coca-cola, fanta and zobo she refuse to have any of these food items unless she must watch cartoons.

When I got home she was sleeping on the ground, her body was very hot, her eyes very red and swollen, it generated to high fever which I treated for days. Hence I will rather prefer she watches the cartoon than put her in a condition that will make me to

be going in and out from the hospital” she concluded. A respondent another mother has this to say “I was very worried about my children academic performance due to their constant watching of television cartoons, and each time I tried to stop them the three of them, the two boys who are twins and are in primary three (3) and the girl in primary one (1) like a combine force will cry and cry until they will wear me out, so I sat them down one day and told them. If they continue to watch cartoon, first they must attend to their lesson teacher, they must do their homework, and they must promise me to head be among the first 8 pupils in their class examination. We all agreed on these conditions and cartoon watching resumed in the house” but since the deal was entered into how far their academic performance? the researcher asked the mother. In her response, she said since the deal was entered into, the children had not written any examination to ascertain whether they are able to keep their own part of the bargain. This is quite a deviation from the rest mothers who were not able to enter into any form of agreement to balance the cartoon watching behaviour of their children, it will be very interesting and encouraging if those children are able to meet their own end of the bargain, this could become a form of model for other parents to emulate. The mentoring prospect of behavioural and language development was the thrust of this study because children are likely to be influenced based on their exposure to television cartoons.

Findings

The findings from the data analyzed reveal that:

1. Television cartoons are offerings at the stable of children viewing pleasure as most of the mothers affirmed the above.
2. The findings also showed that the children are frequently exposed to television cartoons. This is agreed upon by all the children who echoed that they always watch cartoons at home.
3. The findings also reveal that most of the children are sometimes so engrossed with watching television cartoons to the extent that they forgot eating their meals, and would also not been interested in getting involved in doing other chores.
4. The findings also reveal the Variants of cartoons watched by the children which are Tom and jerry, Superman, Tegwolo the champion of Warri and Mudi goes to school amongst others.
5. The findings showed that television cartoons has become an instrument of black mail in the hands of the mothers as well as the children while mothers send their children to do certain chores as a reward they will be given the chance to watch their favourite cartoons, in the same vein children on their

- part elicit the promise of been allowed to watch television cartoons from their mother before agreeing to engage in a chore they are been asked to do.
6. The study found out that children had unlimited television cartoon watching as mothers failed to put up some form of legislation to guard against limitless exposure. Nevertheless a mother was found to have put up a working document that guarantees her children television cartoon exposure on the promise of a good academic performance that must fall within a certain grade level.
 7. the finding also reveal that to guarantee children limitless television cartoon exposure, mothers make additional arrangement to provide fuel incase there is no electricity supply from service providers, the generator becomes a buffer.
 8. The findings also reveal that children have a lot of cartoon series at their disposal such as “the lord house, sponge bob, sofia the first, PJ masks, and a host of others”. Similarly, they are exposed to these cartoon via such cartoon channels on cable television, like, Disney junior, Nickelodeon, Cartoon Network, and Jin-Jam, they also have access through purchase of favourite cartoons that are presented via DVD format from their Local Electronic Sales point where they are domiciled.
 9. The finding reveal that the children derived gratification such as entertainment, fun, learning how to speak English, singing, dancing, memorizing the songs to sing along this gives them real pleasure. Other pleasure derived is in mimicking their favourite models and behaving like them. While some others go as far as assuming the name and role of their cartoon models.
 10. The findings also showed that the music in the cartoons give the children their most gratification followed by the dance.
 11. The finding reveal that television cartoon exposure has negative influence on the children such as inability to engage in house chores, poor eating habit such as inability to eat, scanty eating, not eating satisfactorily lack of appetite for food, also tastes, preferences, attitudes, behaviour etc.
 12. The findings reveal that the children prefaces staying indoors all-day been expose to television cartoons than coming out to socialize and interact playfully with their compound and environmental mates.
 13. The findings also reveal that children tend to behave aggressively when denied the opportunity to watch contain

DISCUSSION OF FINDINGS

The studying findings are very insightful as well as thought provoking and appealing to the sensibilities of all. On the subject of extent of children's exposure to television cartoons, it was found that children are frequently exposed to television cartoons as the children all agreed that they often watched television cartoons. This affirms the work of Irkin (2012) who said "children in primary school are exposed to cartoons the most with a rate of 72.1%". Rideout, Foehr and Roberts (2010) buttress that young people have increased the amount of time they spent watching media content by an hour and seventeen minutes daily from 6.2,1 – 7.38". On his part Njiri (2018) affirm that television viewing is the most popular form of media exposure for young children even though they still consume other forms of technology".

The findings also reveal that children are so engrossed with watching television cartoons that they forget eating their meals and would not also partake in carrying out house chores or other activities. The above is supported by the work of Hassan and Daniyel (2013) when they said "children exposes themselves more on television than carrying out other actions or chores" to them cartoon exposure is the most likable past time of children". The findings also showed the variants of television cartoons been watched by the children as Tom and Jerry, Superman, Tegwolo the Champion of Warri, Mudi goes to school, the lord house, sponge bob, sofia the first, PJ masks etc. Bedekar & Joshi (2020) affirms the above when they argue that child centered television shows and animation movies (cartoons) have over the years, been entertaining children all over the world also because it provides a fitting escape for parents hence children are motivated to consume more animated contents more than previous children who are made to engage in house chores". The findings also reveal that children derived gratification such as entertainment, fun, learning how to speak english, singing, memorizing, dancing, songs to sing along all gives them pleasure. Moreso, Mimicking their favourite models, while behaving like some of them even assuming their names are part of what gives them gratification.

The above is supported by Bedekar & Joshi (2020) when they said "children centered television shows animation movies (cartoons) have over the years been entertaining children all over the world". Moreso, Ghilzai, Alam, Ahmad, Shaukat. & Novor, (2017) support the above "that cartoons have been seen to present a great source of fun, activity and learning for children". The findings also reveal that exposure to cartoons have negative influence on the children such as inability to engage in home chores, poor eating habits such as inability to eat, scanty eating, not eating satisfactorily and lack of appetite for food, taste, preferences, attitudes and behaviour etc. this is affirmed by Parvin & Islam, 2020, Hassan & Daniyal, (2013) when they said animated contents tends to shape children's tastes, preferences, behaviour and attitudes". Again Rai et al (2017) contends that studies have shown that children who

constantly expose themselves to cartoon contents tend to possess improved language acquisition rate as well as have found to exhibit aggressive behaviour". Moreso, Kidendg (2018) supports the above when he said that cartoon movies have a negative tendency to distract, incite and expose children to negative and unwanted behaviour". The findings also showed that children stay indoors all through the day to watch cartoon rather than coming outdoor to socialize and playfully interact with their mates in their compound and environment. This has impede negatively on their social life. Akyar & Sapsaglam, (2019) affirmed when they said that because of the passive way children watch animated movies it robs them off the willingness to mingle and play with others outside the confine of their homes and these refuses them vital socialization opportunity as well as prevents development of their language skills". The findings also revealed that children tend to behave aggressively towards their parents whenever they are deprive the opportunity of watching cartoons the above findings is supported by the work of Williamson Etal (2013) when they contend that children imitate social behaviour for a long time and often showcase them when the time is right and in a social gathering" Academy of child adolescent psychiatry (AACAP), (2013) affirms that children who are expose to cartoon contents laden with real violence often and whose characters are unpunished are likely going to practice what they saw and watched".

Conclusion

The study has shown clearly that children are frequently expose to television cartoons. This is as a result of the influx of cable television that has brought variants of cartoons to the living homes of the respondents. Besides that, gratification derived such as entertainment, the music, dance, and other offerings of the cartoons that makes them so enticing to the children are part of the attraction and bait for continuous patronage by respondents. Again it is found that cartoons provides a kind of balancing mechanism which enables the mothers an opportunity to go about their daily business while the children are at home seemingly at peace with cartoons as the peace provider. The study also concludes that majority of the cartoons watched by the children have foreign dominance as against the few local cartoons also watched. Therefore it can also be said that most of the behaviour, language and attitude exhibited by the children could have been instigated by their exposure to these foreign cartoons and such acts are at variants with our own culture where a child tends to disagree and vehemently wants his will done is not the African culture of respect to parental instruction.

Recommendations

The study recommended that: Government should legislate to limit the television viewing hours of children in primary schools, mothers should ensure that there is a fixed time for children to, watch television cartoons and time for other chores so there

is a balance in the setting there is need to censor the cartoons to enable the children watch only that which is suitable for their moral upbringing. The study also recommend that mothers should not over their children to ensure discipline from the tender age, not let them dictate and have their way.

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