

**INFLUENCE OF ANIMATED CARTOONS ON THE BEHAVIORAL
DEVELOPMENT OF CHILDREN IN LAGOS STATE: A STUDY OF ABBA'S
HEART MONTESSORI SCHOOL, AJAH**

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**A RESEARCH PROJECT SUBMITTED TO THE
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CERTIFICATION/APPROVAL

This is to certify that the project entitled: Influence of animated cartoons on the behavioral development of children in Lagos state: A study of Abba’s Heart montessori school, Ajah. By TOLANI AYOMIDE EMMANUEL with the matriculation number **18020601001** has been done in accordance with the regulations guiding project submission in Mass Communication, Mountain Top University under my supervision.

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Head of Department

DEDICATION

This research work is dedicated to Almighty God, for guiding me through this process and filling me deep with knowledge and inspiration throughout the course of this study.

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ABSTRACT

This study sought to find out the Influence of Animated Cartoons on the Behavioural Development of Children in Nigeria. The study made use of printed questionnaires and from 263 respondents who were conveniently sampled. The collected data was analysed using SPSS and the results were presented through tables, frequencies, percentages, and narratives. The findings of the study revealed that children imitate what they see on cartoons and they exhibit images created in their heads, hence what they watch becomes what they act and determines how they behave, they try and imitate what their favorite characters do in the cartoons they watch, and they happily accept the lifestyle that comes from it. This study recommends that parents should monitor the cartoons children watch and ensure beliefs and notions cartoons display will not corrupt the minds of their children. It is one of the factors that is in play in shaping the minds of children.

KEYWORDS: Influence, Animated Cartoons, Behavioral, Development and Children.

CHAPTER ONE

INTRODUCTION

1.1: Backgrounds to the Study

Children are usually the target audience of cartoons. Some argue that cartoons entertain children and expose them to new worlds, giving them the opportunity to travel around the world to learn different things, and get exposed to ideas they may never encounter in their own environment. Others however contend that children are likely to learn things from cartoons that parents do not want them to, and so cartoons have negative consequences on them. Still, others say that cartoons cannot be blamed for children's misbehavior as children upbringing is the responsibility of parents and not cartoons (Richmond, 2017).

Childhood, as a stage in the human life cycle, is defined as a period of phenomenal biological, physiological, psychological, and social development that occurs between infancy and the beginning of adolescence. At that age, the child learns important life skills such as walking, talking, reading, taking care of himself or herself, and becoming acquainted with the world around him or her. During this age, the child first comes into contact with the major socialisation agents: family, peers, schools, and mass media. Children are the future leaders as we know, their right behaviour that can be accepted by society were established in family, communities and society.

Now, children are very different from the recent decades. It's a big problem to the parents, teachers and government in handling the characters of children in many societies around the world. Media influence is one of the primary causes (Saman, 1999 p.29). Children in modern society are easily influenced by their surroundings, and they have good memories to do anything because of stimulants. Their brains can assist in learning and doing anything. This always leads to a negative lifestyle and imitation behaviour. (Pang, 2004). Children view violence as an acceptable way to settle conflicts. (Congressional Public Health Summit, 2000).

The “terms” animation and cartoon have been associated with life and usually humorous images set in motion. Random House Webster’s Unabridged Dictionary (2001) defines animation as giving life or liveliness to something that does not have life. The word cartoon refers to sketches or drawings similar to the ones we have seen in newspapers. When these words are associated with animated cartoons, they refer to "motion pictures consisting of a sequence of drawings, each so slightly different that when filmed and run through projectors, the figures appear to move." (Random House, Inc., 2001, p. 82).

Nickelodeon, Child Smille, Boomerang, Disney, Cartoon Network, Jim Jam, and other popular animated channels are now available on cable TV providers such as Startimes, Dstv, Gotv, and others. Similarly, popular cartoons include Dragon Ball Z, Fruits Basket, Ben 10, Mickey Mouse, Inazuma eleven, Naruto, Sailor Moon, Sleeping Beauty, Pocahontas, Tarzan, Tom and Jerry, and Spider-Man, among others. These cartoons are shown in movie theatres such as Ikeja City Mall and Sky Cinema. In light of the foregoing, this study investigated the impact of animated cartoons on the behavioural development of children who watch animated cartoons at Abba’s Heart Montessori school Ajah, Lagos state .

1.2: Statement of Problem

The recent behaviour of children across every society in Nigeria attracts the attentions of so many intelligent people in the country especially those in the education sector. Unfortunately, parents and guardians lack knowledge of the implication of watching violent cartoons on their children’s attitude. This has called for an urgent need to investigate the causes of strange behaviour of children by the government and parents. Meanwhile, lack of regulation to what children watch on the mass media especially cartoon is attributed to one of the factors that make children behave the way they do. There is no doubt, watching violent cartoon on television do stick to the psyche of children. To

this end, the study sought to find out the influence of animated cartoons on the behavioral development of children in Lagos State, Nigeria.

1.3: Objectives of the Study

The primary goal of this research is to determine the impact of animated cartoons on children's behavioural development. The specific objectives are to:

1. Ascertain whether children imitate animated cartoons.
2. Determine the extent parents influence cartoon viewing habit of their children.
3. Examine the influence of animated cartoons on children socio-cultural behaviors.
4. Ascertain whether cartoons influence both male and female children equally on social learning and attitude changes.

1.4: Research Questions

1. To what extent do children imitate animated cartoons?
2. To what extent do parents influence cartoon viewing habits of their children?
3. To what extent do animated cartoons influence children socio-cultural behavior?
4. Do animated cartoons influence both male and female children equally on social learning and attitude changes?

1.5: Significance of the Study

The research is significant in different ways. The research will help to find the influence of the animated cartoons on children's attitude and socialization. It will as enable parents and guardians to determine their children exposure to animated cartoons through computer/mobile devices and television channels such as Jim jam, Cartoon network, Disney junior, Boomerang, child smile, nickelodeon among others. This study will also provide literature for others who would like to carry out research on topics related to children and animated cartoons. Finally this study will be an eye opener to government in telling our leaders to be careful with the type of cartoons they allow children to watch.

1.6 Scope of the Study

The study was carried out on the influence of animated cartoons on the behavioral development and socialization of children. This study was limited to children who watch cartoons at the Ikeja City Mall, Lagos, Sky cinema.

1.7 Limitation of the Study

A work of this nature cannot be carried out without some hard experiences. However, below are some of the constraints to this work. Financial constraints to travel to different places. This has made the researcher not to go many places to gather facts and figures for this study. Time constraints. This is because the duration for this study was relatively short and the researcher could not gather enough materials to fine tune to this study. Materials available on this topic are relatively small, as the concept is new or people have not written from that angle. Poor network. This has made the researcher to find it very difficult in sourcing out information online.

1.8 Operational Definitions of Terms

Influence: This refers to the ability to influence, control, and manipulate something.

Animate: Having a referent that includes a human, animal, plant or other entity which is considered alive.

Cartoon: A humorous drawing, often with a caption, or a strip of such drawings.

Behavior: Human conduct relative to social norms.

Children: this refers to the adolescent baby range from birth to twelve years old.

Development: The process of advancement, improvement, growth, directed change.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

A literature review is necessary because it shows the state of the art in the subject of enquiry. In this chapter, attempts were made to analyze the perspectives of famous writers, scholars, professors, academics, and intellectuals with their significant contributions to the studies related to influence of animated cartoons on the behavioral development of children.

2.1: Conceptual review

A conceptual framework is a research instrument that aids in the researcher's development of information and appropriate interpretation of the situation under review, as well as its correlation.

2.1.1: History of animation

2.1.2: The evolution of animated cartoons

2.1.3: Review of selected animated cartoons

Tom and Jerry

Teenage Mutant Ninja turtles

Ben-10

2.1.4: Ways in which Children imitate animated cartoons

2.1.5: The influence of parents on the cartoon viewing habits of children

2.1.1: History of animation

Animation has been around before the dawn of cinema by way of the Thaumatrope, Zoetrope, and Phénakisticope. Soon after Theatre Optique, Stop-Motion, Kinetoscope, and hand-drawn animation came bursting onto the scene as favoured methods by many cinematic pioneers and directors, including the Lumière Brothers, Georges Méliès, J. Stuart Blackton, and Walt Disney. (Kimberly, 2017). A man named Joseph Niepce (1765-1833) took a photograph in

1826 using a device called a “camera obscura”. Joseph formed a partnership with another man, that was a young media student. His name is Louis Daguerre (1787-1851). By 1836 Louis had perfected the photo development method of treating silver plates with fumes of iodine. That process was given Louis’ name: “daguerreotype process” because he developed it after Joseph’s death.

The principle of the animated cartoon was developed 50 years before the cinema was created. The notion of persistence of vision was first discovered by early experimenters who were trying to come up with conversation pieces for Victorian parlors or fresh sensations for the popular touring magic lantern performances. The human eye would interpret a series of pictures depicting an action's stages as one continuous motion. The phenakistoscope, a spinning cardboard disc that gave the appearance of movement when viewed in a mirror, was designed by Belgian Joseph Plateau in 1832 and was one of the first commercially successful inventions. In 1834, William George Horner invented the zoetrope, a rotating drum with a band of interchangeable images. The idea was modified in 1876 by the Frenchman Émile Reynaud into a format that could be displayed in front of theatergoers. With his exquisitely hand-painted celluloid ribbons projected onto a theater screen using a system of mirrors, Reynaud not only became animation's first businessman but also the first animator to provide his animated characters with personality and warmth. The development of sprocket-driven film material allowed animation to take a giant step ahead. The earliest film-based animator, while "firsts" of any kind are seldom simple to prove, appears to be J. Stuart Blackton, whose Humorous Phases of Funny Faces in 1906 marked the beginning of a lucrative run of animated pictures for the avant-garde Vitagraph Company in New York. For his short film Haunted Hotel later that year, Blackton also tried out the stop-motion technique, which involves photographing something, moving it, and then photographing it again. Émile Cohl was creating an animation style akin to Blackton's in France, however Cohl employed simple stick figures as opposed to

Blackton's elaborate newspaper cartoons. The nascent animation industry hired many of the most well-known artists, including Rube Goldberg, Bud Fisher (creator of Mutt and Jeff), and George Herriman (creator of Krazy Kat), at the same time that the Sunday comic sections of the new tabloid newspapers began to gain popularity. However, most of these artists soon grew weary of the taxing animation process and handed off the actual production work to others. Winsor McCay stands out as a notable exception among these early illustrators-turned-animators because his graceful, fantastical works *Little Nemo in Slumberland* and *Dream of the Rarebit Fiend* continue to be the best examples of comic-strip art.

Little Nemo was adapted into a hand-colored short film by McCay for use in his vaudeville act in 1911, but *Gertie the Dinosaur*, produced for McCay's 1914 tour, revolutionised the medium. McCay's superb draughtsmanship, fluid sense of movement, and strong sense of character created an animated creature with a personality, presence, and life of her own. The first cartoon celebrity was now a reality.



Figure 1

2.1.2: The Evolution of Animated Cartoons

There are several different animation eras. Animation's development is a continuous process. But in the 1800s, innovations like the zoetrope and magic lanterns gave rise to what we now consider to be animation. Animation's subsequent eras started to significantly advance when it was introduced to the cinema. Before animated movies, animated cartoons existed for at least 50 years. These ranged widely, from traveling magic lantern exhibitions to Victorian parlor décor. The persistence of vision principle is responsible for the existence of animation. According to this hypothesis, images flashed quickly in succession create the impression of movement. A phenakistoscope was invented in 1834 by Belgian inventor Joseph Plateau, and it was one of the first to use the principle of persistence of vision. According to this theory, if images are shown in rapid succession, they will create the illusion of movement.

One of the first attempts at classical animation was made in 1834 by Joseph Plateau of Belgium, who invented a phenakistoscope. It was a cardboard disc with successive images that, when spun and viewed in the mirror, created the illusion of movement. In France, Emilé Reynaud used the same phenomenon in 1876 to develop a system for projecting animation into theatrical exhibitions. He was the first to introduce colour and personality to animated characters through ribbons of celluloid painted by hand. It was not long before the sprocket is driven film stock hit the animation market setting it several steps forward.

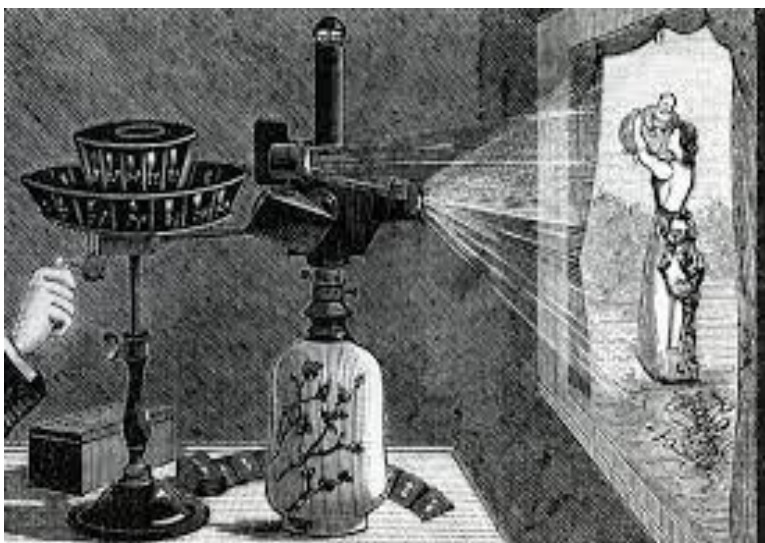


Figure 2

2.1.3 Review of Selected Animated Cartoons

2.1.3.1 Tom and Jerry

Tom and Jerry, two of the most honored cartoon characters in motion pictures, were created by William Hanna and Joseph Barbera for Metro-Goldwyn-Mayer. Their plot centered on a never-ending battle, in other words, a chase between a housecat and a brown mouse. The Hanna-Barbera duo had written and directed 114 Tom and Jerry cartoons from 1940 to 1957, at the MGM cartoon studio in Hollywood. The pair received more Oscar nominations for Best Animated Short Subject than any other character-based theatrical animated series. TIME named the series one of the "Greatest Television Shows of All Time" in 2000. Tom and Jerry was also placed at the 66th position, in the 'Top 100 Animated TV Shows' by IGN, in January



2009.

Figure 3

2.1.3.2 Teenage mutant ninja turtles

Teenage Mutant Ninja Turtles is an American media franchise created by the comic book artists Kevin Eastman and Peter Laird. It follows Leonardo, Michelangelo, Donatello and Raphael, four anthropomorphic turtle brothers trained in ninjutsu who fight evil in New York City. Supporting characters include the turtles' rat sensei Splinter, their human friends April O'Neil

and Casey Jones, and enemies such as Baxter Stockman, Krang, and their archenemy, the Shredder. The franchise began as a comic book, *Teenage Mutant Ninja Turtles*, which Eastman and Laird conceived as a parody of elements popular in superhero comics at the time.

Mirage Studios' first issue, published in 1984, was a surprise success for Eastman and Laird. Eastman and Laird licenced the characters to Playmates Toys in 1987, who created a line of Turtles action figures.. About US\$1.1 billion of Turtles toys were sold between 1988 and 1992, making them the third-bestselling toy figures ever at the time. The action figures were promoted by an animated series that debuted in 1987 and lasted nearly a decade. Because of its violent connotations, the word "ninja" in the name has been replaced in some European regions with "hero". Three live-action films were released, with the first becoming the highest-grossing independent film of all time. Viacom, now Paramount Global, bought the franchise in 2009. Viacom has ordered a new comic book series, two new live-action films, and a new animated series.



Figure 4

2.1.3.3 Ben-10

Ben 10 was created by Man of Action Studios for Cartoon Network.

The Ben 10 franchise now consists of five television series and four television films. At 13 years it is Cartoon Network's longest running franchise to date and is aired around the world. The original series ran from 2006 to 2008, with a reboot starting in 2016. The 2006 series is now known as Ben 10 Classic, with the many variations having their own names including Ben 10: Alien Force and Ben 10: Omniverse. Most series follow on from the previous with their own plot-lines and alien enemies. There is also Ben 10: Ultimate Challenge which is a trivia show where competitors answer questions about the series. There are Ben 10 toys, comic books, board games, video games, bedding, footwear, clothing line and Lego construction sets.

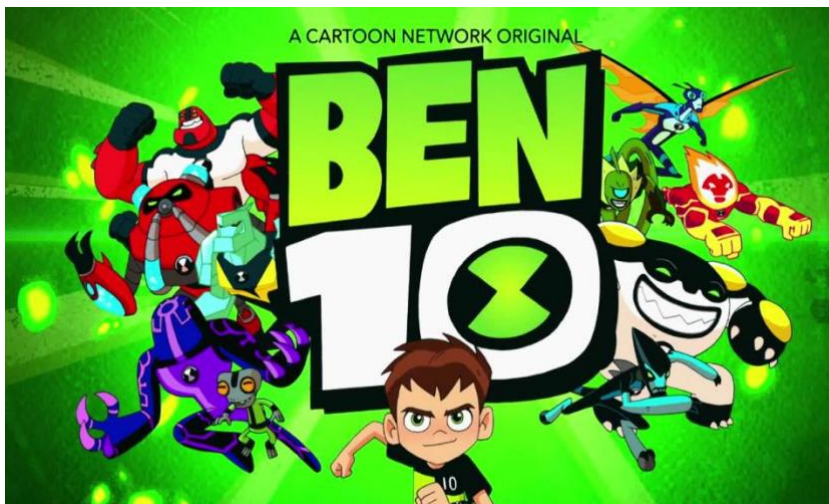


Figure 5

2.1.4: Ways in Which Children Imitate Animated Cartoons

Children's cartoons are the most popular form of entertainment. There are numerous TV channels that broadcast various cartoons for children on a continuous basis. Whereas previously children spent their time outside playing with their peers and enjoying various games, they now prefer to watch their favourite characters on TV and become engrossed in front of TV sets at home for extended periods of time. In recent years, children's interest in

cartoons has grown significantly, It has become their main hobby. Children typically begin watching cartoons on television at the age of six months and are avid viewers by the age of two or three years. (Azer news).

In fact, watching TV in moderation can be beneficial: pre-schoolers can learn the alphabet through public television, schoolchildren can learn about wildlife through nature shows, and parents can keep up with current events through evening news. There is no doubt that television can be an excellent educator and entertainer. Despite its benefits, excessive television viewing can be harmful: children who watch television for more than 4 hours per day are more likely to be overweight. Children who witness violent acts are more likely to exhibit aggressive behaviour. They may also fear that the world is dangerous and that something bad will happen to them. TV characters frequently engage in risky behaviour, such as smoking and drinking, and this may reinforce gender-role and racial stereotypes. Cartoons have a negative impact on children, according to psychologists. According to their findings, children who watch cartoons for 3-4 hours per day are more likely to engage in violence. Furthermore, cognitive function marginalisation, divergence from reality, and an increase in negative behaviour may occur over time.

Infants aged 18 months and older, according to studies, begin to show a short-term interest in television. After 30 months (2.5 years), they may be considered active 'viewers.' They learn to imitate the behaviours and events they see on a daily basis. As a result, we can confidently state that colourful characters from 'innocent' cartoons can become role models that influence a child's psychological state. For children aged 3 to 6, television becomes more important. Little viewers not only watch television as they used to, but they also begin to 'apprehend' what they see and gather information. The gravity of the situation is frequently lost on parents. When they are preoccupied with domestic matters or daily chores, they choose an easy way to entertain

their children. Without the supervision of their parents, children tend to spend the entire day watching cartoons. Adults may be completely unaware that this is influencing the child's psychological development.

Children who watch violent cartoons are more likely to be nervous, aggressive, and belligerent, according to experts. Furthermore, these children are disobedient and impatient. Violent cartoons have three major effects on children: a) they become insensitive to the pains and sorrows of others; b) children do not feel discomfort from any elements of violence around them in real life; and c) children are more prone to aggressive reactions and violent behaviour.

Many cartoons that children watch contain violence. Subliminally, children learn ferocity from their amusing friends. For instance, in 'Tom and Jerry,' a cat and a mouse chase each other. It would be better to explain why this cartoon has a flaw. Tom and Jerry is a well-known cartoon. Tom and Jerry are made-up characters; Jerry is a genius, while Tom is a moron. Both of them fight with different tools in this cartoon, which appears to be amusing. However, it is risky for a child because at this age, children learn these activities from cartoons and want to apply them in real life.

However, the negative impact of cartoons can harm our children. Cartoons remain an important part of popular culture and have a bright future. Several classic cartoons were censored when broadcast on television in the 1970s because they were deemed a bad influence on children. In some countries, for example, Tom and Jerry were taken off the air because the cartoon frequently depicted explosions, gunshots, physical deformations, and weapons. Cartoon characters, on the other hand, always survive these actions, which critics argue sends an unrealistic message to children who may believe that if you hurt or kill someone, he or she will remain unharmed. Today, many cartoons feature characters jumping, diving, and falling from

great heights, then landing safely. Parents appear to be okay with this as long as the cartoon does not promote sex or violence.



Figure 6



Figure 7

2.1.5: The Influence of Parents on Cartoon Viewing Habits of Children

Generally, children's involvement with television occurs in the home regardless of the fact that a survey on children's screen media exposure outside the home (for example, in the home of a friend) is lacking. Moreover, children of all ages with access to television sets in their bedrooms are becoming increasingly popular. Kaiser Family Foundation (2003) found that one quarter (26 percent) of children in the United States aged 2-4 have television sets in their bedrooms.

Besides, Roberts and Foehr (2004) recorded that by the time they enrol in middle school that proportion increases to 70 percent. Rideout et al (2005) argued that because a huge number of children and adolescents have access to television in their bedrooms, the important question is, to what extent are parents aware of their children's television usage? Numerous surveys have recorded that much of children's screen media use is not supervised. Thus, parents have completely no idea about their children's real media exposure, unless they have explicit conversations with them about how much time they spend watching television and other screen media. Studies have shown that parents' awareness of the quality of media contents that are safe or unsafe for their children's consumption influences their proclivity to practise effective mediation (Springer, 2011; Torrecillas-Lacave, 2013; Webster, 2014).

Being aware of TV ratings and being able to interpret them is a good starting point for determining appropriate television content for children, but there is growing scepticism about the authenticity and dependability of TV ratings. There are records of discrepancies between TV ratings and the content they broadcast (Anatsui & Adekanye, 2014; PTC, 2011). Torrecillas-Lacave (2013) discovered that while some parents are aware of the programming schedule and thus very selective in their children's television consumption, they are unaware of the contents because they fully trust the appropriateness of content advertised as children's programming (through TV ratings). According to PTC (2011), one of the remedies to the rate at which children are negatively influenced by the media is for parents to be more aware of and involved in their children's media consumption on the basis that a programme is not suitable for a child simply because it is a cartoon and carries a content rating that suggests it is appropriate for children. When parents become aware that their children are watching inappropriate television content, they take action. Regardless of the initial TV rating, their mediation strategy would be positively influenced (Torrecillas-Lacave, 2013; Webster, 2014). As a result, parental awareness of new ideas in the growth of television entertainment in recent

years, such as the inclusion of adult themes in children's programmes such as cartoons or the introduction of adult cartoons to accommodate adult audiences, can help to increase the rate of effective mediation.

2.2 THEORETICAL FRAMEWORK

2.2.1 Social Learning Theory

Albert Bandura's social learning theory emphasises the importance of observing, modelling, and imitating the behaviours, attitudes, and emotional reactions of others. Environmental and cognitive factors interact to influence human learning and behaviour, according to social learning theory. Albert Bandura (1977) agrees with classical conditioning behaviourist learning theories in social learning theory and operant conditioning. However, he adds two crucial ideas: 1. Between stimuli and responses, mediating processes occur. 2. Observational learning is used to learn behaviour from the environment.

Behaviourist Model (only study observable / external behaviour)



Cognitive Model (can scientifically study internal behavior)



Figure 8

Children observe how people around them behave in a variety of ways. This is demonstrated during the well-known Experiment with Bobo dolls (Bandura, 1961). Models are people who are constantly observed. Children are surrounded by many influential role models in society,

including their parents, characters on children's television, friends in their peer group, and teachers at school. These models show examples of appropriate and inappropriate behaviour, such as masculine and feminine behaviour, pro and anti-social behaviour, and so on. Children observe some of these people (models), and their behaviour is encoded. They may later imitate (i.e., copy) the observed behaviour.

They may do so whether or not the behaviour is 'gender appropriate,' but there are a number of processes that increase the likelihood that a child will reproduce the behaviour that its society deems appropriate for its gender. First, the child is more likely to pay attention to and imitate those who appear to be similar to itself. As a result, it is more likely to imitate the behaviour of people of the same gender. Second, the child's environment will either reinforce or punish the behaviour that it imitates. If a child imitates the behaviour of a model and the results are positive, the child is more likely to repeat the behaviour. When a parent sees a young girl comforting her teddy bear and says, "What a sweet little girl you are," the child is rewarded and is more likely to repeat the behaviour. Her actions have been validated (i.e., strengthened).

Positive or negative reinforcement can come from either external or internal sources. An external reinforcement occurs when a child seeks approval from his or her parents or peers; however, feeling happy about being approved is an internal reinforcement. A child will act in a way that he or she believes will earn approval because he or she desires approval. Positive (or negative) reinforcement will have little effect if the reinforcement provided externally does not match the needs of the individual. Reinforcement can be positive or negative, but the important thing is that it usually results in a change in behaviour.

Third, when deciding whether or not to mimic someone's actions, the child will consider what happens to other people. A person learns by observing the consequences of another person's (i.e., models) behaviour; for example, a younger sister who witnesses her older sister being

rewarded for a specific behaviour is more likely to repeat that behaviour herself. This is referred to as vicarious reinforcement. This is an attachment to specific models that have qualities that are regarded as rewarding. Children will identify with a variety of role models. These could be people in their immediate surroundings, such as parents or older siblings, or fantasy characters or media figures. The motivation for identifying with a specific model is that they exemplify a quality that the individual aspires to have. Identification with another person (the model) entails adopting (or taking on) the person's observed behaviours, values, beliefs, and attitudes. The Social Learning Theory term identification is similar to the Freudian term for the Oedipus complex. They both, for example, involve accepting or adopting another person's behaviour. The child, however, can only identify with the same sex parent during the Oedipus complex, whereas with Social Learning Theory, the person (child or adult) can potentially identify with any other person. Identification is distinct from imitation, in that it may involve the adoption of multiple behaviours, whereas imitation usually involves the imitation of a single behaviour.

2.2.2: Cultivation Theory

Cultivation theory (or cultivation analysis) was developed in the 1960s by Hungarian-born American professor George Gerbner to study the impact of television on viewers (Gerbner, 1969). Gerbner's findings were later expanded and developed by American screenwriter Larry Gross. According to this theory, those who are exposed to media interpret social realities based on how such realities are portrayed in the media.

Television's ability to stabilise and homogenise views within a society is an example of cultivation theory. Children who watch commercial television have significantly more sex-stereotypical views of women and men than children who do not. The exposure's potential impact to violence on television viewers was of particular interest during the early stages of

research (Settle, 2018). Gerbner's use of cultivation theory was part of the larger The National Violence Commission commissioned the Cultural Indicators Project (Gerbner, Gross, Morgan & Signorielli, 1986). The Cultural Indicators Project examined two other related spheres in addition to cultivation analysis, which examined how the media shaped its consumers' perception of reality (Vinney, 2020). It investigated institutional process analysis, which looked at the formulation and distribution of media messages, as well as message system analysis, which looked at the aggregate content of media messages. Gerbner's main focus was on the role of television. Several key assumptions were also involved in this approach. First, television was recognised as a distinct form of mass media (Gerbner et al., 1978).

For example, it was both auditory and visual, but did not necessitate literacy. Furthermore, television was almost universally available. Furthermore, the engaging narrative style that television programming generally employed could easily capture the attention of the viewers. The second assumption held that television influenced how people interacted and thought (Settle, 2018). Both Gerbner and Gross, for example, believed that the consciousness cultivated by television included both moral standards and facts of life (Gerbner & Gross, 1972). Gerbner also discovered that television induced resistance to change and stabilised societal patterns (Gerbner, Gross, Jackson-Beeck, Jeffries-Fox & Signorielli, 1978). Third, Gerbner's approach held that television's effects were limited (Gerbner et al., 1978).

Television was identified as a component of a larger sociocultural system in this study. As a result, the sum of its effects in one direction was deemed far more critical than the single effect of a particular programme at a given point in time (Gerbner, Gross, Morgan & Signorielli, 1980). As a result, Gerbner pointed out that, while watching television may not cause a specific behaviour, watching television over time may significantly influence how we perceive the world (West & Turner, 2014). Gerbner (1980) during his study of the effects of television

viewing, he coined the term mean world syndrome to describe the cognitive bias in which television viewers exposed to violent content were more likely to perceive the world as more dangerous than it actually is. Regular viewers of violent content were more likely to experience fear, pessimism, increased anxiety, and heightened vigilance to fictitious threats because television programming shaped attitudes toward and opinions of reality. Those who watched little television, on the other hand, were more likely to perceive the world as less dangerous (Vinney, 2020).

2.2.3 Social Cognitive Theory

Albert Bandura developed Social Cognitive Theory (SCT) from Social Learning Theory (SLT) in the 1960s. It evolved into the SCT in 1986, and it proposes that learning occurs in a social context, with the person, environment, and behaviour interacting dynamically and reciprocally. SCT is distinguished by its emphasis on social influence, as well as external and internal social reinforcement. SCT considers the unique way in which people acquire and maintain behaviour, as well as the social environment in which they perform the behaviour. The theory takes into account a person's past experiences, which influence whether or not a person will engage in a behavioural action. Previous experiences shape reinforcements, expectations, and expectancies, which all influence whether a person will engage in a behaviour. Bandura and his colleagues launched the Bobo Doll experiments, a series of well-known studies on observational learning, in the 1960s. Pre-school children were exposed to either an aggressive or non-aggressive adult model in the first of these studies to see if they could imitate the model's behaviour. The gender of the model also differed, with some children watching same-sex models and others watching opposite-sex models. In the presence of an aggressive child, the model was both verbally and physically aggressive towards an inflated Bobo doll. Following his exposure to the model, the child was led to another room where he was allowed to play with a variety of highly appealing toys. To frustrate participants, the child's play was cut off after

about two minutes. The child was then taken to a third room filled with toys, including a Bobo doll, and given 20 minutes to play.

2.3: Empirical review

Richmond (2017) made research on effects of cartoon on the behavior of children. It was discovered that cartoons made children more likely to imitate aggression from violent cartoon characters whose actions were not only praised but also justified rather than being punished. According to Ledingham (1993) aggressive reactions in children were not different when they watch cartoons or live-actions. In another study, Ledingham (1993) proposed that the effect of viewing violent cartoons was overestimated due to the prevalence of both violent and nonviolent cartoons. This study only looked at children's reactions after watching only violent or only nonviolent cartoons. Children who believe that violence is a solution to a problem, such as wanting to play with another child and have justified it in some way as "he/she hit me first," are more vulnerable to violent acts than those who are not exposed to cartoons and media violence (Ledingham and Richard, 1993).

Thanuja (2020) carried out research on Effects of cartoons on children, in the research that was being carried out cartoons have both the positive and negative effect on children. After this study I discovered that children are highly impact by cartoons. The most parents are not aware of Normally, children do not understand that anything can happen in a cartoon but not in real life. However, children do not comprehend this. As a result, they frequently engage in dysfunctional behaviour. Cartoons have both positive and negative consequences. Some studies, however, have found that certain media populations are more sensitive to media violence. As well as cartoon characters. he impact of cartoons. In fact, the difference in violence levels caught the parents unawares. It always gives children an unrealistic message. Therefore, they believe that if you hurt or kill someone, he would not be in danger. It can be said in view of above mentioned positive facts that cartoon watching is most funny and happy of children.

But parents are not satisfied with the good effect of cartoons. However, more experiments are needed to find out how best to use cartoon. Yousaf, Zahir, Shehzad Munham, and Hassan S. Ali (2015) investigated the influence of cartoons on school-aged children. They collected the sample in Pakistan's Gujrat city.

They used the theory of mass effect cultivation. To collect data, they used the survey method and a questionnaire. They discovered that cartoon series have a significant physical and psychological impact on children. Children who are not administered to suffer the most. Children are acting out violently. Children prefer to waste their time by watching cartoons. Cartoons have a significant impact on language. They use inappropriate words and mimic the style and language of cartoons. Mahsud M. Nawaz, Rawan Bakht, and Yaser Noman (2009) investigated the presence of aggressive behaviour and its causes in Sargodha schoolchildren. They took 192 students (96 boys and 96 girls) ranging in age from 7 to 10 years old from four different schools in the Sargodha District. They used a survey research method to determine the effect of cartoons on their behaviour. They classified their respondents using a stratified sampling procedure. They discovered that male and female viewers have different preferences and even change their behaviour differently. Male and female children spent nearly equal amounts of time watching cartoons. Boys adopted aggressive behaviour and preferred to watch fighting cartoons. Boys were more likely than girls to watch Hindi-dubbed cartoons. They also discovered many Hindi words that the children use frequently in their conversation. Furthermore, they enjoy dressing and speaking in the manner of their favourite cartoon characters.

Sudha (2011) investigated the numerous mesmerising effects of cartoons on children's behaviour change. Salem was chosen as the site of research. A multistage sampling technique was used to collect data, along with a field survey technique and a database. Children are

compulsive cartoon viewers who spend an inordinate amount of time in front of the television. Sudha discovered that viewing cartoons influences late childhood respondents more than early or pre-adolescent childhood respondents, and the factors that influence children's behaviour are age, gender, siblings, standard, board, medium, and time spent watching television. Because of this change in behaviour, they become violent, rough, insensitive, and passive beings.

Children spend time watching cartoons, horror movies, and TV shows, according to Nair and Thomas (2012) in "A thematic study on the cause and effects of television violence on children." Parents, like their children, have no control over them. They turned on the TV and let their children watch it in order to do their household chores and keep their children under control. They become addicted to it over time and begin to recognise the characters. They believe that whatever they see on TV is real, and they begin to imitate those characters; some theorists believe that while watching violent movies will not make children violent, preventing them from watching TV may cause them to become violent out of frustration. Nonetheless, there is a significant amount of violence on television, and this violence on small screens may result in changes in attitudes, values, or behaviours among both younger and older viewers (Lamraoui, 2016).

Since the late 1800s, when the first motion pictures were made, cartoons have been a part of cinema (Au, 2014; Michelsen, 2009; Oyero & Oyesomi, 2014; Tripathi, et al., 2016). They were initially so brief because people would watch them in theatres before seeing the feature film (Oyero & Oyesomi, 2014). When cartoonists were able to broadcast their shows on television, they grew in length, resulting in the half-hour block shows that are now seen on Nickelodeon, Cartoon Network, and the Disney Channel (Kharma & Hussien, 2016)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1: Research design

The research design strategy assists the researcher in planning the research, effectively in order for it to be carried out efficiently and effectively. The research design acts as a guide for the research. The survey research design was used in this study. The survey research design involved the distribution of questionnaires to the respondents in order to generate data for this study.

3.2: Population of study

Bryman and Bell (2011) defined population as a complete group of individuals, events, or objects of interest that a researcher needs to analyse and it forms the idea from which the sample or subjects are going to be drawn. A population is also defined as a collection of individuals or a group who share similar characteristics. The population of this study consists of the pupils of Abba's heart Montessori school, Ajah who are 900 in number.

3.3 Sample size

Sample size is a selected part of the total number of population. In calculating the sample size, the Taro Yamane's formula was used to determine the sample size of the study.

Taro Yamane's formula:

$$n = \frac{N}{1 + N(e)^2}$$

Where;

n = Sample size

N = Total Population

e = Sampling error (which is usually 0.05)

Now, substituting the values into the formula:

$$n = \frac{900}{1 + 900(0.05)^2}$$

$$n = \frac{900}{1+900(0.0025)}$$

$$n = \frac{900}{3.25}$$

$$n = 276.9$$

Therefore the sample size of this research study is 277 pupils of Abba's heart Montessori school.

3.4: Sampling Technique

The researcher employed the simple random sampling technique in the selection of respondents. The simple random sampling was selected so that every member of the population would have equal chance of being selected as part of the sample.

3.5: Method of Data Collection

The data from the respondents were collected through questionnaire. The questions were structured in 5 points Likert-scale form. Copies of the questionnaire were distributed to pupils of Abba's heart Montessori school and the data gathered were carefully collated and analyzed for this study.

3.6: Measuring Instrument

The instrument used to gather data for this study is the structured questionnaire. The researcher used questionnaires to gather sufficient and relevant information pertaining to the study from the respondents. Close-ended questions were asked in the questionnaire to enable the respondents select from many options. The questionnaire was structured in a five points Likert scale, which is expressed as SA- Strongly Agree, A- Agree, U- Undecided, D- disagree and SD- Strongly Disagree.

3.7. Validity and Reliability of Research Instrument

Validity deals with the research instrument being able to measure what it is expected to measure and the research instrument (questionnaire) must be able to generate responses that would provide accurate answers that would measure what the study intends to. The validity test carried out in this study is the Face validity test which involved showing the questionnaire to my supervisor for review. A reliability test is conducted to ensure that the research instrument (questionnaire) would generate accurate data when administered to the respondents. In other to ensure reliability of the research instrument, a pilot test of 30 respondents was conducted on pupils of Abba's Heart Montessori school.

3.8 Method of Data Analysis

The researcher made use of Descriptive Statistics in other to analyze the data collected from the respondents. Frequency tables were used for better description and presentation of the data gotten from the questionnaire.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

The study presents the analysis of data collected from the respondents through questionnaire. Descriptive statistics were used with the frequency and percentages. The results obtained were analyzed in the tables below as the basis of which conclusions were drawn. From the 277 respondents studied, 263 copies of the questionnaire were properly filled and returned.

4.2 Data Analysis

Table 1: Demographic Characteristics of Respondents

Gender	Frequency	Percentage
Male	146	55.5
Female	117	44.5
Total	263	100.0
Age		
16-20	74	28.1
20-25	100	38.0
25-30	61	23.2
31-40	26	9.9
41 and above	2	.8
Total	263	100.0
Religion		
Islam	147	55.9
Christianity	99	37.6
Others	17	6.5

Total	263	100.0
Ethnicity		
Yoruba	123	46.8
Igbo	71	27.0
Hausa	41	15.6
Others	28	10.6
Total	263	100

Source: Field Survey, 2022.

Table 4.1 above shows the demographic characteristics of the respondents. Majority of the respondents were Males (55.5%), 44.5% respondents are females, 28.1% are 16-20 years, majority of the respondents (38%) are aged between 20-25 years, 23.2% are under 25-30 years, 9.9% respondents are under 31-40 years and 2.8% respondent are 41 years and above. Majority of the respondents (55.9%) are practicing Islam as a religion, 37.6% of them are Christians and 6.5% respondents practice other religions. Majority of the respondents (46.8%) are Yoruba, 27.0% respondents are Igbos 15.6% respondents are Hausas while 10.6% respondents are from other minor tribes

4.2.2. Respondents' Views on Impact of cartoons on the behavior of children

Issues	SA%	A%	U%	D%	SD%
View of cartoons affect children's behaviour	22.1	41.4	10.6	12.9	13
Cartoon viewing affect children's academic performances	26.2	40.3	13.7	9.1	10.6

Violent cartoons have impacts on children's behavior	30.0	35.5	10.6	13.3	12.5
Children imitate what they see their favorite cartoon characters do	31.6	34.2	12.2	11.4	10.6
Children see cartoons as role models	27.4	26.6	12.2	17.1	16.7
Children happily accept cartoon styles of life	39.2	35.7	6.8	10.6	7.6

Source: Field Survey, 2022.

According to the table above, 22.1% of respondents strongly agreed that cartoon viewing has an impact on children's academic performance, 41.4% agreed, 10.6% were undecided, 12.9% disagreed, and 13% strongly disagreed. According to the above table, 26.2% of respondents strongly agree that cartoon viewing has an impact on academic performance, 40.3% agree, 13.7% are undecided, 9.1% disagree, and 10.6% strongly disagree. The above table shows that 30% of the respondents strongly agree that violent cartoons have impact on child's behavior, 35.5% agree, 10.6% undecided, 13.3% disagree and 12.5% strongly disagree. The above table shows that 31.6% of the respondents strongly agreed that children imitate what they see cartoons do, 34.2% agreed, 12.2% undecided, 17.1% disagree and 16.7% strongly disagree. The above table further records that children see cartoons as role models, 36.6% agree, 12.2% undecided, 17.1% disagree and 16.7% strongly disagree. The above table portrays that 39.2% of the respondents strongly agree that children happily accept cartoon styles of life, 35.7% agree, 6.8% undecided, 10.6% disagreed and 7.6% strongly disagree.

4.2.3. Respondents' Views on Parents level of consciousness about cartoons shown on the television

Issues	SA%	A%	U%	D%	SD%
Parents are aware of violent contents shown in cartoons	39.2	35.7	6.8	10.6	7.6
Parents allow their children to watch violent cartoons	28.5	37.6	11.4	11.4	11.0
Children show violent characters whenever they view violent cartoons	38.0	28.9	8.4	15.6	9.1
Parents set limits to the level of cartoons their children watch	30.0	38.4	11.4	11.8	8.4
Parents monitor the contents of cartoons their children watch.	25.5	43.3	14.8	9.1	7.2
Parents assume that all cartoons are good for children's view	30.4	45.6	15.6	5.3	3.0
Parents do not watch cartoons with their children	22.4	46.2	23.1	6.8	3.4
Parents expect their children to imitate cartoons.	29.3	45.6	16.3	5.3	3.4
Parents are always happy when their children imitate cartoons	31.9	40.3	17.9	6.1	3.8

Source: Field Survey, 2022.

According to the data in the table above, 39.3% of respondents strongly agreed that parents are aware of violent content in cartoons, 35.7% agreed, 6.8% were undecided, 10.6% disagreed, and 7.6% strongly disagreed. According to the above table, 28.5% of respondents strongly agreed that parents should allow their children to watch violent cartoons, 37.6% agreed, 11.4% were undecided, 11.4% disagreed, and 11% strongly disagreed. According to the data in the table above, 38% of respondents strongly agree that children show violent characters when they watch violent cartoons at home, 28.9% agreed, 8.4% were undecided, 15.6% disagreed, and 9.1% strongly disagreed. According to the above table, 30% of respondents strongly agreed that parents limit the amount of cartoons their children watch, 38.4% agreed, and 11.4% were undecided, 11.8% disagreed and 8.4% strongly disagreed. The above table shows that 25.5% of the respondents strongly agreed that parents monitor the contents of cartoons their children watch, 43.3% agreed, 14.8% undecided, 9.1% disagreed and 7.2% strongly disagreed. The above table shows that 30.4% of the respondents strongly agreed that parents assume that all cartoons are good for children's view, 45.6% agreed, 15.6% undecided, 5.3% disagreed and 3% strongly disagreed. The above table also shows that 22.4% of the respondents strongly agreed that parents do not watch cartoons with their children, 46% agreed, 21.3% undecided, 6.8% disagreed and 3.4% strongly disagreed. According to the above table, 39.3% According to the above table, 29.3% of respondents strongly agreed that parents expect their children to imitate cartoon characters, 45.6% agreed, 16.3% were undecided, 5.3% disagreed, and 3.4% strongly disagreed. According to the above table, 31.9% of respondents strongly agreed that their children are always happy when they imitate cartoons, 40.3% agreed, 17.9% were undecided, 6.1% disagreed, and 3.8% strongly disagreed.

4.3 Discussion of Findings

Outside the demographic characteristics, the respondent's views were classified into two, the impact of cartoons on the behaviour of children and parent's level of consciousness about cartoons shown on television. The first point of view discussed is the impact of cartoons on children behavior. It can be said that children imitate what they see and they exhibit images created in their heads, hence what they watch becomes what they act and determines how they behave, they try and imitate what their favorite characters do in the cartoons they watch and they happily accept the lifestyle that comes from it. On the researcher visit to the school, one of the parents engaged him and said that her kid would always want to get a blue color clothes simply because of the power rangers cartoon he spends time watching and his favorite character is a blue ninja, hence he always wants to imitate his looks and how he behaves.

The second point of view is based on the parent's level of consciousness about cartoons shown on television that their children are fond of watching. The parents are aware some of these cartoons contains violent contents, some parents allow it and some parents monitor their children. The parents allow kids to watch these violent scenes as they feel it does not have any effect on their behavior. Parents ride with the notion and thoughts that all cartoons is good and fit to be viewed by their kids.

CHAPTER FIVE

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

5.1 Preamble

This chapter presents the summary of the study, conclusion; contributions to the knowledge and recommendations based on the findings of the study. Though the research in this study was conducted on Abba's heart Montessori school, but the recommendations in this study can be applied to other schools and children generally.

5.2 Summary

The study objective was to examine the influence of animated cartoons on the behavioural development of children with reference to Abba's Heart Montessori School, Ajah, Lagos state. Questionnaires were distributed among the pupils of Abba's Heart Montessori School. This study emerges as a result of the rampant increase in kids learning stunts, songs and moves that are displayed on cartoons.

This research was divided into five chapters. The first chapter examined the study's background, problem statement, objectives of the study, research questions, significance of the study, and scope. The chapter also emphasised the study's limitations. The first chapter of a study lays the groundwork and introduces the subject matter. Chapter two is sub-divided into three section; Conceptual Framework that explains all the terms used in the study, theoretical framework was the second section and it revealed the theories that are related to the subject matter and also highlighted how they are effective in the study. The final section is the empirical review, this section deals with the analysis and reviewing previous jobs that has been done and are in relations to the subject topic. The review broadened the researcher's knowledge

of the scope of the subject matter of study interest and pointed out existing gaps now filled by the current research effort.

Chapter three presented the methodology for the study. Essentially, the chapter discussed the design and population of the study. An appropriate sample size was determined and selected using random sampling method. Type and source of data was also discussed, instruments of data collection and measurement of variables. In chapter four, the data were analysed using descriptive analysis.

This chapter gives the summary of the study as well as the findings and their implications. Conclusions were drawn and recommendations made. Finally, the chapter highlighted the limitations of the study, the study's contribution to knowledge and suggestion for further research.

5.3 Conclusion

This study concludes that there is a significant impact of cartoons on children's behavior. Children spends more of their time outside school watching cartoons as that is the major thing they enjoy doing growing up, hence they get so fond of it. As a result of them spending a lot of time watching it, they begin to imitate and imbibe things that are done in these cartoons and this consequentially formulates the behavior of children.

However parents do not necessarily pay attention to the kind of cartoon contents shown to their kids. They believe and have a strong notion that all cartoons are healthy and safe for kids to watch. They rarely monitor their kids when watching these cartoons as they sometimes use it as a means to distract their kids and make them focus on what they are doing at that moment. Children mimicking what was seen in cartoons are source of joy to some parents as they feel happy and proud about it. Therefore, it can be said that cartoons are significant factors when determining things and what could affect the behavior of children who are allowed to watch it.

5.3 Recommendations

Based on the findings of the study, the study deems it fit to make some necessary recommendation;

- i. Parents should monitor the cartoons children watch and ensure beliefs and notions they display will not corrupt the minds of their children. It is one of the factors that is in play in shaping the minds of children.
- ii. Cartoons that promote violent scenes or dangerous scenes should not be accessible by kids as this will make them see it as a normal thing and may want to imitate what was done there, this can put the child in danger.
- iii. Educative cartoons are the cartoons that kids should be opened to watch. Cartoons that teaches kids the basic things like Alphabets, Rhymes and others. The children have fun while learning and it tends to stick to them more.
- iv. Government should regulate cartoons to avoid displaying negative ideas in the name of cartoons for children.

5.4. Contribution to Knowledge

This study has contributed to the literature by filling a gap in previous research on the influence of animated cartoons on children's behavioural development. This has helped to identify the roles that cartoon plays in shaping and moulding the mind of children

Furthermore, this study has also updated research of this nature and assisted in providing answers to the roles and impact animated cartoons make in children's lives. Hence, the study provides parents and teachers further knowledge and valuable information that could be utilized as they make relevant decisions as to cartoons that are educative and not uneducative for kids to watch.

5.5 Suggested areas for Further Studies

This study focused on the impact of animated cartoons on children's behavioural development, specifically at Abba's Heart Montessori School. There is need to carry out further research in

schools and children in Nigeria. Other study should be carried out on the influence of animated cartoons on the children's ability to walk. Also, it would be important to carry out research on influence of cartoon characters on television habits of children especially in this 21st century.

5.6. Limitation of study

- Time constraint
- Not enough time
- Lack of adequate internet access

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APPENDIX

Mountain Top University, Lagos Ibadan Expressway, Prayer City Ogun state, Nigeria

INFLUENCE OF ANIMATED CARTOONS ON THE BEHAVIORAL DEVELOPMENT OF CHILDREN

Dear respondent,

I am TOLANI AYOMIDE, a final year student of mass communication at Mountain Top University. I am conducting a survey on INFLUENCE OF ANIMATED CARTOONS ON THE BEHAVIORAL DEVELOPMENT OF CHILDREN.

This questionnaire is designed to obtain information from you regarding the research topic. This questionnaire will be handled confidentially, and information gotten from you will be used for this research purpose only.

Thank you for your time and co-operation

Yours Faithfully

Section A: Demographics

1. **Gender:** Male () Female ()
2. **Age:** 16-20 () 20-25 () 25-30 () 35-40 () 40 and above ()
3. **Religion:** Islam () Christianity () Others ()
4. **Ethnicity:** Yoruba () Igbo () Hausa () Others ()

The scale is Represented As;

1 = SA [STRONGLY AGREE], 2 = A [AGREE], 3 = U [UNDECIDED], 4 =D [DISAGREE], 5= SD [STRONGLY DISAGREE]

Section B: Impact of cartoons on the behavior of children

	SA	A	U	D	SD
1. View of cartoons affect children's behavior.					
2. Cartoon viewing affect children's academic performances.					
3. Violent cartoons have impacts on children's behavior.					
4. Children imitate what they see their favorite cartoon characters do.					
5. Children see cartoons as role models.					
6. Children happily accept cartoon styles of life.					

Section C: Parents level of consciousness about cartoons shown on the television

	SA	A	U	D	SD
1. Parents are aware of violent contents shown in cartoons					
2. Parents allow their children to watch violent cartoons					
3. Children show violent characters whenever they view violent cartoons?					
4. Parents set limits to the level of cartoons their children					

watch					
5. Parents monitor the contents of cartoons their children watch.					
6. Parents assume that all cartoons are good for children's view.					
7. Parents do not watch cartoons with their children.					
8. Parents expect their children to imitate cartoons.					
9. Parents are always happy when their children imitate cartoons.					

Thanks for your response.