# Cartoons Influence on Primary School Pupils Towards Violence and Aggression in Niger State

**Oluwasegun Seun Adewara**

Department: Primary Education Studies, Federal College of Education, Kontagora, Niger state, Nigeria,

**Bitrus Gado**

Department: Christian Religion Studies, Federal College of Education, Kontagora, Niger state Nigeria

**E.C. Hounvenou**

Department: Primary Education Studies, Federal College of Education, Kontagora, Niger state, Nigeria

**Abstract:** *Screen plays, including cartoons, are a crucial part of children's lives, helping to satisfy their energy and keep them engaged both at home and in school. Research has found that aggression and violence are prevalent among primary school pupils, and scholars have called for further investigation into the possible causes of this issue. Biological and personal factors such as family dynamics, fear of abandonment, punishment, sexual assault, and domestic violence have been studied extensively. However, little research has been conducted on the impact of entertainment media, specifically cartoons, on primary school students' aggression and violence. This study aims to fill this gap by examining the influence of cartoons on the attitudes of children towards violence and aggression of primary school pupils in Niger state. The study adopted a descriptive survey design. Purposive sampling technique was adopted in selecting 120 primary school pupils from 12 schools across the three senatorial zones in Niger state. Four research questions were answered and questionnaire was used as instrument for data collection. The quantitative data were analyzed using descriptive statistics and T-test at 0.05 level of significance. The results showed that cartoon had a positive influence on primary school pupils ($\bar{x}$ =1.44 on a threshold of 1.50). Also, it was discovered that cartoons affects pupils' time to focus on productive tasks ($\bar{x}$ =1.62 on a threshold of 1.50), among others. The result of the difference between pupils' reaction to cartoons based on gender showed that there was a significant difference (t = -3.28; df = 248; p<0.05). Also, the result of the difference between the reactions of pupils to cartoon among public and private schools pupils indicated that there was a significant difference (t = 2.70; df = 248; p<0.05). Following these findings, recommendations are made for parents to pay greater attention to presenting their children with carefully chosen cartoons that could have a positive impact on them. For the teachers, it was recommended that they should create a classroom environment that is less conducive to aggressive or violent behaviour so as to curb whatsoever the pupils might have learnt in their respective homes. Pupils are advised to be aware of their attitudes towards aggression and violence and take steps to stop such behaviour among themselves and their peers. Recommendations are made for curriculum planners to incorporate media literacy and*

*social-emotional learning into the curriculum. Policy makers are advised to develop guidelines for media content, invest in research, and provide funding as these would aid in promoting positive attitudes towards aggression and violence among cartoon viewing pupils.*

**Keywords:** cartoon, primary school pupils, aggression, violence. entertainment

## INTRODUCTION

Cartoons and all forms of screen plays are all part of what keep children alive, satisfies their restlessness, and keep them engaged at home and sometimes in school. However, it has been proven that children having the opportunity to watch a movie scene might impact their psychological reasoning and way of thinking (Agbo, 2021). Pupils in primary school are within the age range of six to twelve years old and above. These categories of children compared to their elder counterparts have tendencies of deriving satisfaction from the entertainment media, most especially, those ones having comic graphic representations like cartoons. The psychological effect associated with the watching of cartoons can be positive or negative. As outlined by Nair (2018), the positive effect includes cognitive development, language development and enhancement of creativity among others. On the negative side, it could result in violence and aggression and most time bad morals.

Aggression and violence seem to be prevailing among primary school pupils in recent times. Hanan, Sahar, Mohsen and Tarek (2007) confirmed that school violence is a developing issue that has gotten a lot of attention. Physical or verbal aggressiveness is the most common manifestation of violent conduct among elementary school children. Children in most schools have personalities that make one wonder if the deed was truly theirs. Nooshin and Mohammad (2019) also stated that Children and adolescents are particularly prone to aggression. One out of every ten children exhibits persistent aggressive behaviour or is harassed by peers. However, if these aggressive and violent tendencies are not quickly addressed among children they could grow with it and turn the society into a violent zone.

Aggression is not the same as violence. While a person who performs a violent act may be acting aggressively, a person who is naturally aggressive will not necessarily do violent acts. Aggression is to be understood as any intentional action which seeks to inflict harm on someone, or cause physical pain and moral suffering; in other words, aggression is a deliberate action with a premeditated motive of causing harm, which cannot be justified. In the field of psychology, "aggression or interpersonal violence is an action taken intentionally by humans. For example, specific behaviour, arranging certain situations, posing a threat or causing harm to the physical, mental and social well-being of other persons, which involves causing pain, suffering, destruction, leading to the loss of cherished values among others. Aggression in children and teenagers occurs when they express their anger, rebellion, hostility, frustration, or want to destroy by causing harm on people or objects, and behaving in a way that violates social standards. Violence, on the other

hand, refers to instances in which a child or young person exploits their advantage - strength, speed, agility, or even age or sex - to gain a competitive edge. Violence is often connected with excessive cruelty and elicits disgust, revulsion, anxiety, and even terror in those who witness it (Brzezińska, 2007). Though, both words may be seen to be abhorred within the school and society setting. They could also be the reasons for certain brutality, bullying and building an unfriendly environment for peers where effecting teaching and learning could take place. The presence of such attitudes could cause psychological imbalance and maladjustments for peers who may fall victims of such nefarious acts.

Therefore, violence and aggression among primary school pupils can be caused by a variety of circumstances. WHO (2020) listed the possible causes of violence among children to be 'biological' and 'personal,' such as sex and age, lower levels of education, low income, having a disability or mental health problems, harmful use of alcohol and drugs, and having a history of exposure to violence. Others are wrong sexual orientations identified as lesbianism, gay, bisexual or transgender. According to Kołodziejczyk (2004), biological factors are one of the contributing elements to the occurrence of aggression. These mostly involve the body's neurological and chemical imbalances. A component related with the child's temperament can play a significant effect. Overactive children are fidgety, react fast, and are more prone than children with low levels of reactivity to generate and maintain aggressive behavioural patterns. However, it should be highlighted that elements relating to the child's temperament play a little role in the occurrence of violent behavioural patterns.

On personal factors causing aggression and violence among primary school pupils, *Health Day News* (2020) accounted for emotional trauma and exposure to violent television shows and movies as some of the leading factors. Anxiety, fear, rage, and sadness can all be triggered by domestic violence or sexual assault. When a child has no other outlet for his emotions, he may express them with his fists. Furthermore, children who are exposed to violence or abuse at home or in their communities are more prone than other children to act violently. Violent television shows and movies could also be a contributing factor. Witnessing on-screen violence, according to most experts, might briefly raise hostility in children. The American Academy of Child and Adolescent Psychiatry advises that eyes be kept on children viewing choices, especially if he has a history of aggressive conduct. It is also on this note that within the Nigerian context movies with violent or aggressive scenes are left for Parental Guidance (PG) while some with age limit to children who might view.

In primary school for instance, the most frequently observed manifestations of aggression among them according to Olejniczak and Danilewska (2002) include: beating and fighting, daunting, extracting by force, the destruction of school equipment, extortion, beating and bullying younger colleagues. Verbal aggressions are expressed in threatening language, harassing statements, verbal or abusive assaults, intimidations, stripping; using vulgar words on innocent colleagues, cursing,

ridicule and threats are also common. In Nigerian schools, more and more disturbing behaviour could be observed which would have been unimaginable in recent time. Many primary school teachers felt helpless in such situations and the parents of these children often suffer from profound stigmatization crisis. UNICEF (2007), in collaboration with the Federal Ministry of Education revealed that the existing types of violence in Nigerian schools are physical, psychological, sexual, gender and health based violence. However, physical violence and psychological violence accounted for the bulk of violence against children in schools.

The problem associated with aggression and violence prevailing among primary school pupils could be seen in many lights as previously discussed, however, there are chances that the problem may be deeply rooted in the entertainment media the children are exposed to at their tender age. Violence in the media affects the aggressive tendencies of young viewers, especially if the violence appears as something that ensures the success of whatever bad intentions they have. Also, if it does not lead to punishment and does not cause pain or injury within a short time, on this note Krahe (2005) concludes that exposing children at such tender age to violence in the media can lead to long-term aggressive tendencies. Unfortunately, digital environment is developing more rapidly than expected. This therefore, agrees with the survey conducted by the Canadian Paediatric Society (CPS) on the effects of screen media on the child's development, learning and family life (Canadian Paediatric Society, 2017).

Since what children view have greater impact on them, they might want to practicalise the act and this may consequently result in violence and aggression. Children are now able to watch cartoon they like in the first priority not only through television but also through tablets, smart phones and computers. In order for these young stars at their tender age to become global children, parents in some African countries now give too much freedom to their children not only to do anything they like but also to watch whatever thing they like in the screen. In a survey conducted by Ergüney (2017) after interviewing the parents of 16 children at the age of 3-6, it was discovered that children used the internet on tablets, computers or the mobile phones of their parents in the changing periods of 1-4 hours and also played games, watched cartoons and videos through the internet. Similarly, in another study carried by Sapsağlam (2018) which investigated the social media awareness and its use on preschool children, it was discovered that a great number of children were familiar with social media applications and that they experience these applications through the smart phones of their parents. Accordingly, the mostly known and used application was YouTube, which is used by children to watch cartoons and videos.

Parents appear to assume that cartoons are "innocent" and are "good for children" and does not cause any harm to their psyche. The young age of the children is very critical in the sense that they have no idea of what is wrong or right to view. Again, they are so ignorant and naïve that whatever thing they see or listen to is imprinted on their mind. It also has a direct effect on their physical, mental and psychological capabilities. As they stay at the house, the only way they can

entertain themselves is to sit behind any screen. When no one is there to guide their choice they can watch anything that could have a damaging effect on them later in life. For the love of the screen, they can spend most of their time watching and the most watch and attractive channel is the cartoon series. However, on the positive note cartoons have affected the thinking, intellectual and communicative abilities of children (Ghilzai, Alam, Ahmad, Shaukat, and Noor, 2017). This assertion suggests that the effects on thinking, intellectual and communicative skill abilities on children could be positive and as well negative. All Children are excellent imitators but poor evaluators. These cartoons mostly contain several scenes that promote violence and aggression.

The bulk of the carton programmes are produced by Euro-American media companies, chief among them is Walt Disney and Time Warner. That they are produced in foreign culture, could make right the assumption that these animated foreign cartoon programmes do not reflect on Africa and indeed the Nigerian children the realities and sensibilities of the environment in which they lived. Instead, animated cartoons present Euro-American and Japanese perceptions and social constructions that are neither entirely relevant nor desirable in Africa and Nigeria. Research has indicated that most children watch cartoons for fun (41 %), action (23 %) and learning (17 %). Children imitate cartons; they fanaticize too much in their real life (70 %) (Sapsağlam, 2018). This is because these children are in that stage where images and impressions from diverse environments play a big part on how they construct their world.

The influence of cartoon on primary school pupils' behaviour can vary based on different factors; example of such factor is "gender," (Parlakyıldız, Seven, & Parlakyıldız, 2022). They are also of the view that boys and girls enjoy watching cartoons, mostly there preferred carton channels and the impact on them differs a lot. For instance, boys tend to gravitate towards action-packed cartoons with superheroes, while girls prefer cartoons with more social and emotional themes that feature characters they can admire and relate to (Canji, 2020). This difference in preference has impact on how they perceive gender roles and stereotypes (Canji, 2020). Boys may see themselves as strong and heroic and subsequently become predisposed to violence and aggression, while girls may identify more with nurturing and empathetic qualities. However, it could be vice versa on some cases.

Schools children attend can be a factor that affects how cartoons influence their lives (Ruchi, Mishra, & Head, 2014). Some schools may be very strict on the type of cartoons children watch, while others may be too loosed with the children and may not care on what the children watch. Children attending such school may have access to genres and different types of cartoons which may affect the messages they receive from what they watched (Atiku, 2012). Similarly, in a survey conducted by Atiku (2012), he observed that children attending public schools may have more exposure to mainstream cartoons that are popular and widely available. These cartoons may be more commercialised and have a stronger emphasis on entertainment and merchandising. On the other hand, children attending private or religious schools may have access to more educational and moralistic cartoons that align with the values and beliefs of their school community. However,

it is important to note that gender and the type of school of children are only one of the many factors that can influence pupils' attitudes towards aggression and violence through cartoons. Other factors like parental attitudes particularly when they allow their children to watch any type of carton they see may produce negative or positive effects. Peer influence is another factor, this may come as a result of interaction with age group who perhaps have watched some violent scenes on cartons. This may ignite their desire for other peers to watch same kind of cartons and this may result to a negative influence on them. Finally, is the media exposure outside school, when children have access to android phones with data to download and watch different type of cartons, in such situation they stay glued to their favourite cartons and thus, may give little or no time for studies. These and many more play significant roles in negatively affecting the children moral life.

In the rapidly changing world, social problems unfortunately increase at the same speed as well; people turn into less sensible, more lonesome, more consuming and less emphatic individuals. The way to prevent this would be only possible through education which starts from the womb of the mother. Pre-school period referred to as the magic years and absolutely critical period for the personal, moral, social, and emotional development of children (Oktay, 2002) must be handled with care. During this critical period, the roles of parents, educational institutions and the media are of great importance because children are living message sent into a time we don't see. Violence in the media is another cause of aggressive behaviour in children and adolescents as indicated by psychologists. Children, who are not able to relate themselves critically to the content shown in the media, may be particularly vulnerable to manipulation from unscrupulous developers.

**Statement of the Problem**

Scholars are of the view that aggression and violence are common among primary school pupils. Therefore, they have advocated focusing research on what the possible reasons might be in an attempt to alleviate this surging situation. Family, fear of abandonment, punishment, sexual assault, and domestic violence are all examples of biological and personal elements that have been found and thoroughly researched. However, there has been little or no research into how entertainment media, namely cartoons, have influenced aggression and violence among primary school pupils. Also, there has been little research as to whether factors like gender and school type could influence the behaviour of children viewing cartoons. As a result, this study investigates the influence of cartoons on Primary school pupils' attitudes towards violence and aggression in Niger state.

## Purpose of the study

1. To reduce violent and aggressive behaviors among primary school age pupils
2. To maintain peace and tranquility in both home and school environment
3. To serve as eye opener for the parent and primary school owners to know the consequences of allowing their wards viewing more of action cartoons than educative cartoons
4. To reduce numbers of failure pupils in the primary schools
5. To have an high moral standard society

## Research Questions

1. What level of accessibility of e-gadgets and cartoons among pupils in different zones?
2. What influence do cartoons exert on primary school pupils' behaviour?
3. Is there any difference in the influence of cartoons on pupils' behaviour based on gender?
4. Does cartoons affect the pupils' time to focus on productive tasks?

## Research Hypotheses

1. There is no significant difference in the responses of pupils on the influence of cartoons on pupils' behavour across locations.
2. There is no significant difference in the responses of pupils on the influence of cartoons on pupils' behavour based on school types
3. There is no significant difference in the responses of pupils on the influence of cartoons on pupils' behaviour among gender.
4. There is no significant difference in the responses of pupils on the effect of Cartoon watching time on pupils' productive tasks.

## Significance of the study

This study would be of great importance to teachers, parents and stakeholders of elementary schools as findings from it will reduce, if not totally eradicate the level of aggression and violent acts exhibited by primary school pupils. This will help in the development of good morals among primary school pupils in our contemporary society. Also, the results from this study will benefit the society through school. Parents will understand the consequences of not guiding what the children view and consequently play their roles in curbing violence among primary school pupils. Also, from the findings, the school will benefit as there will be fewer or no cases of unethical behaviors among their pupils. The parents will also have peace of mind whenever their children are not at home or among them. Findings from this study will provide evidences for future researchers in identifying the roles cartoons play in influencing violence and aggression among primary school pupils.

This study will as well help the government to put their priority right and provide more entertaining and educative programmes in a conducive environment that would help little children grow in love and peace rather than being aggressive and violent.

**The Scope of the Study**
This study covers the three senatorial zones of Niger State, among which some public and private primary schools were randomly selected. The three senatorial zones give a good catchment area and partial area coverage to the research. The targeted group of the study are primary school children within the age range of 10 to 12.

**REVIEW OF RELATED LITERATURE**

This chapter contains a review of literature related to the study under the following headings and sub-headings:

**Theoretical Framework**
Social Learning Theory
The Role of Reinforcement in Bandura's theory

**Conceptual Review**
The Concept of primary School Pupils
The Concept of Aggression
The Concept of Violence
Causes of Aggression and Violence among Primary School Pupils
The Concept and Evolution of Cartoon
Advantages of Cartoon Viewing among Children
Disadvantages of Cartoon Viewing among Children
Parents' Role against Aggressive and Violence Inducing Cartoons

**Empirical Review**
Studies on the Influence of Cartoon viewing towards Aggression and Violence among Primary School Pupils.
Studies on the influence of Gender Role in the Behaviour of Primary School Pupils Viewing Cartoon.
Studies on the influence of School Type in the Behaviour of Primary School Pupils Viewing Cartoon.
Studies on the Effect of Cartoon Viewing and Time Management among Primary School Pupils

**THEORETICAL FRAMEWORK**
**Social Learning Theory (SLT)**
The Social Learning Theory (SLT) as propounded by Albert Bandura (1963) suggests that imitation involves the actual reproduction of observed motor activities. Bandura believes that direct reinforcement could not account for all types of learning. For that reason, in his theory he added a social element, arguing that people can learn new information and behaviours just by

watching other people and not necessarily having anything to do with reinforcing activitiy. From the outset of his career, Bandura has envisioned human learning as a profoundly social event in which children learn about the world around them through social transactions and media sources. Much of this social learning is not under the direct control of teachers or parents, but rather, arises from contact with siblings, peers, co-workers, and mass media sources.

After observing the behaviour of others, people assimilate and imitate that behaviour, especially if their observational experiences are positive or include rewards related to the observed behaviour. The principles of social learning are assumed to operate in the same way throughout life. Observational learning may take place at any age. SLT had ways posited that people learn from one another, Bandura's Bobo doll experiments however disputed these claims, revealing instead that the power of televised or filmed violence on children's aggressive proclivities could be very strong and also produce same if not more effects than when children learn from one another. This is the reason why his model of Social Learning Theory is being adopted to serve as the research underpinning for this study since it has to do with learning within and outside the normal school environment. Such learning could produce more effect on the pupils because what they see settles in them easily than what is heard.

According to Comstock and Rubinstein (1972), the report of Bandura's pioneering studies acknowledged the adverse effects of televised or any other media outlets violence and the conditions governing the magnitude of that impact. These conditions include:

- Observation;
- Imitation; and
- Modeling.

This suggests that peoples mind could be entertained and made good or corrupted through any media outlets that is been watched through any of the above means. While explaining these conditions, Bandura tries to establish that one can acquire a large repertoire of social and other behavioural abilities by watching parents and others perform these behaviours as they grow up. By practicing the behaviour one is engaging in a cognitive learning process that theorist like Bandura (1965) calls observational learning. It should be noted that observation takes place when the ability to perform a behaviour is acquired or modified by observing others. Those performing the behaviour and being observed are called models. Observation always comes first when the model is present, then one can start to imitate what is being observed whether it is a positive or negative behaviour.

In a classic study of observational learning, Bandura (1965) showed young boys and girls a short film depicting an adult model behaving aggressively toward a Bobo doll (an inflated toy) that bounces back whenever it is knocked down. The Bobo doll experiment, showing the model beating

up the doll in the film while the children watched made them to start imitating the model's behaviour. After the film, the children were taken to a room containing a number of toys, including a Bobo doll. Results showed that the children tended to reproduce the model's aggressive behaviour toward the doll rather than engage in other types of behaviour. Taking cartoon viewing and aggressive behaviour among children in relation to this particular aspect of Bandura's theory would not be wrong to submit that violence or aggressive inducing cartoons would automatically have direct impact on the children viewing them. It is important to note that a control group of children who did not see the Bobo doll film did not display the modeled behaviour toward the toy. The behaviour of the children in the experimental group could not readily be accounted for by operant conditioning principles, since they had not been reinforced for playing with the Bobo doll. The modeled behaviour had been learned by observation alone. The question is, 'what would happen if the children saw the model actually being rewarded for the aggressive behaviour? A second Bandura study answers that question: Modeling aggression increases aggressive behaviour, and rewarding the model increases it even more. (Ross & Ross, 1963). Alhassan (2000) also states that after viewing some television shows depicting realistic violence, children are more willing to hurt one another, than after watching non- aggressive shows. Bandura (1965) explains instances of observational learning as involving four basic processes, these are:

1. Attention. The person must first pay attention to the model. The more striking or different something is the more likely it is to gain our attention. Likewise, if we regard something as prestigious, attractive or like ourselves, we will take more notice. (eg colour)
2. Retention. The observer must be able to remember the behaviour that has been observed. One way of increasing this is using the technique of rehearsal.
3. Reproduction. The third condition is the ability to replicate the behaviour that the model has demonstrated. This means that the observer has to be able to replicate the action he has watched. This however could be a problem to any learner who is not ready to replicate the action.
4. Motivation. The final necessary ingredient for modeling to occur is motivation, learners must want to demonstrate what they have learned. It should be noted that since these four conditions vary among individuals, different people will reproduce the same behavior differently. Reinforcement and punishment play an important role in motivation.
The Bandura's observational learning theory, as built upon these four processes and principles are very important to every learning situation. If attention is not given to anything in view, it cannot be retained for processing in the memory. Anything not retained cannot be productive and motivation will be at its lowest ebb.

**The Role of Reinforcement in Bandura's Theory**
It is important to note that observational learning can take place without reinforcement. In fact, Bandura emphasizes that reinforcement that seems so essential in classical and operant conditioning theories is totally unnecessary in an observational learning. How then does learning occur? Learning occurs by simply observing a model (Bandura, 1965). The model performs the behaviour, which it is observed and 'copied' or imitated as one's behavioural repertoire. One may display it immediately, as in the Bobo doll study, or not until many years later. In relation to this study suggests that parents or guardians may not need to reward their child or ward before he observes cartoon scenes for imitation purposes, as a matter of fact, allowing him to view cartoon could serve a positive reinforcement for other things on its own because most kids enjoy viewing it. Although not necessarily for learning, reinforcement does have at least two functions in Bandura's approach:

1) First, it plays a role when the person actually performs the behaviour. Bandura suggests that an observed behaviour may be incorporated into an individual's repertoire but never actually be exhibited until reinforcement is available for that behaviour. Unfortunately, watching people or cartoon characters fire guns and beat each other up, activities that many children see every day in violent TV programmes, may also lead to observational learning and perhaps later to violent behaviour when reinforcement is available. This implies that those watching would not need reinforcement to watch, but to perform what is being watched.
2) The second role of reinforcement is to enhance the learning process. For example, the adult model is rewarded for a particular response, the child is more likely to learn that response rapidly than if the model is not rewarded or is actually punished.

**Modeling in Bandura's SLT**
The people who are being observed are called models and the process of learning is called modeling. This point Bandura stated that second and third stages of social learning, imitation and behavior modeling, will occur if a person observes positive, desired outcomes in the first stage. For example, an instructor attends and observes a course in-world and is entertained, informed, and approves of the way students act, they are more likely to want to teach a course in-world themselves. They can then use the behavior they experienced to imitate and model other instructors' teaching styles in-world. Bandura (1986) previous studies confirmed that at least partly of many behaviours can be learned through modeling. Some examples that can be cited on this regards are, students can watch parents read, students can watch the demonstrations of mathematics problems, or see someone acting bravely or fearful situation (Bandura, 2006). Based on this point, aggression can also be learned through models. Much research indicates that children become more aggressive when they observed aggressive or violent models. From this view, moral thinking and moral behaviour are influenced by observation and modeling. In consequence, learning includes moral judgments regarding right and wrong which can in part, develop through modeling. On this process, he identified three basic models of observational learning:

- A live model, which involves an actual individual demonstrating or acting out a behavior.
- A verbal instructional model, which involves descriptions and explanations of a behavior.
- A symbolic model, which involves real or fictional characters displaying behaviours in books, films, television programs, or online media.

**Relevance of Bandura's SLT to Aggression and Violence among Cartoon Viewing Primary School Pupils**

Bandura's theory is pertinent to the study of aggression and violence in children's exposure to cartons. Children frequently watch cartoons that depict violent content, which can mold their attitudes, beliefs, and actions. If children see violent behaviour in cartoons, they may internalize it as acceptable and desirable, and even imitate it in their own lives if they perceive it as rewarded. Additionally, Bandura's theory emphasizes the significance of environmental factors in shaping behaviour (Bandura, 1965). For children viewing violent cartons, the environment is the media they are exposed to. Repeated exposure to violent content can lead to desensitization to violence and aggression, which increases the likelihood of engaging in these behaviours.

While Bandura's theory recognizes individual factors such as personality, cognitive processes, and genetics can also influence behaviour, it underscores the crucial role of the social environment in shaping behaviour (Bandura, 1965). This makes it applicable to studying aggression and violence in children viewing cartoons.

In summary, Bandura's Situational Learning Theory has relevance in understanding aggression and violence in children's exposure to cartoons. It underscores the importance of observation and modeling in shaping behavior and the role of environmental factors in shaping attitudes and beliefs. Understanding these principles can help minimize the negative effects of violent media on children.

**CONCEPTUAL REVIEW**

**The Concept of Primary School Pupils**

Primary school pupils are children between the categories of six to twelve years old and this stage is the first certified educational training a child receives. Pupils enter the primary school at the age of six (6) in Nigeria and spend six (6) years before transiting to junior secondary school when they are about twelve (12) years old. According to the National Policy on Education (2004), primary education is the education given in an institution to children aged six (6) to eleven (11). It further explains that the rest of the education system is built upon it and is the key to the success or failure of the whole system. This means that in Nigeria, though many are not following this age bracket, a child must be at least six years old before he/she can start receiving the first formal education. As earlier noted primary education is typically the first stage of formal education in Nigeria after pre-nursery or the kindergarten, this system is conventional across many countries in Africa.

Pupils proceed to the junior secondary school which is the next stage and there after the senior secondary school education.  In those six years of primary education the children are to be prepared for the formal education system that builds up to the tertiary education level of their choice. However, the primary education is the key to the success or failure of the whole education system. In the colonial days in Nigeria, the purpose of primary education was basically that of reading, writing and arithmetic. Children were then educated to be able to read, importantly in the white man's language (English), so as to enable them communicate easily with the British people who were their colonial masters. This was beyond the ability to read and write, the colonial officials needed interpreters and those to serve in the civil service and as their domestic servants. After independence, the stakeholders in primary education found that the purpose of primary education then was inadequate to meet the needs of the independent Nigerian child. Thus, commencing a shift to a National Policy on Education which was planned and formulated for Nigerian schools in 1977.

According to the National Policy on Education in Nigeria (2014), the purposes of primary education in Nigeria include the teaching of permanent literacy, numeracy and the ability to communicate in a child's native language and English language effectively; laying a sound basis for scientific and reflective thinking; encouraging a sense of belonging-citizenship education; training the children in moral and character training; the ability to adapt to changing environment as well as building a solid foundation for secondary education. The primary school level is the only level of education recognized for the development of permanent literacy and numeracy skills in the learners. What the other levels of the education, from the secondary school to the university do is to build on the foundations level laid at the primary school.  Therefore, primary education could be regarded as the most important level of education which the other levels cannot do away with.

Primary education is universally accepted as the foundation laying level of education in all nations of the world. It provides the mini-structural framework on which the quality of other levels of education is anchored. For primary education to be the bedrock of educational system, Umoh (2006), maintained that it must bring to the learners elementary and general knowledge of science, by teaching them to use and operate scientific objects and gadgets so that they may be conversant with such foundational knowledge as they advance to other levels. The lunching of the Universal Basic Education (UBE) programme in 1999 was the Federal Government effort to salvage the primary education system which is the foundation stone of other educational levels and in fact, the corner stone of national development (Okpala, 2007). This confirms the fact that primary education is the foundation for any qualitative education in Nigeria. Experts in education had advocated that education is a continuous and a progressive process that begins from known to unknown, familiar to unfamiliar. At the primary education level the known is implemented and as it gets higher the unknown comes to play. Furthermore, it shows that it is the primary education graduates that gain admission into secondary education and later proceed to higher education. In this regard, the

quality of output from primary education will definitely produce future professionals, such as Technologists, Engineers, Educationists, Lawyers and some lecturers in tertiary institutions of learning. The term quality is used to portray the expected better output from higher education based on the desired good foundation laid at the primary education level.

As pointed out by Ijeoma (2004), Adedeji (2004), Onyeagba (2006), Saidu (2008), and Sen (2010), primary education is the foundation for a child's learning on which every other level of learning depends. Furthermore, Olaniyan & Obadara (2008), submit that apart from the home as the first agent of socialization, the primary school is the first that introduces formal education or literacy to the children. This suggest that the future buildup of every child's education largely depends on the foundation at the primary school. Armstrong (2008) affirms that certainly, primary and secondary educations are both important elements of the sector. Primary education is one of the tripods of Nigerian education system, the others, are the secondary and the tertiary levels which forms the three. The primary level is the most critical being the base of the whole system and the key to the success or failure of the whole system.

It is important that children leaving primary school should have confidence to demonstrate the following abilities.
- Learn: Learning new things with the ability to relate them to their previous knowledge and experiences. Learning to unlearn so as to relearn.
- Think creatively: This is the ability to initiate an idea, developing and presenting it logically to others to understand and appreciate.
- Solve problem: That means the ability to apply past knowledge, skills and experiences to solve challenges or difficult situations and circumstances.
- Reason abstractly: That means attaining the higher form of learning capability. This is the ability to read and write, to analysed, synthesize, evaluate and appreciate acquired information from a variety of sources. (EFA)

According to the UBE report, children finishing primary school should possess basic literacy and numeric skills. They should demonstrate a level of technical organization skills. They should show by their behaviours and attitudes that they have acquired a measure of educational values which are expressed in the national goals of education.

**The Concept of Aggression**
Aggression is understood as any intentional action which seeks to inflict harm or pain to someone, causing physical pain and moral suffering. In other words, aggression is a deliberate action with a view to causing harm to someone, which cannot be justified. On the grounds of psychology, "aggression or interpersonal violence is defined as actions taken intentionally by humans (e.g. specific behaviour, arranging certain situations, etc.), posing a threat or causing harm to the physical, mental and social well-being of other persons, i.e. causing pain, suffering, destruction,

leading to the loss of cherished values." (Pufal, 1996). It can be said that aggression in children and adolescents can come in form of when they express their anger, rebellion, hostility, frustration or the desire to destroy, thus inflicting harm (loss, pain) to persons or objects, and behaving in a manner that does not fit the rules and social norms. Violence, on the other hand, will address such situations in which a child or young person uses their advantage - strength, speed, agility, sex or even age in order to obtain certain benefits.

Aggression is a disposition to dominate without considering others' rights. Aggressive behavior among students commonly includes pushing, grabbing, slapping, and stealing (Price & Everett, 1997). Aggression that has been demonstrated to be stable over time includes bullying behavior (Glover, 2000; Salmivalli, 1998; Olweus, 1978). Bullying is defined as negative action against someone (the victim) in which someone (the bully) intentionally inflicts, or attempts to inflict, injury or discomfort repeatedly and over time on a victim (Olweus, 1994). Bullying takes place in relationships in which there is an imbalance of power (Horne & Socherman, 1996) but it is not bullying when students of about equal power argue or fight (Nansel et al., 2001). Bullying may include teasing, badgering, exclusion, or direct physical bullying such as pushing, hitting, and kicking (Nansel et al., 2001).

In its widest interpretation, bullying may be interpreted as an invasion of another's personal space (Glover et al., 2000). Bullying is a problem in schools not just because it may lead to more aggressive or violent behavior, but also because it may interfere with the learning of the victim (Horne & Socherman, 1996). Bullying is commonly given as a reason for missing school by the victim (Eslea & Smith, 1998).

**Types of aggression**

1. Frustration aggression: Frustration aggression sometimes results from a lock imposed on the affiliation need, which is a consequence of parents' emotional coldness, their excessive severity as well as the use of corporal punishment; a lock imposed on the need for social recognition due to too frequent admonition, pointing out deficiencies, etc.; a lock imposed on the need of self-reliance which results from too many prohibitions and injunctions from adults, excessive restriction of independence of children and adolescents.

2. Imitative aggression: This is as a result of an involuntary imitation of models of aggressive behaviour, which a person comes into contact with in their surroundings; the role-model is sometimes the behaviour of parents, colleagues, neighbours, it may also be films, computer games, etc.

3. Instrumental aggression: Its motive can be found in specified objectives of an action. This aggression plays the role of an instrument to achieve the objective; its cause may be found in an incorrectly configured hierarchy of values or in a belief in one's superiority or special privileges (e.g. a boy extracting money from other children by force, threatening them with beating-up, and,

in the event of finding his command unfulfilled, realizing his threats. If this action succeeds several times, it will become fixed).

4. Pathological aggression -  Children with psychomotor hyperactivity (neurotic children) epileptics – before seizure some children exhibit increased emotional excitability, may be malicious and vexatious  schizophrenics – there are uncontrollable fits, such people attack others in their vicinity or destroying various objects  oligophrenics - increased psychomotor hyperactivity can be seen in them  psychopaths –who are unable to experience feelings of kindness and sympathy towards other people. (Skorny, 1987)

The diversity of definitions of the notion of "aggression" is the cause of the diversity of its classification.

 1. Aggression can be divided according to the moral content of behaviour:
- Social aggression – destructive, acting against the community
- Prosocial aggression - serves the interests of an individual and society

2. According to the aggression inflicted:
- Instrumental aggression – aggression is only a means to satisfy some other purpose, carry out some plans, intentions – an individual is aggressive when in this way their plans, intentions, goals can be carried out
- Affective aggression – has nothing to do with satisfying any needs; its sole purpose is aggressive behavior, infliction of harm or injury to someone - an individual is aggressive for internal motives, aggressive behavior is not related to any other benefits

3. According to its character:

i. Offensive:  Intraspecific aggression – such as the struggle between males of the same species - this type of aggression includes offensive aggression interspecific aggression - otherwise known as plundering e.g. hunting to get food or attack in order to get food ii. Defend the young - it is a defensive aggression.

Defensive:  Male aggression is often directed towards defending their territory, while female aggression is frequently observed in defense of their offspring. Additionally, aggression in self-defense is a common occurrence across genders (Ranschburg, 1996).


**The Concept of Violence**

In defining "violence," it is important we separate it from aggression so people would not assume they are the same. Tarabay and Warburton (2017), sees violence as a severe form of aggression in which a person engages in physical behavior with the purpose of killing or permanently injuring another person. Aggression and violence are rarely productive, and they are only occasionally motivated by rage. The World Health Organization defines violence as "the intentional use of physical force or power, threatened or actual, against oneself, another person, or a group or community, that either results in or has a high probability of resulting in injury, death, psychological harm, mal-development, or deprivation," (Rutherford, Zwi, and Butchart, 2007). This definition emphasizes that in order for an act to be regarded as violent, a person or group must aim to use force or power against another person or group. As a result, violence is

distinguished from injury or hurt caused by unplanned actions and situations. This term also emphasizes the use of threatened or actual power in addition to the use of physical force. As in gang violence or ethnic group repression, such power or force might be utilized against oneself, an individual, or a group or society.

In Bufacchi's (2005) views, violence could take two forms, viz; violence as force and violence as violation. The term 'violence' is commonly regarded in terms of interpersonal acts of force involving the inflicting of bodily injury, implying that the idea of violence cannot be comprehended without the concept of force. Aside from its association with the idea of force, violence can also be defined by the verb 'to violate,' which means to infringe, transgress, or surpass some boundary or norm. Summarily, acts of omission or neglect, as well as acts of action, can be classified as violence. Violence is characterized not just as resulting in physical hurt, but also as being present where psychological suffering, violation or deprivation occurs.

World Report on Violence and Health (WRVH) published in (2020) classified violence into three categories based on who has committed the violence. These include: self-directed, interpersonal or collective violence. Self-directed violence is a broad phrase that encompasses suicide ideation or action, as well as many forms of self-harm (Rutherford, Zwi, and Butchart, 2007). Suicidal activities that end in death are commonly referred to as "fatal suicidal behavior." Suicide that does not result in death is referred to as "nonfatal suicidal behavior," "attempted suicide," "par suicide," and "self-harm." Suicidal ideation is a term used in medicine to indicate thinking about killing oneself. The term "self-mutilation" refers to the intentional destruction or alteration of body parts without the intention of committing suicide.

Acts of violence and intimidation between family members, intimate partners, or individuals, whether or not they are known to one another, and where the violence is not particularly designed to serve the goals of any group or cause, are referred to as interpersonal violence. Child maltreatment, juvenile violence, some forms of sexual violence, and elder abuse all fall into this group (Rutherford, Zwi, and Butchart, 2007). They are also of the view that the "instrumental use of violence by people who identify themselves as members of a group...against another group or collection of individuals, in order to achieve political, economic, or social objectives" has been defined as collective violence. War, terrorism, and violent political, confrontation between or within governments are examples of collective violence, as state-sponsored violence (genocide, torture, and systematic violations of human rights), and organized violent crime such as gang warfare. It can encompass all forms of violence, whether physical, sexual, or psychological, as well as neglect or discrimination.

**Causes of Aggression and Violence among Primary School Pupils**
It is a fact that both the adult and the young people experience some level of frustrations in situations as a result of thwarted effort to achieve a goal or satisfying some particular needs every

day. These needs range from physical through social to psychological. People react differently when frustration sets in as a result of their in ability to achieve their set goal to satisfy their needs (Kolo and Yaroson, 2004). A typical reaction to frustration by many children of primary school age is aggression. Aggression, be it direct or indirect is more or less regarded as an anti-social behaviour which should not be encouraged in children as it cannot only be harmful to the exhibitor but also to others around him. Aggression refers to behaviours emerged to harm another person. Physical aggression refers to purposefully harming someone to cause pain such as beating, pushing, throwing objects and so on. Application of the aggressive language such as yelling and screaming that causes hurting emotions and credit of a person and lowers a person's value is called verbal aggression. Social aggression refers to actions to harm others' social statuses and friendships. Aggression is prevalent among children and adolescents. In 2018, the UNESCO estimated that approximately 30% of all students annually experienced some type of aggression at school.

Aggression causes devastating effects on social competence, efficiency, and interpersonal relationships and can develop a negative image among peers and teachers, peer rejection, academic underachievement, alcohol abuse, drug abuse, delinquency, suicide, self-harm, aggression, and anxiety. It is believed that aggressive behaviors in childhood is associated with an increased risk of psychological problems in adolescence and adulthood. In addition to the individual dimensions of aggression and its consequences in the school, it can have extensive social and economic costs. There are many causes of aggression, they are found in the family, peer environment and in the media.

There are many theoretical solutions related to the origin and mechanism of the causes of aggressive behavior, they are:

1. Biological factors can be indicated among the causes contributing to the occurrence of aggression. These mostly include the neurological and chemical imbalance of the body. An important role can be played by a factor associated with the temperament of the child. Overactive children are fidgety, react quickly, are more likely to produce and perpetuate aggressive reaction patterns than children of low level of reactivity. It should be noted, however, that factors related to the temperament of the child are of secondary importance for the occurrence of aggressive behaviour patterns. (Kołodziejczyk, 2004).

2. Family is a key area wherein the process of socialisation of children takes place. It is a fundamental cell of life in society (Alejziak, 2008). It has a profound effect on a child from the moment of birth, therefore, it is a specific place to gain experience before the actual entry into social life. Thus in this context Alejziak blamed parents for their children's negative behavior.
In poorly functioning families, there may be a tendency for children to be neglected by parents. This can cause feelings of inferiority and a lower self-esteem. In order to compensate for the unpleasant emotions, a child seeks respect for him/herself by dominating mostly younger and

weaker children. Therefore, to Danilewska (2002), the reasons for the aggression inherent in the family includes parental punishment, i.e. prohibitions, orders, use of threats and shouting, as well as corporal punishment, which includes abuse and beatings. Another reason as indicated by Wolińska (2004) is the disruption of the parent-child interaction. The sooner such interference takes place, the more traumatic they will be, and in this manner the principle of the general negativity is introduced in their mutual relations. Such disturbances include: lack of eye contact, touch, little sensitivity to the needs of the child, low tolerance for their child crying, and strict discipline. Yet another reason is the fear and the feeling of abandonment, which causes a sense of emotional rejection and violates the child's sense of security. In order to reduce it, the child behaves in such a way as to focus the attention of a parent on him/herself. Attention is in fact synonymous with the love of the people that we love. (Danilewska, 1992).

3. The school environment and its associated factors like the number of students in the classroom, the organizational structure of the school, inadequate control of the students, psychological factors (lack of clear rules of school life, inability to cope with stress and conflict situations), bad relationships like teacher-student and student-student.

4. Violence in the media is another cause of aggressive behaviour in children and adolescents, indicated by psychologists. Children who are not able to relate themselves critically to the content shown in the media, may be particularly vulnerable to manipulation from unscrupulous developers. Violence in the media affects the aggressive tendencies of young viewers, especially if the violence appears as something that ensures the success or does not lead to punishment, or does not cause pain or injury (Krahe, 2005). He concludes that exposure to violence in the media can lead to long-term aggressive tendencies.

Individuals often acquire new forms of aggression through exposure to the actions of other persons. Specifically, individuals frequently seem to learn new ways of harming others through exposure to the actions of parents, friends, and actors in movies or characters in TV shows. Informal evidence for the occurrence of such effects among adults is available from several different sources. For example, it is often the case that movies which depict or describe unusual violent crimes are followed by a wave of similar events around the nation, particularly in urban centres and large towns. In such instances, viewers seem to acquire new forms of attacking others, and also learn that it is possible to 'get away' with such actions.

Evidence for the occurrence of destructive modeling has been obtained in many experiments in which adult subjects exposed to live (Baron, 1974) or filmed aggressive models (Geen & Stonner, 1973) have been observed to demonstrate higher levels of aggression than subjects not exposed to such models. If adults can be influenced in this manner by exposure to the aggressive actions of others, it might be expected that children, with their weaker sense of morality and lack of sophistication, would be affected to an even greater degree.

Other studies have further suggested that after viewing television shows depicting realistic violence, children are more willing to hurt another child than after watching non-aggressive shows (Liekert & Schewartzberg, 1987). We can conclude that the high level of violence prevailing in many popular television shows has adverse effects upon the persons who view them, though not all experimental findings support this conclusion (Manning & Taylor, 1985). But the weight of existing evidence does seem to suggest that exposure to televised violence may weaken children's restraint against attacking or harming others. Studies suggest that even lower animals learn by observation. Children that have observed chicken models pecking a key to obtain grain learn the response themselves more quickly than chickens that did not observed the model (Johnson, 1986).

**The Concept and Evolution of Cartoon**
The term "cartoon" is frequently interchanged with "animation in everyday speech." There is, however, a distinction between animation and cartooning. According to Hasa (2016), cartoons can be a drawing, a television show, or a film created utilizing animation techniques while animation is the process of bringing artwork or inanimate objects to life through motion pictures. Thus, we can say that the making of cartoon involved the process of animation. In general, we use the term animation to refer to cartoons that are broadcast on television, as well as children's television shows (e.g., Loony Tunes, Tom and Jerry, Garfield, etc.) Tangled, Finding Nemo, Shrek, Kung Fu Panda, Happy Feet, Despicable Me, Frozen, and other animated films are examples of animations. As a result, animations can be both cartoons and animated films.

The term "cartoon" refers to two things. It can refer to a simplistic, non-realistic artwork representing a comedic setting or people who are exaggerated in some way. Newspapers and publications frequently publish cartoons like this. Satire is frequently used in cartoons to make subtle criticisms (Hasa, 2016). A cartoonist is an artist who creates cartoons (drawings). Cartoon is a short film or television broadcast that employs animation methods to photograph a series of drawings instead of real people or objects. Children's cartons frequently contain anthropomorphized animals (animals that act like humans), superheroes, children's adventures, and other related topics. Popular cartoons include Asterix, Scooby Doo, Adventures of Tin Tin, Duck Tales, Tom and Jerry, Thunder Cats, Dora the Explorer, Garfield, among others.

According to Masterclass (2021), Animation has a long history dating back to the ancient world. From ancient Greek pottery through seventeenth-century ocular toys to twenty-first-century computer-generated imagery (CGI), animation has existed in numerous forms, evolving into the technological marvel we witness today. People began experimenting with computer graphics for science and research reasons as early as the 1940s. John Whitney Sr., a composer, animator, and inventor, created a unique computer gadget out of a converted Kerrison Predictor (a World War II-era anti-aircraft fire-control system). They were able to make accurate lines and forms by using mathematics to regulate the device in more particular ways. Whitney Sr. animated the opening title sequence for Alfred Hitchcock's 1958 film Vertigo with the help of famed graphic designer Saul

Bass. One of the first live-action films to employ computer animation, the classic picture is considered one of the best.

As more computers became popular in the 1960s, inventive digital graphics exploded, and by the 1970s, many people were employing computer graphics as an art form. Graphic design software and tools for computers progressed, while government support for the University of Utah saw the creation of innovative animation projects, including one directed by Ed Catmull called Hand/Face (1972). As more people became aware of the powers of this new medium, computer animation's capabilities grew, eventually maturing into the CGI masterpieces that now dominate our media. Despite these advancements, full-figure, traditionally animated films are still being made. Drawing a clear distinction between live action and animation is becoming increasingly challenging as digital imaging techniques increase in quality and affordability. Vanguard (2019) noted that since the late 1800s, when the first motion pictures were shot, cartoons have been a part of film history. Cartoons were originally quite short because they were shown in theaters before feature films, but they grew in length when cartoonists were able to broadcast their shows on television, resulting in the half-hour block shows that can now be found on Nickelodeon, Cartoon Network, and the Disney Channel.

**Advantages of Cartoon Viewing among Children**
Cartoons are the first novelty that little children and babies view on television. Because their babies can see and be distracted by the vibrant colors and motions of the characters, mothers begin placing their babies in front of the television when they are around 4 months old. When they first start watching cartoons, babies can have an attention span of about a half hour. If new mothers are going on an outing or have a few minutes to pick up something or make a phone call, this can assist them grab a few things. There are numerous advantages to watching cartoons for individuals of all ages, including the fact that it is soothing for younger children, school-aged children, and even adults.
The varied positive benefits that cartoons have on kid behavior and development demonstrate the value of cartoons for youngsters. According to Nair (2018), Cartoons can help children learn at a young age. Cartoons have a favorable impact on youngsters, especially when they are educational cartoons that teach shapes, numbers, and colors. These cartoons may teach youngsters basic skills in a fun and participatory way, making learning a pleasurable experience. Corroborating this, Kumar (2020) claims that allowing children to watch cartoon shows can help them develop their inventiveness. This amount of inventiveness aids individuals in coming up with fresh ideas in both their academic and personal lives. All of their work will be done in a creative manner. As a result, offer kids the best cartoon shows to help them develop their creativity. Children enjoy learning because of the moving, talking pictures and colorful visuals. Cartoons can expose children to a variety of languages, assisting them in the development of their linguistic skills. Allowing kids to see cartoons in your original tongue, for instance, can aid their language learning. Kids can enhance their pronunciation and speaking style by viewing different cartoons.

Kumar (2020) opined that children can acquire principles from cartoon shows and use them in their daily lives. As a result, attempt to provide them with more and more cartoon shows, but only those that teach your children moral lessons. The moregood cartoon shows you provide for kids, the better they will learn in their lives. Morals are essential life lessons to learn. Nburu (2012) affirms that cartoons make the child become aware of social life. A child who watches cartoons has higher focus capability than a child who does not, simply because the one watching has the ability to follow up on events (in the cartoon episodes). Kids can get a peek of what's going on in the social world as early as three years old, and they can grow with the knowledge of how to connect successfully with people in society.

An article in Vanguard (2019) noted that cartoons help youngsters learn faster than traditional classroom education because they use a combination of audio-visual effects and acting to help them absorb academic knowledge. Experts believe that this is why youngsters can sit still for long periods of time while watching animated series on television. Experts believe that children who watch educational programs have better grades, read more books, value achievement more highly, and are more creative than youngsters who watch violent or solely "entertainment" television. Many educational cartoons and educational programs teach colors, forms, and life facts, all of which are directly tied to education.

### Disadvantages of Cartoon Viewing among Children
In view of the benefits of cartoons viewing to children, experts have discovered that cartoons may predispose children to aggressive behavior, which is assumed to result from prolonged exposure to a media diet of violent cartoons rather than those with pro-social and educational content. Vanguard (2019) posited that pre-school children who are exposed to violent cartoons create building blocks for aggressive behavior such as bullying, shoving, yelling, and destroying things when they enter school, and these behaviors may stick with them later in life. Furthermore, children may believe that no one is wounded or in pain since cartoons appear to be unaffected by violence or accidents. Characters in Tom and Jerry, for example, frequently collide with one another or cause one another to fall from great heights, often with no real consequences.

Also, Nair (2018) noted that cartoons may promote unruly behaviour or lack of empathy. Several cartoons depict characters behaving in an impolite or disrespectful manner toward their teachers and elders. When children are chastised for inappropriate behaviour, they may imitate this behavior and defy their parents or teachers. Also, cartoons frequently contain language that is inappropriate for youngsters. Children are impressionable, and they may pick up foul language from cartoons and use it in real life. Several cartoons encourage antisocial behavior and send out negative signals to children. Some cartoons, on the other hand, contain sexual innuendos, encourage hostility, and encourage bratty behavior. These can have an impact on your child's behavior, leading them to believe that being aggressive, spoilt, or violent is normal.

In Mandrapa's (2014) view, cartoon watching promotes bad role models. When youngsters watch cartoons, they frequently identify with the characters. However, the problem is that these characters are usually inappropriate for any identification because they are too aggressive or possess supernatural abilities, such as the ability to fly, shoot spider web from the wrist, jump from the top of a skyscraper onto nearby buildings, throw a lightning bolt, run faster than the wind, fall from the 10th floor and remain unharmed, and so on. These abrasive characters have the potential to become role models. Children can use cartoons as a substitute for real life if they are not supervised by their parents, who will explain the difference between reality and fiction (which is not always the case because parents are usually busy and prefer to leave their children in front of the TV). This could be harmful to the child's mental development. Unfortunately, some children take cartoons to an unhealthy level.

**Parents' Role against Aggressive and Violence inducing Cartoons**
For school-aged youngsters, viewing cartoons is a major source of entertainment. Parents should watch cartoons with their children, according to some researchers, to help them filter and recognize useful content (Ali, Abdellatif, Zaki & Mostafa, 2021). Most times parents' busy schedules allow them to spend less time with their children, many children spend their time watching television alone. Nan (2016) asserted that some parents intentionally keep their children occupied by watching cartoons in order to keep them from causing trouble around the house. This might not help them to filter between violence and aggressive behaviour, both of which can influence children, so, every parent must learn to keep their children out of mischief in a constructive way. In Mandrapa's (2014) view, parents should monitor and limit the amount of time their children spend watching television or using the computer, to no more than one hour every day. Parents should explain to their children that the cartoon character in a particular situation has not been hurt because it was just a comic, but he (the child) would be gravely injured or dead in real life if he tries such act. Parents should also teach their children that using violence to resolve a quarrel is not the best option. Parents should present their children with cartoons that will have a favorable impact on them. It would be preferable if parents watched cartoons with their children and discussed the characters.

Nan (2016), a counselor, noted that some kids are so addicted to cartoons that they would rather urinate on themselves than visit the restroom because they don't want to miss any portion of the tale. In fact, these addicted kids become extremely rebellious and unruly in their homes. The counselor urged parents and guardians to limit their children's exposure to just positive cartoons and programs by keeping track of what they watched and being strict about it. Parents, she claims, can buy positive cartoons for their children and only allow them to watch cartoons approved for broadcast on national television. If we recall that we are what we eat, parents, guardians, and other caregivers must be mindful of what their children and wards consume.
Nair (2018) gave the following tips to help parents or guardian monitor their kids/wards while watching cartoons. These include:

1. Watching with your children

When you watch a cartoon with your children, you may keep track of what they see and how they react to various moments in the tale. It also aids in the development of a stronger link between you and your child. Knowing their favorite cartoon character and laughing with them will help you better comprehend their thoughts and build your relationship with them.

2. Set a time limit for your kids

Set a limit of one hour each day for watching TV or cartoons, particularly for small children. Encourage them to go outside and play instead of sitting in front of the TV watching cartoons.

3. Choose cartoons that are appropriate or educational

Allow only age-appropriate or instructional cartoons to be shown to your child, as long as they do not represent or encourage undesirable behaviour.

4. Look for Educational Channels

Investigate networks such as Discovery, National Geographic, and Animal Planet for instructive and instructional programming that will benefit your child's entire development. You can also take them out to see what they've been watching on TV.

5. Distinguish between reality and cartoons.

Nair (2018) believes that it is important to explain to your child, the difference between reality and cartoons. Teach your kid the difference between what is dangerous, what is acceptable, and what is not feasible. For example, you could explain to your child that while a character in a story appears to have averted harm despite being subjected to violence, this is not always the case in real life.

6. Do not allow them to eat in front of the television.

He emphasized that eating in front of the TV or iPad lays the foundation for a lifetime of negative eating habits like binge-eating and being addicted to junk food. When children are in front of a screen, they frequently overeat. They also have a tendency to eat unhealthy foods. Avoid watching TV during mealtimes and eat as a family at the dining table. This will help the children concentrate on the meal and encourage them to consume healthy foods and stop when they are satisfied.

**EMPIRICAL REVIEW**

**Studies on Cartoon Viewing and Formation of Aggression and Violence among Primary School Pupils**

The act of watching cartoons is a widely enjoyed leisure activity for primary school pupils across the globe, and it has a notable influence on their social, cognitive, and emotional growth. Nonetheless, the link between viewing cartoons and the emergence of aggressive behaviour and violence in children remains a subject of debate (Zhang, 2021).

Ali, Abdellatif, Zaki and Mostafa (2021) in their study revealed that cartoon violence has a major impact on children's conduct, particularly among elementary school children, causing aggressive behaviour which may result in violence. Children are thought to be the country's future. Childhood

is crucial since it is during this time that behaviours can be easily molded. Interacting with, watching, and mimicking the creations around them helps children learn and develop skills. Cartoon films, for example, are one of the most influential forms of media today. Children, who are easily influenced by their surroundings, are more vulnerable, owing to the capacity of television and media material to influence their growth, behaviour, and entire lives, which can either build or break them.

Parivan & Islam (2020) in Abdellatif, Zaki and Mostafa (2021) posit that cartoons depicting violence and aggressive behaviour have the potential to encourage children to act violently in real life. Children who witness violence that is genuine, repetitive, and unforgivable are more inclined to emulate it. According to the American Academy of Pediatrics, children who watch violent cartoons are more likely to be hateful, aggressive, and disobedient. The animation has three primary consequences that are related to child violence: children are at risk of aggressive reactions and violent behaviour; children are at danger of aggressive reactions and violent behaviour; and children are at risk of aggressive reactions and violent conduct.

Corroborating the above views, Malt and Garcia (2017) say violence is one of the biggest influences on youngsters when they watch cartoons. Furthermore, violence is a big feature of most cartoon shows. Children are influenced and drawn to violent themes through cartoon programming. Violence is seen as a taught behavior, children must be exposed to it in order to become aggressive. Children will learn these behaviors if they see their favorite characters punching, kicking, and beating up the "bad people." Because most of these cartoons don't show any consequences for these behaviors and, in some ways, promote violence, youngsters believe that this is an acceptable form of problem solving, which leads to bullying most of the time. Bullying, on the other hand, in Malt and Garcia's (2017) view is a kind of aggression towards others, whether physical (hitting, kicking, pushing, etc.) or mental (rejections, put downs, threats, etc.). Bullying can make bullied people feel powerless and abused. Bullying is serious and can be harmful to children's well-being, leaving long-term emotional scars on both the bullies and the bullied. Furthermore, research reveals that children who witness bullying are just as destructed, afraid, angered, and hurt as those who are bullied. As a result, bullied youngsters may grow up to be abusive adults.

Also, Anderson, Berkowitz, Donnerstein, Huesmann, Johnson, Linz, Malamuth, and Wartella (2003) after conducting a thorough analysis on media violence discovered a noteworthy connection between exposure to violent media and aggressive conduct in children. They emphasize the harmful effects that cartoon violence can have on children's behaviour and suggest that parents should monitor their children's media consumption. This also lends credence to the findings of Cline and Croft (2015) which focus on emotions' contribution to moral development, and it emphasizes how harmful negative emotions like anger can be for ethical reasoning and conduct. The authors propose that exposing children to violent media, cartoons included, can heighten the negative emotions they experience, potentially increasing the likelihood of violent behaviour.

Ergün (2012) observed that children's capacity to control their motives is limited, therefore they can model their aggressive conduct after that of cartoon characters. Because youngsters need and seek power, the producer capitalizes on this urge by creating sympathetic, strong, and aggressive media heroes who can overcome any challenge using magical and endless powers and use physical force to solve their issues. What matters is that they grow powerful and armed, and that they use violence to solve problems. When the regularity of this type of message is combined with the characters' loveliness as well as their kind-heartedness, there is no reason for children not to copy them. Children have been more affected by television than adults. This is especially true because children and adults have varied reasons for viewing television. While adults watch TV for entertainment, children watch it for learning and recognition. Furthermore, more vulnerable children attempt to comprehend and are influenced by the television shows they see. It is thus safe to conclude from the foregoing that cartoon viewing to a very reasonable extent contributes to aggression formation among school-aged children.

**Studies on the Influence of Gender Role in the Behaviour of Primary School Pupils Viewing Cartoon**
In general, past studies show that boys exhibit more physical violence in early childhood than girls. Zhang (2021) however noted in his survey that looked particularly at cartoon viewing, aggression, and gender that boys demonstrate higher physical violence than girls after watching violent television cartoons, although, at some points he noted that after being exposed to prosocial media, boys exhibit less aggressive tendencies than girls. Sibling conflict is less likely to occur in females than in males when parents and children play video games together. Boys in this age range should be expected to exhibit higher levels of aggression than girls because they are generally and developmentally more aggressive. In agreement Ramesh (2021) noted that boys are more likely to imitate violent cartoons than girls.

Female children were much more influenced by the characters' speeches, the topic of the cartoons, and the music in the cartoons. According to Ergün (2012), male children were more influenced by the cartoon characters' behaviour and extraordinary actions, female children were far more influenced by the characters' speeches, the topic of the cartoons, and the music in the cartoons. Children in primary school grow increasingly aware of sexual discrimination and so begin to concentrate between genders, either as a result of the biological influence of hormones or as a result of the emotional effect of the social environment. It is also believed that the message conveyed by the toy baby purchased for female children during infancy, as well as the toy automobile and weapon purchased for masculine children, influences their choice of cartoons as they get older (Ergün, 2012).

Cherry (2020) in another survey on Bandura's Bobo doll experiment noted that researchers were correct in their prediction that boys would behave more aggressively than girls. Boys were more than twice as likely as girls to engage in physical hostility. He further argues when it comes to

whether a same-sex or opposite-sex model was observed, there were significant gender disparities. Boys who witnessed adult males behaving violently were more impacted than those who witnessed aggressive female models. Boys were more prone to copy physical acts of violence in same-sex hostile groups, whereas girls were more likely to imitate verbal hostility.

**Studies on the Influence of School Type in the Behaviour of Primary School Pupils Viewing Cartoon**
There have been few studies on the influence of school type in the behaviour of pupils viewing cartoon. A study by Obsuth, Eisner, Malti and Ribeaud (2015) found that children who attend schools that promote pro-social values, such as empathy and cooperation, are less likely to exhibit aggressive behaviour than those who attend schools that do not promote these values. This suggests that the school environment can influence children's attitudes towards violence and aggression. Children attending public schools may have more exposure to mainstream cartoons that are popular and widely available, while children attending private or religious schools may have access to more educational and moralistic cartoons that align with the values and beliefs of their school community (Obsuth et al., 2015).

Private and religious schools may have a stronger emphasis on moral and ethical values, which can influence how children perceive violence and aggression in cartoons. A study by Omisore, Omisore, Adelekan, Afolabi, Olajide, Arije, and Agunbiade (2013) revealed that children who attend private schools are less likely to exhibit aggressive behaviour than those who attend public schools. The authors suggested that this difference may be due to the more conservative values and stricter discipline policies in private schools. Private and religious schools are known to be more effective in promoting pro-social values and reducing aggressive behaviour (Obsuth et al., 2015).

Public schools, on the other hand, may have less emphasis on moral and ethical values and may be more focused on academic achievement. A study by Giacomozzi, Cardoso, Figueiredo, Meneghetti, Wiggers, Nunes and Cecconi (2020) observed that children who attend public schools are more likely to exhibit aggressive behavior than those who attend private schools. This may be due to the fact that public schools often have less strict guidelines on what types of media are allowed in the classroom, if at all there is any form of electronic media in the classroom. The opinions reviewed under this section have suggested to a very large extent that the school environment and the type of school can have a significant impact on children's attitudes towards violence and aggression.

**Studies on the Effect of Cartoon Viewing and Time Management among Primary School Pupils**
It has been revealed that primary school pupils spend a significant amount of time watching cartoons around the world. Primary school pupils in the United States watched up to six hours of

television every day, according to a poll. A large portion of television viewing time was unregulated and aimed at adults (Sopekan, Alade and Ignatius-Ihejirika, 2020). Primary school pupils in Nigeria are fascinated with cartoons, which have become a key source of learning and amusement. The amount of time youngsters spend watching television climbs progressively throughout their youth, peaks around the age of 10 or 12, and then begins to decline as they approach puberty. Attention, focus, and cognitive processes grow in children of this age group, the content of the programs they watch and the influence the programmes have on them increases more for primary school children (Ergün, 2012). This is influenced by the content of cartoons, children's susceptibility to that material, and the importance of that susceptibility's reflection in their life as actions. Though, in a study conducted by Ergün (2012), it was discovered that female students watch cartoons for more hours than the male due to some reason, however, the adverse effect on long screen time of watching cartoons without time management on both gender still remains almost the same.

Stating the dangers associated with staying long watching cartoons, Nair (2018) noted that too much time spent in front of a television watching cartoons can lead to a variety of health problems as a result of inactivity and a sedentary lifestyle. Obesity, visual issues, and nutritional deficits caused by poor eating habits are among them. Adding to this, Essay Forum (2021) supported that primary school pupils who watch too much television each day, their eyes will become fatigued and extremely dry. Children will get shortsighted after viewing television for a long time. Furthermore, youngsters who spend a lot of time watching cartoons, game shows, or movies on television may become addicted to them and study less. For example, if children are hooked to cartoons, they will think about them all the time and will be unable to concentrate on their schoolwork, resulting in poor grades. Last but not least, teenagers who spend too much time watching television may experience mental health issues. In reality, they may experience sadness, have aggressive thoughts, or be afraid of people and society.

Corroborating this, Mandrapa (2014) submitted that sitting in front of the TV all day watching cartoons is not beneficial. This can deteriorate a child's vision or cause spine curvature problems. Obesity is exacerbated by a lack of physical activity. Furthermore, he also points out that several specialists point out that cartoons have a negative impact on children's speech development by the age of three. According to psychologists, viewing cartoons is a passive activity that requires no engagement for healthy speech development. Additionally, Dewar (2009) agrees that television has the potential to interrupt sleep, which can impair a child's ability to concentrate and learn.

Appraisal of Literature
This chapter reviewed related literature and presented the findings that informed this research. Social Learning Theory was theoretically reviewed to provide the theoretical frame for this study. According to this theory propounded by Bandura, youngsters might learn violence through watching others. The Bobo Doll investigations by Bandura revealed behaviour modeling. Bandura

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gave students a film of a model abusing a Bobo doll before placing them in a room with a Bobo doll to see if they would emulate the behaviour witnessed on the video.

The conceptual review was able to distinguish between aggression and violence, with supporting literature seeing violence as a severe form of aggression which might end with physical assaults and injuries. In this segment also, we saw the causes of aggression and violence and the various types of aggression. Some other reviewed literatures confirmed that depending on the type of cartoon that children see, cartoons can have both beneficial and bad consequences. In a similar vein, the term cartoon and its evolution was looked and into for more insight into the whole concept of the term.

On the empirical review, studies on cartoon viewing and formation of aggression revealed that most cartoons end up predisposing little children into acts of violence and aggression. Similarly, male children seem to be more affected by this factor based on past findings. Also, children seem to be spending a lot of time engaging in cartoons which has not had a good effect on them. It was however established that parents can make their children healthier and happier by limiting their screen time and encouraging them to go outside and play, the parents' control tips shared will undoubtedly assist in avoiding the negative effects of cartoons on child development and behaviour.

**METHODOLOGY**

**Research Design**
This study adopted the descriptive research method. The design is adopted because it will enable the expansion of knowledge on the area of research through the process of data collection so as to describe the behaviour of the sample population.

**Population**
The population for this research comprised primary six children in some selected public and private schools in the three senatorial zones in Niger state.

**Sample and Sampling Techniques**
From the population, 12 primary schools were selected. 10 children was selected purposively from each school. In all, a total of 120 students participated in the study.

**Research Instruments**
In order to help draw appropriate responses from the respondents, questionair was used as research instruments developed by the researcher

**Questionnaire on Cartoon Influence on Primary School Pupils (QCIPSC)**
QCIPSC was self-designed by the researchers to enable the collection of data from respondents as regards the influence of cartoon on primary school pupils. The instrument was divided into two

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sections, section A and section B. Section A was aimed at obtaining information concerning the demographic information of the respondents such as class and gender, while section B addressed cartoon influence on school age children. It contained 18 terms structured along 2-point Likert scale of Agree and Disagree. Positive items are assigned scores 2, 1 while negative items are scored with 1, 2.

**Method of Data Analysis**
The data collected from the research instruments was analysed using frequency counts, percentage scores, mean and standard deviation with the threshold of 1.50 for research questions 1 and 2 and a threshold of 2.50 for research question 4. For each item in the questionnaire, the response was determined using the mean statistics. Items with mean scores above the threshold was ascribed 'agreed' while items with mean scores below the threshold was ascribed 'disagreed.' The weighted mean was used to determine the overall response. T-test was also used to answered research question 3. All analyses was carried out using the statistical package for social sciences (SPSS) software with probability values set at 95% ($P<0.05$).

**CHARACTERISTICS OF ANALYSES AND INTERPRETATION**

| | | DISCRIPTION |
|---|---|---|
| **Statistical Package** | **SPSS** | **IBM Version 23.0** |
| **Sample Size** | 120 | Survey |
| **Statistical tools** | Descriptive Statistics | • Frequencies/Percentages<br>• Comparison of Means |
| | Inferential Statistics | • t-Test<br>• ANOVA<br>• Brown-Forsythe Robust means Test @ .05 level of significance |
| **Instrument Integrity Test** | Reliability<br>Validity | • Cronbach's Alpha<br>• Factor Analysis |
| **Data Analyst** | **Temaugee, Samuel Terungwa, MNIP, MHPS, MWINS (+2348061249736)** | |

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## RESULT INTERPRETATION
## A. RESPONDENT'S PROFILE/DEMOGRAPHY
### Table 4.1: Respondent's Characteristics

| Variable | Frequency | Valid Percentage (%) | Total (%) |
|---|---|---|---|
| **Gender** | | | |
| Male | 53 | 44.2 | |
| Female | 67 | 55.8 | 100.0 |
| **School Type** | | | |
| Private | 59 | 49.2 | |
| Kogi | 61 | 50.8 | 100.0 |
| **Age Range** | | | |
| 9 below | 8 | 6.7 | |
| 10-11 | 34 | 28.3 | |
| 12-13 | 58 | 48.3 | |
| 14 above | 20 | 16.7 | 100.0 |
| **Zone** | | | |
| Zone A | 40 | 33.3 | |
| Zone B | 40 | 33.3 | |
| Zone C | 40 | 33.3 | 100.0 |
| **LGA** | | | |
| Borgu | 20 | 16.7 | |
| Kontagora | 20 | 16.7 | |
| Lavun | 20 | 16.7 | |
| Bida | 20 | 16.7 | |
| Bosso | 20 | 16.7 | |
| Chanchaga | 20 | 16.7 | 100.0 |

From Table 4.1, 53 (44.2%) were males and 67 (55.8%) were female pupils. The demography of the pupils by school type had Private schools with a frequency 59 (49.2%) which is less than the 61(50.8%) in public schools. The age range 12-13 had 58(48.3%) which is the highest number of pupils, followed by the age range 10-11 which had 34 (28.3%), and the age range 9 and below 8 (6.7%) the lowest composition. The zones and LGA have the same composition 40 (33.3%) and 20 (16.7%) respectively.

## B. RESEARCH QUESTIONS
**(i)** **Research Question 1: What level of accessibility of e-gadgets and cartoons among pupils in different zones**

To answer this research question items 1 and 2 of the questionnaire and presented in Table 4.2

**Table 4.2: Access and usage of e-gadgets**

| Zone | | I have access to e-gadgets | Any time i have access to e-gadgets i enjoy cartoon |
|---|---|---|---|
| Zone A | Mean | 1.7750 | 1.8250 |
| | N | 40 | 40 |
| | Std. Deviation | .42290 | .38481 |
| | % of Total Sum | 32.6% | 32.9% |
| Zone B | Mean | 1.8750 | 1.9250 |
| | N | 40 | 40 |
| | Std. Deviation | .33493 | .26675 |
| | % of Total Sum | 34.4% | 34.7% |
| Zone C | Mean | 1.8000 | 1.8000 |
| | N | 40 | 40 |
| | Std. Deviation | .40510 | .40510 |
| | % of Total Sum | 33.0% | 32.4% |
| Total | Mean | 1.8167 | 1.8500 |
| | N | 120 | 120 |
| | Std. Deviation | .38856 | .35857 |
| | % of Total Sum | 100.0% | 100.0% |

From Table 4.2 the mean responses obtained from pupils across the zones show that pupils from Zone B had the highest means of 1.8750 and 1.9250 showing that Zone B pupils have the highest access and enjoy cartoons, while Zone C had the lowest mean values of 1.8000 and 1.8000 respectively for the two items. Generally, in all zones, the mean responses were greater than 1.5 for both items which implies that they agreed about possessing e-gadgets and enjoying cartoons.

**(iii) Research Question 2: What influence do cartoons exert on primary school pupils' behaviour?**

To answer this research question on the influence of cartoons on pupils items 4, were considered and the results are presented in Tables 4.3, 4.4, and 4.5. The influence is classified into negative influence covering the first seven items in Table 4.3, while the last two items represent the positive influence of the cartoon on the behaviour of the pupils. The mean responses for the first seven items were below 1.500 which means the pupils disagree with the negative influence of cartoons on their behaviour, except for item 6 in Zone A and item… in Zone B which had 1.5250 and 1.500 respectively where there is a perceived level of agreement that cartoons could promote fighting skills and enhance revenge among pupils of those zones. On the positive influence of cartoons on behaviour, all respondents had mean responses ranging from 1.5750 – 1.8750 (>1.5) which indicates that they all agreed that cartoons had a positive influence on them by improving their construction of grammar and instilling calmness in them.

**Table 4.3: Positive and Negative influence of cartoon on pupils across the zone**

**Report**

| Zone | | I like learning fighting skills from cartoon | I use to practice some fighting skills from cartoon scenes with other pupils in my school | i would rather use my cartoon fighting skills on anyone that offends me than report him/her | I can skip my home work because of cartoons that involve fighting and beating | I have learned many bad things than good from watching cartoons | Cartoons taught me take revenge from my offenders | I learned talking in harsh language from cartoons | **Cartoons help me to improve in constructing correct English** | **Cartoons has taught me to be gentle and calm** |
|---|---|---|---|---|---|---|---|---|---|---|
| Zone A | Mean | 1.3250 | 1.1250 | 1.3000 | 1.1250 | 1.2750 | 1.5250 | 1.4750 | 1.8750 | 1.6000 |
| | N | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 |
| | Std. Deviation | .47434 | .33493 | .46410 | .33493 | .45220 | .50574 | .50574 | .33493 | .49614 |
| | % of Total Sum | 32.7% | 29.6% | 36.4% | 34.4% | 32.5% | 37.4% | 36.2% | 34.1% | 33.7% |
| Zone B | Mean | 1.3000 | 1.5000 | 1.2250 | 1.0500 | 1.3250 | 1.1750 | 1.2000 | 1.8250 | 1.5750 |
| | N | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 |
| | Std. Deviation | .46410 | .50637 | .42290 | .22072 | .47434 | .38481 | .40510 | .38481 | .50064 |
| | % of Total Sum | 32.1% | 39.5% | 34.3% | 32.1% | 33.8% | 28.8% | 29.4% | 33.2% | 33.2% |
| Zone C | Mean | 1.4250 | 1.1750 | 1.0500 | 1.1000 | 1.3250 | 1.3750 | 1.4000 | 1.8000 | 1.5750 |
| | N | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 |
| | Std. Deviation | .50064 | .38481 | .22072 | .30382 | .47434 | .49029 | .49614 | .40510 | .50064 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | % of Total Sum | 35.2% | 30.9% | 29.4% | 33.6% | 33.8% | 33.7% | 34.4% | 32.7% | 33.2% |
| Total | Mean | 1.3500 | 1.2667 | 1.1917 | 1.0917 | 1.3083 | 1.3583 | 1.3583 | 1.8333 | 1.5833 |
| | N | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 |
| | Std. Deviation | .47897 | .44407 | .39526 | .28976 | .46374 | .48152 | .48152 | .37424 | .49507 |
| | % of Total Sum | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

Responses of pupils across the LGAs were analysed and the results is presented in Table 4.4.

**Table 4.4: Positive and Negative influence of cartoon on pupils across the LGAs**

**Report**

| LGA | | I like learning fighting skills from cartoon | I use to practice some fighting skills from cartoon scenes with other pupils in my school | i would rather use my cartoon fighting skills on anyone that offends me than report him/her | I can skip my home work because of cartoons that involve fighting and beating | I have learned many bad things than good from watching cartoons | Cartoons taught me take revenge from my offenders | I learned talking in harsh language from cartoons | Cartoons help me to improve in constructing correct English | Cartoons has taught me to be gentle and calm |
|---|---|---|---|---|---|---|---|---|---|---|
| Borgu | Mean | 1.4500 | 1.3500 | 1.0500 | 1.1000 | 1.2000 | 1.1500 | 1.2500 | 1.7000 | 1.5000 |
| | N | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| | Std. Deviation | .51042 | .48936 | .22361 | .30779 | .41039 | .36635 | .44426 | .47016 | .51299 |
| | % of Total Sum | 17.9% | 17.8% | 14.7% | 16.8% | 15.3% | 14.1% | 15.3% | 15.5% | 15.8% |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Kontagora | Mean | 1.4000 | 1.0000 | 1.0500 | 1.1000 | 1.4500 | **1.6000** | **1.5500** | 1.9000 | 1.6500 |
| | N | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| | Std. Deviation | .50262 | .00000 | .22361 | .30779 | .51042 | .50262 | .51042 | .30779 | .48936 |
| | % of Total Sum | 17.3% | 13.2% | 14.7% | 16.8% | 18.5% | 19.6% | 19.0% | 17.3% | 17.4% |
| Lavun | Mean | 1.2500 | 1.1500 | 1.1000 | 1.1000 | 1.2000 | 1.2500 | 1.1000 | 1.7500 | 1.6500 |
| | N | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| | Std. Deviation | .44426 | .36635 | .30779 | .30779 | .41039 | .44426 | .30779 | .44426 | .48936 |
| | % of Total Sum | 15.4% | 15.1% | 15.4% | 16.8% | 15.3% | 15.3% | 13.5% | 15.9% | 17.4% |
| Chanchaga | Mean | 1.1500 | 1.1000 | 1.0500 | 1.0000 | 1.2500 | 1.3500 | **1.5500** | 1.9000 | 1.8500 |
| | N | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| | Std. Deviation | .36635 | .30779 | .22361 | .00000 | .44426 | .48936 | .51042 | .30779 | .36635 |
| | % of Total Sum | 14.2% | 14.5% | 14.7% | 15.3% | 15.9% | 16.6% | 19.0% | 17.3% | 19.5% |
| Bosso | Mean | **1.5000** | 1.1500 | **1.5500** | 1.2500 | 1.3000 | **1.7000** | 1.4000 | 1.8500 | 1.3500 |
| | N | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| | Std. Deviation | .51299 | .36635 | .51042 | .44426 | .47016 | .47016 | .50262 | .36635 | .48936 |
| | % of Total Sum | 18.5% | 15.1% | 21.7% | 19.1% | 16.6% | 20.9% | 17.2% | 16.8% | 14.2% |
| Bida | Mean | 1.3500 | **1.8500** | 1.3500 | 1.0000 | 1.4500 | 1.1000 | 1.3000 | 1.9000 | 1.5000 |
| | N | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 | 20 |
| | Std. Deviation | .48936 | .36635 | .48936 | .00000 | .51042 | .30779 | .47016 | .30779 | .51299 |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | % of Total Sum | 16.7% | 24.3% | 18.9% | 15.3% | 18.5% | 13.5% | 16.0% | 17.3% | 15.8% |
| Total | Mean | 1.3500 | 1.2667 | 1.1917 | 1.0917 | 1.3083 | 1.3583 | 1.3583 | 1.8333 | 1.5833 |
| | N | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 |
| | Std. Deviation | .47897 | .44407 | .39526 | .28976 | .46374 | .48152 | .48152 | .37424 | .49507 |
| | % of Total Sum | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

From Table 4.4 the pupils across the LGAs had mean responses below 1.5 in all the items on negative influence of cartoons on the behaviour of pupils except in Kontagora and Bosso LGA which had mean responses 1.6000 and 1.7000 respectively, indicating that the pupils agreed that cartoons taught them to take revenge. Pupils in Kontagora and Chanchaga held opinions that they learned harsh language from watching cartoons. This is evident by the means response of 1.5500 obtained by pupils in these two LGAs. Pupils from Bosso and Bida had mean responses of 1.5500 and 1.8500 respectively. In Bosso, this indicates that they would use the fighting skills learned in cartoons on anyone who offends them while in Bida the pupils believed that they were used to practicing the acquired skills on other students. On the other hand, pupils from all LGA agreed that cartoon usage improved their spoken English and a calmer disposition.

**Table 4.5: Positive and Negative influence of cartoon on pupil in public and private schools**
**Group Statistics**

| | School type | N | Mean | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| NegInfluence | private | 59 | 1.0678 | .25355 | .03301 |
| | public | 61 | 1.2459 | .43419 | .05559 |
| PosInfluence | private | 59 | 1.6864 | .35838 | .04666 |
| | public | 61 | 1.7295 | .33633 | .04306 |

Judging pupils' responses between schools presented in Table 4.5, a higher mean response of 1.2459 is observed with public schools over the 1.0678 observed in private schools obtained for the negative influence of cartoons on pupils' behaviour. Similarly, a mean of 1.7295 was recorded for the public schools over the 1.6864 recorded for private schools under the positive influence of cartoons on pupils' behaviour.

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**(iv)Research Question 3: Is there any difference in the influence of cartoons on pupils' behaviour based on gender?**

To answer this research, questions items 4, 6... of the questionnaire were analysed among gender. The results obtained are presented in Table 4.6

**Table 4.6: Positive and Negative influence of Cartoons on pupils behaviour between Males and Females**

**Report**

| Gender | | I like learning fighting skills from cartoon | I use to practice some fighting skills from cartoon scenes with other pupils in my school | i would rather use my cartoon fighting skills on anyone that offends me than report him/her | I can skip my home work because of cartoons that involve fighting and beating | I have learned many bad things than good from watching cartoons | Cartoons taught me take revenge from my offenders | I learned talking in harsh language from cartoons | Cartoons help me to improve in constructing correct English | Cartoons has taught me to be gentle and calm |
|---|---|---|---|---|---|---|---|---|---|---|
| Male | Mean | 1.4528 | 1.2453 | 1.2075 | 1.1321 | 1.3208 | 1.4340 | 1.3396 | 1.7736 | 1.5472 |
| | N | 53 | 53 | 53 | 53 | 53 | 53 | 53 | 53 | 53 |
| | Std. Deviation | .50253 | .43437 | .40943 | .34181 | .47123 | .50036 | .47811 | .42252 | .50253 |
| | % of Total Sum | 47.5% | 43.4% | 44.8% | 45.8% | 44.6% | 46.6% | 43.6% | 42.7% | 43.2% |
| Female | Mean | 1.2687 | 1.2836 | 1.1791 | 1.0597 | 1.2985 | 1.2985 | 1.3731 | 1.8806 | 1.6119 |
| | N | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 |
| | Std. Deviation | .44661 | .45414 | .38633 | .23872 | .46106 | .46106 | .48729 | .32671 | .49099 |
| | % of Total Sum | 52.5% | 56.6% | 55.2% | 54.2% | 55.4% | 53.4% | 56.4% | 57.3% | 56.8% |

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| Total | Mean | 1.3500 | 1.2667 | 1.1917 | 1.0917 | 1.3083 | 1.3583 | 1.3583 | 1.8333 | 1.5833 |
| | N | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 | 120 |
| | Std. Deviation | .47897 | .44407 | .39526 | .28976 | .46374 | .48152 | .48152 | .37424 | .49507 |
| | % of Total Sum | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% | 100.0% |

From Table 4.6 the mean responses of pupils on the negative influence on pupil behaviour ranges from 1.0597 to 1.4528 indicating that there is no negative influence of cartoons on pupils' behaviour on among male and female pupils. However, all the pupils alluded to the positive influence of cartoons on their behaviour looking at the last two items in Table 4.6.

**(v) Research Question 4: Does cartoons affect the pupils' time to focus on productive tasks?**
To answer this research question, items bothering the pupils' time to focus on productive tasks. The results are presented in Table 4.7

**Table 4.7: Responses of pupils across zone on the influence of cartoons on focus time**
 Report

| Zone | | I prefer to watch cartoons than to read my books | Cartoons most times make me forget doing house chores | I can spend many hours watching cartoons on empty stomach | I prefer to watch cartoons than to sleep at night |
|---|---|---|---|---|---|
| Zone A | Mean | 1.1000 | **1.6500** | 1.4750 | 1.4750 |
| | N | 40 | 40 | 40 | 40 |
| | Std. Deviation | .30382 | .48305 | .50574 | .50574 |
| | % of Total Sum | 31.2% | 34.2% | 32.4% | 35.1% |
| Zone B | Mean | 1.2250 | 1.3000 | 1.4250 | 1.2000 |
| | N | 40 | 40 | 40 | 40 |
| | Std. Deviation | .42290 | .46410 | .50064 | .40510 |
| | % of Total Sum | 34.8% | 26.9% | 31.3% | 28.6% |
| Zone C | Mean | 1.2000 | **1.8750** | **1.6500** | **1.5250** |
| | N | 40 | 40 | 40 | 40 |
| | Std. Deviation | .40510 | .33493 | .48305 | .50574 |

| | | | | | |
|---|---|---|---|---|---|
| | % of Total Sum | 34.0% | 38.9% | 36.3% | 36.3% |
| Total | Mean | 1.1750 | **1.6083** | **1.5167** | 1.4000 |
| | N | 120 | 120 | 120 | 120 |
| | Std. Deviation | .38156 | .49017 | .50182 | .49195 |
| | % of Total Sum | 100.0% | 100.0% | 100.0% | 100.0% |

Table 4.7 presents the mean responses of pupils. Pupils in all the zones disagreed with a preference of cartoons to reading their books. Pupils in zones A and C were of the view that spending time watching cartoons makes them forget house chores. Even though pupils in zone B disagreed with this the overall mean response of 1.6083 (>1.50) indicates that pupils will prefer staying to watch cartoons with their time than doing house chores. It is also worth noting that pupils in zone C preferred watching cartoons even with an empty stomach and at the cost of their sleep whereas pupils in zones A and B disagreed with this.

**RESEARCH HYPOTHESES**

**(i) Hypothesis 1: There is no significant difference in the responses of pupils on the influence of cartoons on pupils' behaviour across locations**

**Table 4.8(a).Test of Homogeneity of Variances**

| | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|
| NegInfluence | 7.511 | 2 | 117 | **.001** |
| PosInfluence | .431 | 2 | 117 | **.651** |

Homogeneity of variance is one of the assumptions that is usually tested before any Analysis of Variance (ANOVA) is carried out. The *Levene statistic* is used for this test. From Table 4.8(a) the *Levene statistic* yielded p=.651 (>0.05) which is not significant for positive influence (PosInfluence). However, this statistic with p-value p=.001 (<0.05) is significant under negative influence (NegInfluence), this is a violation of the assumption of ANOVA. To circumvent this, we use the *Brown-Forsythe Robust Test of Equality of Means (ANOVA)* shown in Table 4.8(b) which is a modified One-way ANOVA by adjusting the degrees of freedom that is now applicable for both homogenous and non-homogeneous variance cases.

**Table 4.8(b):Robust Tests of Equality of Means**

| | | Statistic[a] | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| NegInfluence | Brown-Forsythe | 1.953 | 2 | 105.710 | .147 |
| PosInfluence | Brown-Forsythe | .223 | 2 | 116.071 | .801 |

a. Asymptotically F distributed.

To test hypothesis 1 pupils' responses on the Negative and positive influence of cartoon usage on their bahaviour was used. Differences in the responses of students across the three zones (A, B, and C) were tested using the *Brown-Forsythe Robust Test* of Equality of Means @0.05 level of significance. The result yielded **$F_B$ (2, 105.71) =1.953, p=.147 (>.05).** Which is not significant. This implies that there is no significant difference in the responses of pupils on the negative influence of cartoons on the behaviour of pupils across the zones. Also for the positive influence of cartoons on behaviour, ANOVA yielded **$F_B$ (2, 116.071) =.223, p=.801 (>.05).** Which is not significant. This implies that "*There is no significant difference in the responses of pupils on the influence of cartoon on pupils' behaviour across locations*" Hence the null hypothesis is retained. Therefore, the variability of responses of the pupils across the zones as shown in the means plot in Fig. 1a and b for negative and positive influence respectively is not significant.
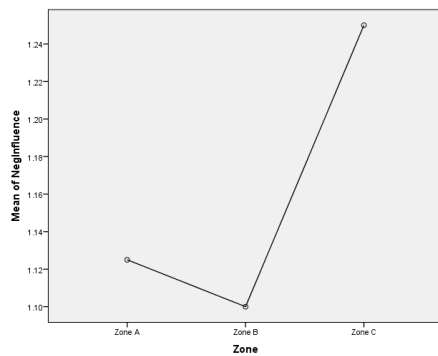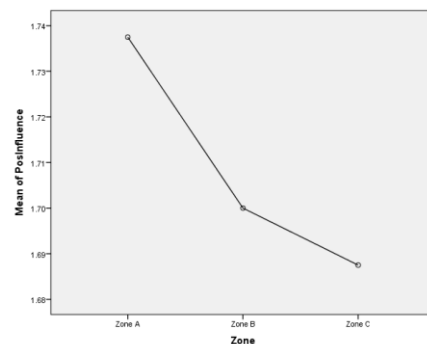


Fig. plot for 1(a). Means Negative influence

Fig1(b) Means plot for positive influence

**(ii) Hypothesis 2: There is no significant difference in the responses of pupils on influence of cartoon on pupils' behaviour based on school types**
**Table 4.9: Independent sample test on cartoon's influence on pupils' behaviour**

**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | 95% Confidence Interval of the Difference | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | F | Sig. | t | Df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| NegInfluence | Equal variances assumed | 37.058 | .000 | -2.732 | 118 | .007 | -.17811 | .06519 | -.30720 | -.04901 |
| | Equal variances not assumed | | | **-2.755** | **97.260** | **.007** | -.17811 | .06465 | -.30642 | -.04979 |
| PosInfluence | Equal variances assumed | .396 | .531 | **-.679** | **118** | **.498** | -.04307 | .06342 | -.16866 | .08253 |
| | Equal variances not assumed | | | -.678 | 116.901 | .499 | -.04307 | .06349 | -.16881 | .08268 |

From Table 4.9 the results of the independent sample t-test yielded $t_{97.260} = -2.755, p = .007 (<.05)$ which is significant for the negative influence of cartoons on pupils' behaviour among school types. The t-test results show $t_{118} = -.679, p = .498 (>.05)$ which is not significant. This implies that there was no significant difference in the means responses of private and public school pupils on the positive influence cartoons exert on the behaviour of the pupils. The result of this hypothesis is polarized depending on whether we are addressing the negative or positive influence cartoons have on pupils' behaviours. On negative behaviour even though there is a significant difference in the responses of the two school types it is still below 1.5 which implies that they all disagreed that the cartoon does not influence them negatively. On the positive influence, all of the pupils still maintained that cartoons had a positive influence on their language skills.

**(iii) Hypothesis 3: There is no significant difference in the responses of pupils on the influence of cartoon on pupils' behaviour among gender**

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**Table 4.10: Independent sample test on cartoon's influence on pupils behaviour by gender**
**Independent Samples Test**

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | Lower | Upper |
| NegInfluence | Equal variances assumed | 2.586 | .110 | **.805** | **118** | **.422** | .05435 | .06749 | -.07930 | .18800 |
| | Equal variances not assumed | | | .792 | 103.625 | .430 | .05435 | .06860 | -.08169 | .19039 |
| PosInfluence | Equal variances assumed | 6.130 | .015 | -1.353 | 118 | .179 | -.08589 | .06349 | -.21161 | .03983 |
| | Equal variances not assumed | | | **-1.316** | **97.006** | **.191** | **-.08589** | .06527 | -.21544 | .04366 |

From Table 4.10, the results of the independent sample t-test yielded $t_{118} = .805, p = .422$ (> $.05$) which is not significant for the negative influence of cartoon on pupils' behaviour male and female pupils. The t-test results also show $t_{97.006} = -1.316, p = .191$ (>$.05$) which is also not significant. This implies that there was no significant difference in the means responses of male and female pupils on the positive influence cartoons exert on the behaviour of the pupils. This implies that *"There is no significant difference in the responses of pupils on the influence of cartoon on pupils' behaviour among gender"*. Hence, the null hypothesis is retained.

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**(iv) Hypothesis 4: There is no significant difference in responses of pupils on the effect Cartoon watching time on pupil's productive tasks**

**Table 4.11 (a).Test of Homogeneity of Variances**

ProductiveTime

| Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|
| 2.510 | 2 | 117 | .086 |

The Levene test of homogeneity of variances was carried out and shown in Table 4.11(a). From Table 4.11(a) the Levene statistic yielded p=.086 (>0.05) which is not significant hence the assumption of homogeneity of variance is not violated, the results of the one way ANOVA is shown in Table 4.8(b)

**Table 4.11. Analysis of Variance (ANOVA)**

ProductiveTime

| | Sum of Squares | Df | Mean Square | F | Sig. |
|---|---|---|---|---|---|
| Between Groups | 2.629 | 2 | 1.315 | 9.311 | .000 |
| Within Groups | 16.519 | 117 | .141 | | |
| Total | 19.148 | 119 | | | |

To test hypothesis 4 pupils' responses on the effect of cartoon on productive task performance at home is examined. Differences in the responses of students across the three zones (A, B, and C) were tested using the ANOVA Test @0.05 level of significance. The result yielded **F (2, 119) =9.311, p=.000 (<.05).** Which gives a significant effect. This implies that the null hypothesis *"There is no significant difference in responses of pupils on the effect Cartoon watching time on pupil's productive tasks"* is rejected. Since there exists a statistically significant difference in their responses. Therefore, the variability of responses of the pupils across the zones is shown in the means plot in Fig.2 and the Duncan[a] Post-Hoc test also classifies the homogeneous subsets of the groups (Zones) as significantly different from the other in Table 4.11(c).

**Table 4.11 (c). Duncan Post-Hoc test on ProductiveTime**

Duncan[a]

| Zone | N | Subset for alpha = 0.05 | | |
|---|---|---|---|---|
| | | 1 | 2 | 3 |
| Zone B | 40 | 1.2250 | | |
| Zone A | 40 | | 1.4000 | |
| Zone C | 40 | | | 1.5875 |
| Sig. | | 1.000 | 1.000 | 1.000 |

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 40.000.

From Table 4.11(c) all the zones are significantly different from the other based on their mean responses also shown in Fig.2. However, only Zone C accepted that cartoons could make them spend their productive hours even at the expense of hunger and sleep at night.
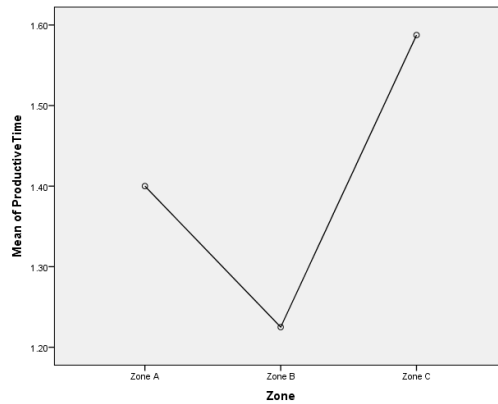


Fig. 2. Mean responses on carton usage and productive time.

**RELIABILITY AND VALIDITY OF THE INSTRUMENT.**
**Reliability**
**Tabler 3.1 Reliability Statistics**

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | N of Items |
|---|---|---|
| .685 | .711 | 18 |

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Reliability refers to the degree to which a dimension constantly produces strong and steady results below identical situations (Blumberg et al., 2005). It assesses the consistency, precision, repeatability, and trustworthiness of research findings (Chakrabartty, 2013). Reliability shows the quantity to which a dimension is unfastened from bias or errors, making sure consistent results through the years and throughout different items within the instrument.

The evaluation the 18-item instrument (QCIPSP) yielded a Cronbach's alpha of .685. Cronbach's alpha is a measure of the internal consistency of an instrument, where higher values suggest greater reliability. A Cronbach's alpha exceeding .60 is commonly considered applicable for unidimensional scales (Pallant, 2011). In this instrument, the items tested had an internal consistency of 68.5%.

**Validity**
Validity is typically described as the degree to which an instrument accurately measures what it is expected to measure (Blumberg et al., 2005). The validity of a research instrument evaluates the quantity to which it measures what it is supposed to measure (Robson, 2011). In this observation, construct validity analysed via factor analysis, following face validation with the aid of professionals. The communalities extracted by the principal component analysis method for the 18 items ranged from **.644 to .875 (64.4-87.5%)**, aside from items 8 and 12, which had validity rankings of .549 and 0.592, respectively above 50%. This indicates that the questionnaire objects had been well constructed.

**Table 3.2 Communalities**

|  | Initial | Extraction |
|---|---|---|
| I have access to e-gadgets | 1.000 | .755 |
| Any time i have access to e-gadgets i enjoy cartoon | 1.000 | .644 |
| I like learning fighting skills from cartoon | 1.000 | .756 |
| I use to practice some fighting skills from cartoon scenes with other pupils in my school | 1.000 | .782 |
| i would rather use my cartoon fighting skills on anyone that offends me than report him/her | 1.000 | .711 |
| I can skip my home work because of cartoons that involve fighting and beating | 1.000 | .867 |

| | | |
|---|---|---|
| Many time i like watching Spiderman, Batman and Superman | 1.000 | .701 |
| I prefer to watch cartoons than to read my books | 1.000 | .549 |
| Cartoons most times make me forget doing house chores | 1.000 | .803 |
| I can spend many hours watching cartoons on empty stomach | 1.000 | .683 |
| I prefer to watch cartoons than to sleep at night | 1.000 | .812 |
| I have learned many bad things than good from watching cartoons | 1.000 | .592 |
| Cartoons taught me take revenge from my offenders | 1.000 | .698 |
| I learned talking in harsh language from cartoons | 1.000 | .853 |
| Cartoons help me to improve in constructing correct English | 1.000 | .678 |
| I only like to watch educative cartoons | 1.000 | .872 |
| I don't like cartoons that involve fighting and beating | 1.000 | .789 |
| Cartoons has taught me to be gentle and calm | 1.000 | .875 |

Extraction Method: Principal Component Analysis.

## RESULT DISCUSSION

Chapter 4 discusses the findings from the study on the "Influence of cartoons on primary school pupils towards violence and aggression in Niger State." It looks at how pupils access e-gadgets, the impact cartoons have on their behaviour, and whether factors like gender, location, or school type make a difference. The chapter also explores whether cartoons affect how well pupils can focus on productive tasks like studying or doing chores. Using both descriptive and inferential statistics, this section gives a clear interpretation of the data, shedding light on the positive and negative ways cartoons influence these pupils.

**Are e-gadgets and cartoons accessible amongst pupils in different zones?**
The first research question, "Are e-gadgets and cartoons accessible amongst pupils in different zones?" reveals a broad agreement among the pupils across all zones that they possess e-gadgets and enjoy cartoons. According to the analysis, pupils from Zone B had the highest access and enjoyment, while those from Zone C had slightly lower means. However, even in Zone C, the mean responses exceeded 1.5, indicating substantial access to e-gadgets and frequent viewing of cartoons across all zone.

Accessibility of e-gadgets and cartoons among children is not a new phenomenon, particularly in today's digital age. Studies have consistently shown that children, even in developing regions, have growing access to technology due to the widespread availability of smartphones, tablets, and television. For instance, Akintola (2021) noted that with the increasing penetration of mobile technology in rural and urban areas, children's exposure to media, including cartoons, has significantly increased. This aligns with the findings from Niger State, where participants across different zones affirmed their access to e-gadgets and frequent consumption of cartoons.

Supporting this notion, Egielewa and Umolu (2022) observed that media consumption among children has expanded due to cheaper smartphones and data plans, making it easier for children, regardless of socioeconomic status, to access media content. This trend can explain why pupils in both rural and urban zones in Niger State report similar access levels. Egielewa and Umolu's findings further affirm that digital content, particularly cartoons, has become an integral part of children's media diet, serving as a primary source of entertainment and sometimes even education. However, some studies challenge the extent of accessibility in certain regions. A contrasting view comes from Afzal et al. (2020), who suggest that in some underdeveloped zones, the digital divide still restricts consistent access to e-gadgets, especially among pupils from low-income families. In these areas, lack of infrastructure, such as unstable electricity and expensive data, can limit access to e-gadgets, potentially impacting children's media consumption habits. This argument might suggest that while Niger State pupils report high access to e-gadgets, this may not reflect all regions of Nigeria or other developing countries with more significant disparities in wealth and technology access.

Beyond access, the relationship between e-gadget use and children's behavior is well-documented. Exposure to cartoons has been explored in both positive and negative lights. On one hand, cartoons can offer educational benefits, teaching children language skills and creativity. As shown in the study, children not only enjoyed watching cartoons but also frequently accessed them on their gadgets. Cartoons often serve as a convenient and accessible form of entertainment, especially for younger audiences.

That said, there is also debate about the potential downsides. The study's findings do not dig into whether the type of content accessed is always appropriate, yet this is crucial in assessing long-

term impact. Previous literature, such as the work of Saba et al. (2023), posits that while cartoons can be benign and even educational, unsupervised access to violent or inappropriate content can negatively influence children's social behavior, potentially fostering aggression or desensitization to violence. This idea supports the need for controlled access to certain types of cartoons.

It's also worth noting that while access to cartoons and e-gadgets is widespread, the nature of that access (i.e., what kinds of cartoons are being watched and for how long) could vary significantly. For example, Collin (2015) found that urban children tend to access a wider range of content due to better internet connectivity and exposure to international media. Meanwhile, children in more rural settings might rely on broadcast TV channels that often air local or regional cartoons. This variation in content could lead to different influences on behavior and preferences.

Ultimately, the findings reflect a wider trend of increasing accessibility to technology among children. While some research raises concerns about unequal access due to economic or infrastructural challenges, the results in Niger State highlight how, within this specific context, children across zones have similar levels of access to e-gadgets and cartoons.

**What influence do cartoons exert on primary school pupils' behaviour?**
The second research question, "What influence do cartoons exert on primary school pupils' behaviour?" accounts for both the positive and negative impacts of cartoon exposure on children's behaviour. Based on the analysis provided, the study found mixed reactions, with most pupils agreeing that cartoons had some positive influence on their behaviour, while a smaller percentage noted negative behavioural outcomes.

The data revealed that across different zones, the majority of pupils disagreed with the idea that cartoons had a notably negative impact on their behaviour. However, a few exceptions were noted, particularly in Zones A and B, where some pupils acknowledged learning aggressive behaviour, such as fighting skills and taking revenge on their peers. The mean scores for these negative behaviours were slightly above 1.5 in these zones, indicating some level of agreement. This suggests that while cartoons may not be seen as overwhelmingly harmful by most pupils, certain themes within the cartoons, particularly those involving violence, may influence a small group of children.

Previous research has long debated the influence of violent cartoons on children's aggression. For instance, Huesmann and Taylor (2006) assert that repeated exposure to violent media content, including cartoons, can desensitise children to violence and lead to increased aggression. Their study aligns with the findings in Zones A and B, where some pupils agreed that cartoons had taught them to fight and take revenge. Although these behaviours were not prevalent among the entire sample, it is crucial to consider the impact on those children who are susceptible to such influences.

On the other hand, the study found a more consistent and widespread agreement on the positive behavioural influences of cartoons. Pupils from all zones acknowledged that watching cartoons helped them improve their English language skills and taught them to remain calm in difficult situations. For example, Zone A had a mean score of 1.8750 for the item on improving language skills, while Zone C pupils similarly agreed, with a mean score of 1.8000. This indicates that the educational value of cartoons, especially in enhancing language proficiency and promoting emotional regulation, is significant.

The positive role of cartoons in language development is well-supported by existing literature. Anderson et al. (2016) found that educational cartoons, particularly those designed with an academic purpose, can improve children's vocabulary, comprehension, and even cognitive skills. These cartoons often incorporate storytelling techniques, which make learning more engaging and memorable for young viewers. The findings from Niger State reinforce this idea, as pupils in both public and private schools recognised the beneficial impact of cartoons on their language construction abilities.

Another positive influence noted in the study is the calming effect of cartoons. Pupils expressed that watching cartoons helped them learn to be gentler and more patient, with respondents across all zones agreeing to this. This supports the view that non-violent, educational cartoons can have a soothing and calming influence on children, helping them manage stress and develop empathy. However, It's critical to approach these findings thoughtfully. While many pupils reported positive influences, the small minority who acknowledged learning aggressive behaviours from cartoons cannot be ignored. The content of the cartoons consumed plays a critical role in determining their influence on behaviour. Cartoons that emphasise violence and revenge may lead to undesirable behavioural outcomes, while those that focus on educational content and positive social interactions may foster better behaviour and learning outcomes.

In conclusion, the influence of cartoons on primary school pupils in Niger State is largely positive, particularly in terms of improving language skills and promoting calmness. However, a small group of pupils did report adopting aggressive behaviours from cartoons, highlighting the importance of monitoring the type of content children are exposed to. Careful selection of age-appropriate, non-violent cartoons could help maximise the positive effects while minimising the potential for negative behavioural influences.

**Is there a significant difference between the influences of cartoons on pupils' behaviour based on gender?**
The third research question, "Is there a significant difference between the influences of cartoons on pupils' behaviour based on gender?" seeks to determine whether boys and girls respond differently to the effects of cartoons. The data presented reveals that there is little significant

difference in the influence of cartoons on male and female pupils. Both genders reported similar experiences with respect to the positive and negative impacts of cartoons on their behaviour.

In the analysis, the mean responses for negative behavioural influences, such as learning fighting skills or harsh language, were fairly close between boys and girls. For instance, boys had a mean score of 1.4528 for learning fighting skills, while girls had a slightly lower mean of 1.2687. This similarity suggests that both genders largely disagreed with the notion that cartoons had a major negative influence on their behaviour. The findings further align with broader literature that suggests media influences, including cartoons, affect children similarly across genders when the content is general in nature (Wijethilaka et al., 2020).

On the positive side, both male and female pupils agreed that cartoons had helped them improve their English language skills and promoted calmness. The study showed that girls had a mean score of 1.8806 for improving language skills, while boys reported a similar mean of 1.7736. Likewise, in response to the question about cartoons instilling calmness, both genders had comparable means, indicating that cartoons have a generally positive influence regardless of gender.

It is important to note that while no major gender differences were found in this particular study, some researchers suggest that gender differences may emerge depending on the type of cartoons children are exposed to. For example, violent or action-packed cartoons may be more appealing to boys, potentially influencing their behaviour differently compared to girls, who may prefer cartoons with more emotional or social content (Qian, 2019). However, in this study, pupils of both genders appeared to consume similar content, which might explain the lack of significant difference in behavioural outcomes.

One area that remains a subject of ongoing debate is the idea that boys are more susceptible to aggression from media exposure than girls. While the current data does not strongly support this idea, previous research has indicated that boys may be more likely to mimic aggressive behaviour seen in cartoons due to societal norms that associate masculinity with assertiveness and dominance (Huesmann and Taylor, 2006). Girls, on the other hand, may be more likely to interpret cartoon content through a social or emotional lens, leading them to adopt behaviours that reflect kindness or empathy. Nevertheless, these tendencies do not seem to have manifested strongly in this study, as both boys and girls reported similar experiences with both aggressive and calm behaviours.

The study's results indicate that while gender may influence the types of cartoons children prefer, it does not significantly alter the overall behavioural outcomes of cartoon consumption. This suggests that the content of the cartoons and the context in which they are viewed are more critical factors than gender alone. For example, educational cartoons, which were noted to improve language skills for both genders, offer valuable benefits when the content is designed to be universally applicable, regardless of the child's gender.

In all, the influence of cartoons on pupils' behaviour in Niger State does not significantly differ between boys and girls. Both genders reported similar levels of positive influences, such as language development and emotional regulation, and generally disagreed with the notion that cartoons had a major negative impact on their behaviour. These findings highlight that while gender may shape preferences in media consumption, its influence on behavioural outcomes appears minimal, especially when the content consumed is balanced and educational.

**Do Cartoons affect the pupils' time to focus on productive tasks?**
The fourth research question, "Do cartoons affect the pupils' time to focus on productive tasks?" whether cartoon viewing interferes with children states's ability to concentrate on essential activities such as studying, household chores, and even sleep. The findings revealed that while most pupils did not strongly agree that cartoons significantly disrupted their focus on productive tasks, there were variations between different zones, with some pupils reporting greater distraction from cartoons than others.

According to the data, pupils from Zone C appeared to be most affected, with a mean score of 1.8750 for the statement "Cartoons make me forget doing house chores", compared to lower scores from Zones A and B. Similarly, pupils from Zone C also reported a preference for watching cartoons over other activities, such as eating or sleeping. This indicates that a notable portion of pupils in Zone C may struggle to manage their screen time, often prioritising cartoons over essential tasks. This supports previous research by Muppalla et al. (2017), which found that excessive screen time, including cartoon viewing, is linked to reduced focus on academic tasks and household responsibilities in children.

However, pupils in other zones, particularly Zones A and B, did not express the same level of distraction. The mean responses for statements such as "I prefer to watch cartoons than to read my books" were lower than 1.5 in these zones, indicating disagreement. This suggests that, for the majority of pupils, cartoons do not serve as a significant distraction from productive tasks, aligning with findings from Ghilzai et al. (2017), who noted that when screen time is controlled and limited, children can balance leisure activities, such as watching cartoons, with productive tasks like studying and chores.

The variation in responses across zones may be influenced by differences in the availability of e-gadgets, parental supervision, or access to alternative forms of entertainment. In zones with fewer distractions or more oversight, pupils might be better able to manage their time effectively. Meanwhile, pupils with more unsupervised access to e-gadgets may be more prone to spending excessive time watching cartoons, as noted by Kirwil (2009), who highlights the role of parental involvement in mediating screen time.

In conclusion, while cartoons do affect some pupils' ability to focus on productive tasks, particularly in Zone C, the overall impact is not universally disruptive. Proper time management and parental supervision can mitigate the negative effects, ensuring that pupils balance entertainment with their responsibilities.

**Research Hypothesis**
The research hypotheses in this study examine various aspects of the influence of cartoons on pupils' behaviour and whether certain factors, such as location, school type, gender, and productive time, result in significant differences in their responses.

**Hypothesis 1:**
The first hypothesis posits that there is no significant difference in the responses of pupils on the influence of cartoons based on their location. The findings support this hypothesis, indicating no substantial variation in the positive or negative influence of cartoons across the three zones (A, B, and C). Pupils in all zones generally agreed that cartoons had a positive impact, particularly on their language skills, while disagreeing on the notion that cartoons promote negative behaviours. Similar results have been found in studies by Genner and Süss (2017), who argued that geographic location has little bearing on how children interpret and internalise media content, given the standardised nature of modern media consumption across different areas. Additionally, Huber et al. (2018) support this notion, observing that regardless of where children live, their exposure to similar media content (such as cartoons) leads to similar behavioural outcomes, provided they have comparable access to the media.

**Hypothesis 2:**
The second hypothesis suggests there is no significant difference in the responses between pupils from public and private schools regarding the influence of cartoons. The results were polarised, with a significant difference observed in the negative influence of cartoons, where public school pupils reported slightly higher means than private school pupils. However, both groups still disagreed that cartoons had a notably negative impact. In terms of positive influence, no significant difference was found, as pupils from both types of schools acknowledged the beneficial effects of cartoons, particularly on language development. These findings align with research by Badri et al. (2017), which found that differences in school environments do not drastically change the impact of media content on children's behaviour, as both private and public school students have access to similar forms of entertainment. Similarly, research by Ghilzai et al. (2017) suggests that the impact of educational media, such as cartoons that focus on language development, remains consistent across different educational settings, supporting the lack of difference in positive influences noted in this study.

**Hypothesis 3:**

The third hypothesis examines whether gender plays a role in the influence of cartoons on pupils' behaviour. The findings support the hypothesis, showing no significant difference between male and female pupils in both the positive and negative aspects of cartoon consumption. Both genders reported similar levels of influence, particularly in their agreement that cartoons improved their language skills and had little to no negative effect on their behaviour. This is consistent with findings by Greenword and Lippman (2010), who suggest that gender differences in media consumption may be more related to content preferences rather than the effects of media itself. Both boys and girls are similarly impacted by cartoons, especially when they are exposed to the same content. Another supporting study by Saba et al. (2019) also found that while boys may gravitate towards action-oriented media and girls towards more social or emotional content, the behavioural impact of these cartoons on aggression and empathy showed little variation by gender.

**Hypothesis 4:**

The final hypothesis addresses whether cartoons affect the pupils' time to focus on productive tasks, such as studying or completing household chores. The analysis showed a significant difference across zones, with pupils from Zone C more likely to admit that cartoons distracted them from their productive activities, compared to pupils in Zones A and B. This indicates that while the overall impact of cartoons on productive time may not be universally disruptive, it can vary based on the pupils' environment or supervision levels. The findings align with research by Muppalla et al. (2023), which found that excessive screen time, including watching cartoons, negatively impacted children's focus on schoolwork and household tasks. Similarly, Nwankwo et al. (2019) highlights the role of external factors, such as parental monitoring and screen time regulations, in determining how much time children spend watching cartoons and how it affects their productivity.

**Implication to research and practice**

These are the ways in which this study has advanced knowledge:

1. This study showed that, in addition to the recognized detrimental effects of cartoons on primary school pupils, positive attitudes may also be promoted.
2. Furthermore, it was discovered through this study that children would greatly benefit from parental supervision of the cartoon-watching activity.
3. This study was able to demonstrate unequivocally school type has no bearing on how aggressively primary five pupils react to cartoon exposure.

**CONCLUSION**

From this study, it may be inferred that cartoons have positive impacts on pupils in primary school, though, watching cartoons affects the students' ability to concentrate on worthwhile tasks. Also, it should be noted that, contrary to popular assumption, particularly in Nigeria, there is no difference in the aggressive behavior of students who watch cartoons in public and private schools. However,

there is a statistically significant difference in the violent reactions of male and female children who watch cartoons. Finally, it was learned from this research that most parents have control over the type of cartoon their children view.

**Suggestions for Future Research**

Future research may target the following areas in light of the limitations found in this study:

1. More research is required to determine why cartoon creators choose to include violence in their plots.
2. What components of parental engagement can help to lessen the harmful impacts of cartoons on children?

**RECOMMENDATIONS**

Based on the findings, the following recommendations are made:

i.    Parents should pay greater attention to presenting their children with carefully chosen cartoons that could have a positive impact on them in order to make cartoons a healthy kind of pleasure and a good and effective source of learning for them.

ii.   Children's television viewing time must be regulated by parents. They can pick suitable cartoons for their kids. It would be preferable if parents routinely watched cartoons with their kids and spoke about the characters. In this approach, parents may steer their children toward alternative interests while simultaneously preventing them from being exposed to violence and aggression.

iii.  Cartoons have evolved into a social institution that society uses to raise children and instill morals in them, therefore parents should be concerned and view cartoons with their kids.

iv.   Media professionals should screen kid-friendly animated cartoons that lack violence and questionable values. The content of animated cartoons broadcast by media outlets should be governed by laws established by the government.

v.    Teachers also have important roles to play in promoting positive attitudes towards aggression and violence among cartoon viewing pupils. By monitoring the media consumed by pupils, engaging them in discussions, encouraging prosocial behaviour, promoting social-emotional learning, fostering positive relationships, and involving parents, teachers can help create a classroom environment that is less conducive to aggressive or violent behaviour.

vi.   Pupils should also be aware of their attitudes towards aggression and violence and take steps to stop such behaviour among themselves and their peers. By being mindful of the media they consume, speaking up against aggression and violence, practicing empathy, engaging in prosocial behaviour, resolving conflicts in a constructive way, and seeking help when needed, pupils can promote a positive and nonviolent classroom environment.

vii.  Curriculum planners should promote positive attitudes towards aggression and violence among cartoon viewing pupils by incorporating media literacy and social-emotional learning into the curriculum, providing professional development for teachers, encouraging interdisciplinary approaches, and involving parents in the process.

viii.  Policy makers also have a crucial role to play in creating policies that promote positive attitudes towards aggression and violence among cartoon viewing pupils. By developing guidelines for media content, investing in research, promoting media literacy, encouraging community involvement, providing funding for prevention programmes, and supporting mental health services, policy makers can help create a positive school environment that reduces the likelihood of aggressive or violent behaviour among pupils.

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