

Cartoons Influence towards Violence and Aggression in School Age Children in Nigeria

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ABSTRACT

The aim of this study is to explore how violence and aggression in cartoon affects school age children in Nigeria. The reason for embarking on this research is to know whether and to what extent cartoon on television makes school age children (both male and female) violent and aggressive. Children are exposed to cartoon at their tender age (4-12). Though it serves as a means of entertainment to them, children learn faster than adults, and their re-enactment of media messages is unrivalled. Since most children programmes are presented in entertainment form especially cartoons, it is important to measure the amount of influence these cartoons have on children. Consequently, this study is motivated by children's reaction to the violent contents in the programmes they watch.

This study sets out to explore the children attitudes towards cartoons among Nigerian children in Saint International Nursery and Primary School and Apostolic Church Grammar School in 2013 and 2014 academic year spring term. The study seeks to explore whether or not cartoon violence and aggression affect the children in a long period. Also, this study sets out to investigate whether there is statistically significant difference between the children's attitudes.

In this present study, data have been collected through a questionnaire comprising of two sections. In the first section of the questionnaire 20 questions are asked in order to collect data about demographic information of the children and information about their cartoon uses. The second part of the questionnaire is designed according to the 5 point Likert scale and sought to measure children's attitudes towards cartoon use

and addiction. Also, in order to explore whether statistically any significance there is between the responses of the children, chi-square test is run.

The findings of the study indicate that there is statistically significant difference between the responses of the school age children in some topics. However, no addictive behaviour has been detected with respect to cartoon use. The most important finding is that female children tend to be more violent and aggressive than the male children in Nigerian Results point out that, female children should be more monitored.

Keywords: Aggressiveness, Cartoon, Children, Gender and Violence.

ÖZ

Bu çalışmanın amacı şiddet ve saldırganlık içeren çizgi filmlerin Nijerya’da, okul çağındaki çocukları nasıl etkilediğini araştırmaktır. Bu araştırmaya başlama nedeni okul çağındaki erkek ve kız çocukların televizyondaki çizgi filmlerden, ne ölçüde agresiflik ve şiddet öğrendiklerini belirlemektir. Çocuklar 4-12 yaşları arasında bir eğlence aracı olarak çizgi film izlemeye maruz bırakılmaktadır. Ancak televizyonun çocuklar için bir eğlence aracı olmasına karşın yetişkinlerden daha hızlı öğrenmektedirler ve medyadan aldıkları mesajları canlandırmaktadırlar. Birçok çocuk programı, çizgi filmler dahil, eğlence şeklinde sunulmaktadır ve özellikle çizgi filmlerin çocuklar üzerindeki etkilerini ölçmek çok önemlidir. Sonuç olarak, bu çalışmayı güdüleyen, çocukların izledikleri şiddet içerikli programlara karşı tepkilerini ölçmektir.

Bu çalışma, Nijerya’daki Saint International Kreşindeki, İlköğretim Okulu’ndaki ve Apostolic Church Grammar Okulu’ndaki 2013-2014 akademik yılı Bahar Dönemindeki çocukların çizgi filmler ile ilgili tutumlarını ortaya çıkarmak için yapılmıştır. Çalışmanın amacı çizgi filmlerin çocukların şiddet ve agresif tavırlarını etkileyip etkilemediğini göstermektir. Ayrıca bu çalışmada, çocukların tutumları arasında istatistiksel olarak anlamlı bir fark olup olmadığı da araştırılmıştır.

Bu çalışmada veriler iki bölümden oluşan bir anket yoluyla toplanmıştır. Birinci kısımda, anket sorularından 20’si, katılımcılar hakkında demografik sorular ve çocukların çizgi film izlemeleri hakkında bilgiler toplamak amacıyla sorulmuştur. İkinci kısımda ise, beş dereceli Likert ölçeği kullanılmıştır ve bu kısımda sorular,

izgi film izleme ve bağımlılığına karşı ocukların tutumlarını lmek iin sorulmuştur. Ayrıca, ocukların yanıtları arasında istatistiksel nem olup olmadığı konusund bilgi edinmek iin ki- kare testi yapılmıştır.

alıřmanın bulguları, bazı konularda okul ağındaki ocukların yanıtları arasında istatistiksel olarak anlamlı farklılıklar olduğunu gstermektedir. Ancak, izgi film izlemek ile ilgili herhangi bir bağımlılık tespit edilmemiştir. Bulgular arasında en nemli olan, Nijerya'daki kız ocukların erkek ocuklarına gre, daha sert ve saldırgan olma eğıliminde olmalarıdır. Sonular, kız ocukların daha yakından izlenmesi, gerektiğine iřaret etmektedir.

Anahtar Kelimeler: Saldırganlık, izgi Film, ocuk, Cinsiyet ve řiddet

DEDICATION

Dedicated to My Parents

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I want to say a big thank you to my Father in heaven, the Author and Finisher of my faith. Thank you for the wisdom and understanding. Thank you for all the accomplishments in my life; it has always been you Lord.

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Chapter 1

INTRODUCTION

After the first half of the 20th century, television widely spread to the world. In communication and media studies, the influence of media violence and aggression on children has been widely scrutinized (American Academy Of Pediatrics. 2001).

With the development of technology, animation gained popularity and its target was the children. In time, some researchers proved that cartoon in television influences children. The present study seeks to investigate to what extent do the cartoons influence and lead to violence and aggression.

1.1 Background of Media on Children

Media is a major medium of dissipation of information that exists in our world today; either deliberately or indeliberately, we are affected by it because we are living in a media concentrated society. As a result, children who have easy access to television media want to inculcate all that is shown on the television. Media is one of the tools used for creating and maintaining culture in the society.

Access to media is very pervasive in the society today, children are continuously exposed to various media such as television, videos, movies, comic books, internet, music lyrics and computer games. They get attracted to the colour, excitement and the graphical images the media displays.

In the present media dispensation, television has become a tool for sharing information among the teenagers. Television serves as a source of entertainment, educational tool that can assist children intellectually. Children learn skills from popular culture which determine their behavioural patterns, their needs socially, mentally and emotionally. Television is one of the major agents in the socialization process along with other socialization agents such as the family, schools, peers groups (Bandura, 1986). Indeed, television really has numerous roles in a child's development.

Media is observed and understood differently by the children unlike the adults. The literate adults have a deeper understanding about the media and what it represents, while the children see it only as entertainment. Children develop skills in watching television gradually, along side mental and physiological development. In the process, a number of negative behaviours are being inculcated at their age and linguistic maturity, which determines how a child will respond and engage with television. Such behaviours include using sharp object on themselves on their mates, being bully to their classmate, using indecent, inappropriate language among themselves and at home.

Due to their level of understanding, they misinterpret the message the media is passing out, children nowadays are eager to learn and interpret anything they see the way it has been shown.

1.2 Motivation for the Study

Violence is becoming widespread across different regions of the world. It is also increasingly cutting across different ages and genders. Humans are influenced by the

media content they consume and they often re-enact the actions seen or heard in the media (Gerbner, 1977). Children learn faster than adults, and their re-enactment of media messages is unrivalled. Since most children programmes are presented in entertainment form especially in the format of cartoons, it is important to measure the amount of influence these cartoons have on children. Consequently, this study is motivated by children's reaction to the violent contents of the programme they watch.

I believe, that the amount of things shown on television as cartoons, home video, and other media contents, have a way of influencing the behaviours of children. But we think when its animated, some things have been blocked, but through the cartoons such as (Ben10, Tom and Jerry, Sumarai x, Teenage Mutant Ninja Turtles), they send numerous negative signal. Lots of imagination go into their brains and they become more violent and aggressive. George Gerbner (1986) states that "when one is exposed to too much of television one begins to see it as our reality". So children see the media contents they are exposed to as the reality of life and they often go on to emulate or replicate these realities.

Children do not perceive what they see on television in the same way that adults do and understand. Although not all what they view influence them negatively, some of the media contents offer powerful tools for learning and entertainment which build them up mentally and socially. Due to their age, they think what they see as reality. This particular research was carried out in both the government and the private schools in Lagos State, Nigeria during the spring semester break, 2014.

1.3 Aims of the Study

Children are exposed to cartoons at their tender ages (4-12). Although cartoons serve as a means of entertainment to them, the messages sent and received from cartoons, are mostly dangerous for children. They are often violent and such themes could lead children to believe that violence is the only way to resolve conflicts. This pattern of thought occurs in children because they are too young to distinguish between “good” and “bad”.

The reason for embarking on this research is to know whether and to what extent cartoons make school age children violent and aggressive. This is to know if the effect of cartoons is more on male or female children. Cartoons show and in return make them display some gender roles which may include male kids displaying a high level of masculine characteristics at a very tender age while the female kids become afraid and timid because female characters in cartoons and movies are generally timid, soft, and helpless (e.g. Cinderella). Consequently, it is assumed that female children tend to accept and expect the aggression exhibited by male children instead of fighting back.

Cartoons affect the social and moral development of children in their journeys towards becoming full-fledged members of their societies, in other words in their socialization process. Cartoons determine the level to which violence and aggression is induced. After watching cartoons for a long period of time during their early stage of life, children mistake some characters as role models (Kochanska G,1993).

Against this background, this study aims at examining the viewing pattern of children with an eye on the influence of the cartoons as exhibited in their imitation of

what they watch. Thus, the present study seeks to explore influence of most popular cartoons on Nigerian television on school children in Nigeria in 2014.

1.4 Research Questions

This research study was carried out among Nigerian children in February 2014; and was divided into various categories, the level of a child attitude towards cartoons, their physical aggression in their daily activities, the difference between possible and impossible act and their verbal aggression towards their mates. The following questions are been researched on with respect to Nigerian primary school children in Spring 2014.

RQ1 To what extent do kids watch cartoons that have violence and aggression in it?

RQ2 What is the influence of cartoon violence and aggression on children?

RQ3 To what extent do children take cartoon characters as their role model?

RQ4 How much do children re-exact what they watch on cartoon programs?

1.5 Limitations of the Study

The present study is limited to children in private and government primary schools in Nigeria in February 2014 within the age of 4-12. Nigeria is a big country, and the capital is Abuja. It comprises of so many States and Local Governments. The study was limited to just one state and local government which is Lagos state.

Some Nigerian parents do not really confide in other people, they believe that when they talk about their children, it creates wrong impressions about their families to other people. So this research focuses on teachers (of basic schools), the children and some few parents alone. In Nigeria not all the children are oppertuned to go to school but directly or indirectly they have access to television.

1.6 Definition of Terms

For the purpose of this study, the following words are the key terms in this research:

Cartoon: This simply means a drawing used to illustrate a film or programs which are mostly used in entertaining children through television, comic books and magazines.

Children: This is a term used to classify a male or female that is between the time of birth and the age of 12.

Culture: This is the way of life of a particular set of people. It's the norms and values that are inherited from one generation to another generation. Some behaviours are being developed through the knowledge of the way of life of a certain people and their action/reaction which later become part of the people.

Cultivation Theory: It is one of the effects in media studies. It is a theory which was proposed by George Gerbner. The theory suggests that television viewing for a longer period will make the audience see what is shown as a reality in their perception.

Media: It is a tool that disseminates information and uses news, entertainment, education, data, or promotional messages as a medium to communicate with the general public. Media includes every broadcasting and narrowcasting medium such as newspapers, magazines, TV, radio, billboards, direct mail, telephone, fax, and internet.

Television: This is an electronic device which receives signal and transform it in order display moving images. In the study, television is used interchangeably with television program.

Chapter 2

LITERATURE REVIEW

The influence of television on children has been a popular topic for the researchers, particularly cartoons which are meant to be for children are researched throughout the world (Gerbner, 1976). The information included in this chapter aims to review the related literature. To this end, it covers; research on television, cultivation theory, heavy viewers, light viewers, the major concept of cultivation theory, hypothesis of cultivation theory, children as television audience, negative effect of television, positive effect of television, cartoons, effect of television on children, children aggression and violence in media and research into cartoon violence on Nigeria children.

2.1 Research on Television

Mass media are instruments which are used in telling stories (Gerbner et al., 1978). In the era of mass society theory in 1850-1940, the theories begins with the scrutinization of the early ideologies of media. The increase in media technology innovations in the late 19th century led to the development of more ideas (Baran, 2008). Most of the authors exhibited positive approach towards new technology, while others displayed a level of negativity (Brantlinger, 1983). The development of industrial technology was said to have cause the disruption of peace, people were being forced to live in the urban areas by the rural communities because they can be useful as a workforce in large factories, mines or bureaucracies. In present time, the hereby propagated by both the pundits and supporters of technology are superficial.

The assumption of the society overestimated the capability of media to sabotage social order (Baran & Meyer, 1974). The potentials of media which lies in the way and patten by which audiences use media, was not considered by the ideas of the theorist. Supporters of technology advocates have indiscreate and so fell short in recognising the consequences of the administration of technology without knowing the repercaution.

Stanley J. Baran (2000) provided a frame work classifying the mass media theory. All mass communication theory has to do with human construction because it was built at the time of social and political periods, especially with technological and media contexts. Mass communication theory is the outcome of the four eras of development.

- The first era which consist of the influence of media, sucessfully generated unnecessary fear on the less priviledge people. Over the years with the introduction of technology, the urban elites who happen to take over capitalism from the previous elites (social & cultural elites) used the media to dictate and control the environmnt. Majorly forgetting that the power of the communication is in what its used for by the people.
- As at the second era, the development of scientific concept led to the limited effects to serve the clients commercialization and to save the people from the propaganda treat. The limited effect theories started that people could resist media power and were influenced by the socialization factors like their friends and family.
- In third era, the concept that projects media as having a large cultural influence on people was discovered. The cultural theorists of europe holding

into their assumption concerning neo-marxism, directed mass communication towards critical and cultural studies.

- Lastly, the fourth era in which we are now, is characterized with the coming into existence of meaningful objectives in mass communication theory.

A number of arguments and theories raised that media has limited effects on its audience (DeFlueur & Ball-Rockeach, 1989). George Gerbner says that media does have effect on its audience but it's not an immediate thing but after a prolonged exposure on it. Gerbner (1986) nowadays people depend on media for source of information for the society.

According to Gerbner, Gross, Morgan, Signorielli, & Shanahan (2002) argued that media does have effects on its audience, which it can be related to Gerbner's theory of assumption that media does have a long term effect on its audience due to the long term exposure of television viewing. In the process of watching television one is been exposed to different contents in media and if one is a heavy viewer then, the probability of you accepting what is shown in television as reality is very high (Meyer, 1989).

The impact of television can be classified into two: the way it takes place of other activities and by its content (Williams, 1986). The influence of media on children cannot be ascertained as mainly the amount of time spent watching television but also the type of content that the children are attracted to (Willson. J. B. 2008).

In recent times, children have made television their daily routine. Television is dangerous for some children under some circumstance, so as for some children

television is profitable to them but in some children is either dangerous or profitable (Schramm, Lyle & Parker, 1961). The level of violence shown on television has the ability to create aggressive behaviour, instantly and over a period of time on children (Joy, Kimball & Zabrack, 1986).

Albert Bandura in his social learning theory presumes that children are able to acquire aggressive behaviour from watching characters on the television. His theory propose that human has the ability of acquiring behaviour in a right way and effects behaviour, through their real life and what they see on the mass media (Bandura, 1986).

The programs shown on television are full of violence in one way or the other such as news, cartoon programs, films, video games e.t.c. Gerbner's claims that television has become the main source of storytelling in today's society. Some set of people are been divided into two groups, the heavy viewers and the light viewers.

According to Aletha Huston and her colleagues who stated after lot of scientific research on television viewing and aggression:

The accumulated research clearly demonstrates a correlation between viewing violence and aggressive behaviour that is; heavy viewers behave more aggressively than light viewers. Both experimental and longitudinal studies support the hypothesis that viewing violence is causally associated with aggression. Field (naturalistic) experiments with preschool children and adolescents found heightened aggression among viewers assigned to watch violent television or film under some conditions (Huston et al., 1992, pp.54-55).

2.2 Cultivation Theory

Cultivation theory falls into the category of limited media effect. According to George Gerbner who is the founder of cultivation in the 1970s and 1980s predicted that when audience are exposed to a prolonged viewing of TV, it does have long term effects on its audience (Gerbner, 1986). Impact of the television on audience has been mass communication researcher's studies.

The first modern of mass communication theorist and researcher Harold Lasswell, (1927) projected that, people receive and interpret media messages in a similar way. So, mass media influence people's thoughts and behaviours immediately and effectively. The assumption of the magic bullet theory has been misrepresented by so many people.

Cultivation theory is one of the major theories that deals with the effect of media on people which was developed in the 1960's by George Gerbner who elaborate more on the cumulative model of media effects which pertains to all aspects of the television message. This means that those who watch cartoon are likely to accept what they view which speculate that the more time people spend watching television, the more likely their conceptions of reality will reflect on what they see on television.

Gerbner describes cultivation as "the independent contribution television viewing makes to viewer's conceptions of social reality" (Gerbner, 1998, p.180). The theory's effect is broken down into two different levels which are first orders effect and second other effect. First order effect is our general view and opinion about the world and the second order talks about personal attitude and belief about the world. Morgan & Shanahan (2010) observed that people "often construct their judgments on

probability of occurrence on the basis of attributes of the information they retrieve from memory” (Morgan & Shanahan, 2010 p.189). When people listen, read, watch or see things over and over again, it automatically stores in the memory. The phrase “heuristic processing” suggests that human memory is accessible and doesn’t need to be searched for systematically and people often constructed their judgment through the information that is been retrieved from their memory (Shrum, 2009).

- First-Order Effect: it’s the relationship between prolonged television exposure and quantitative estimates of frequency or probability of events or occurrences in our social reality which is our general view and opinion about the world (Hawkins and Pingree, 1983).
- Second-Order Effect: the relationship between television exposure and personal beliefs or value judgments of the state of a certain society (Rössler & Brosius, 2001).

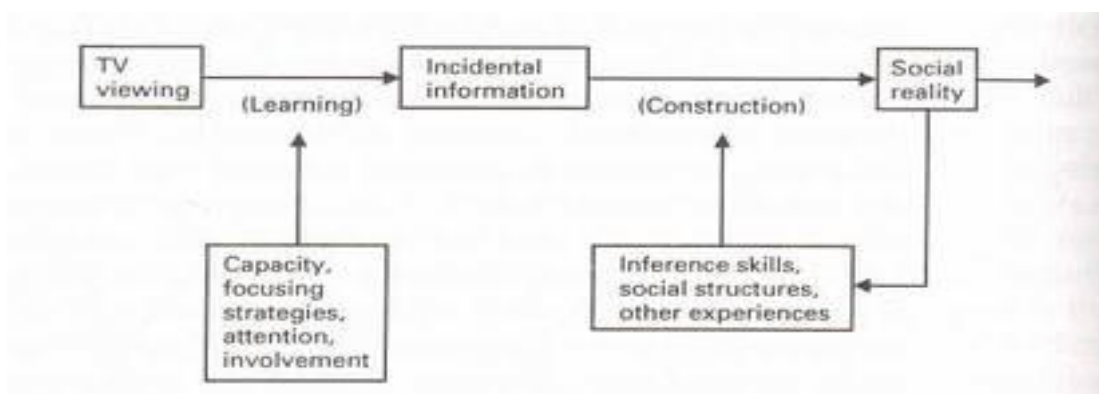


Figure 2.1: Cultivation theory model Hawkins and Pingree (1983)

Cultivation theory aims to explain the influence of television and the audience. Television viewers are classified into three different categories; firstly we get information of how things work, the stories of what is going on today which is called

news and also the story of what exactly to do, these things are what develop and create our way of living (culture) (Shanahan & Morgan, 1999).

According to (Gerbner, 1978) and (Bandura, 1986) who stated that over-representation of violence on television constitutes a symbolic message (Livingstone, 1990). Viewing television for so many hours every day has long-term effects it might be small, gradual, directly or indirect and it has to deal with heuristic that is monitoring the human brain and later on it becomes our reality (Gerbner, 1976).

Cultivation is a media effect that is explained by the cumulative model of media effects. Cultivation theory starting point is violence on media, and the result is on the attitude not on the behaviour of the child. Violence is far more common on television than in reality (Perse, 2001).

2.2.1 Heavy Viewers

Children are especially unique viewers because they lack the knowledge base and experiences of most adults; as a result, they may more likely believe what they see on the television (Strasburger, Wilson, and Jordan, 2009). The time youngsters spend on this pervasive medium grows continually. Recent study from the Kaiser Family Foundation (Rideout, Foehner, and Roberts, 2010), reports that, children at their tender age watch television for 4 hours and 29 minutes a day, on numerous platforms including traditional television sets, computers, cell phones, and other devices. When considering multitasking, overall this youngster consumes nearly 11 hours of media a day. Those who watch four or more hours a day are labelled heavy television viewers Gerbner (1976). What we see on media is like seeds the media planted in our minds,

when the seed grows at the long run it becomes pessimistic. Television creates a mainstream idea that the world is a small place to live in.

According to Morgan, Shanahan, and Signorielli (2009) claim that those who spend more time watching television are more likely to perceive the real world in ways that reflect the most common and recurrent messages of the television world, compared to those who watch less television but are otherwise comparable in terms of important demographic characteristics (p. 34). The assumption of the theory states that the more television people watch, the more likely they are to hold a view of reality that is closer to television's depiction of reality (Gerbner et al). Heavy viewers are exposed to more violence and therefore are affected by the Mean World Syndrome, an idea that the world is worse than it actually is. The overuse of television is creating a homogeneous and fearful populace (Gerbner, G. & Gross, L., 1976).

The theory also predicts a difference in the social reality of heavy television viewers as opposed to light viewers. It claims that the cumulative effect of television is to create a synthetic world that heavy viewers come to see as reality (Reber & Chang, 2000). In other words, heavy viewers, compared to light viewers, will perceive the “real” world in a way closer to the “reality” suggested by television, and if television presents stereotypes or a distorted picture of reality, then those who are heavy viewers will have an inaccurate conception of actual reality and those who view less than four hours per day, according to Gerbner (1976) are light viewers.

2.2.2 Light Viewers

Children who spent less than 4 hours per day, according to Gerbner (1976) are light viewers. They are optimistic on what they see on media because they don't see it as the reality. As time goes on they realise that it is not all what media tells them is real.

2.2.3 The Major Concept of Cultivation Theory

Cultivation theory posits that television is a primary contributor to children conceptions of social reality, that it tells a certain cohesive and cumulative story over time, and that it should be studied as a collective symbolic environment with an underlying formulaic structure (Gerbner, 1998). Moreover, these stories cut across all programs, and the viewing of television “cultivates” conceptions of reality (Gerbner, 1998). The theory assumes that uniformed messages of different genre are passed to the audience through television. This means that television has become a centralized system of telling stories, those who view television watch non-selectively by this they get exposed to uniformed messages from different genre and also that heavy viewers accept what its being showed or said in television as their reality (Gerbner, Gross, Morgan, Signorielli, & Shanahan, 2002).

2.2.4 Hypothesis of Cultivation Theory

Morgan, Shanahan, and Signorielli (2009) “is that those who spend more time watching television are more likely to perceive the real world in ways that reflect the most common and recurrent messages of the television world, compared to those who watch less television but are otherwise comparable in terms of important demographic characteristics” (p. 34). The theory predicts a difference in the social reality of heavy television viewers as opposed to light viewers. The cultivation hypothesis states that the more television people watch, the more likely they are to

hold a view of reality that is closer to television's depiction of reality (Gerbner, Gross, Morgan, Signorielli, & Shanahan, 2002).

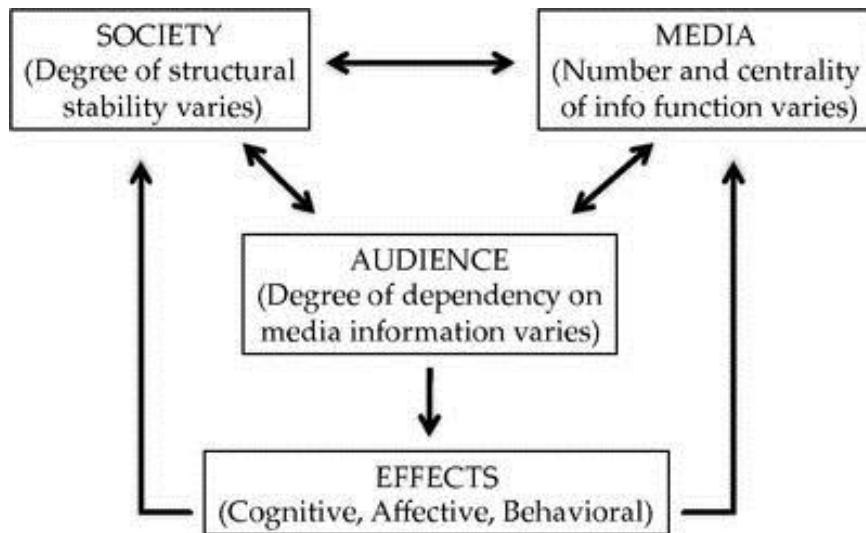


Figure 2.2: Cultivation theory model Hawkins and Pingree (1983)

2.3 Children As Television Audience

Television carries some effect to the extreme with the combinations of images, sound, immediacy, and bringing into the home (Postman 1985, p.78). Television images replace reality, manipulate and showmanship in the replacement of leadership (Postman 1985, p.97). People who are exposed to television programs such as the news, entertainment shows, commercials are being socialized into a variety of expectation about reality. For example a child who has seen violence in the news, films and cartoon shows believes that the best way to solve problem is by being aggressive or violent.

There are mainly two opposing ideas as to children who watch television. One of the ideas is that television is good; children learn positive things from it. On the other it has a bad influence on them.

2.3.1 Negative Effect of Television on Children

According Neil Postman, the brain is to the mind as the technology is to a medium. A technology is merely a machine while a medium is the social and intellectual environment a machine has created (Postman, 1985). Television has no doubt of having effect on children but at times it is really difficult to distinguish the direct connection between media effects & children. According to Philips (1998), he said television are like watching rainfall on a pond and trying to figure out which drop causes which ripple. But much assurance is that the ripple is there because of television.

2.3.2 Positive Effect of Television on Children

There are many positive effects of mass media in a child's life. According to (Rice, 1983) claims that television viewing and the language learning has a correlation with the child growth. Television dialogue should as a source of new words for preschoolers. Television stimulates imagination as long as the child does not depend on it for imaginative activity (Singer & Singer, 1986) and it can be used to increase creativity and tolerance (Rosenkoetter, Houston & Wright, 1990). These shows that media has both positive as well as negative impact on children development.

In television different event are viewed such as drama, music video, news. The quantity of time people use watching television is surprising. On average, persons in the developed world watch about 21 hours per week, which translates into nine years in front of the tube in a regular lifetime (Shrum, Burroughs & Rindfleisch, 2003).

Strong evidence from experiments, surveys and longitudinal studies suggested that viewing violent television program contribute a long term aggression and violence behaviour on children (Barlow.B. & Lindsay, 2003). To younger children it might not be high cause they can't display it yet but an older children are primed to act aggressively after viewing violent cartoon cause the will want to practice what they have seen (Bandura.A & Ross, 1961). As Gerbner (1976) recognized the 3 Bs on television, the blends which blends with reality, and it makes people more aggressive and they become more nervous to attack.

In violent cartoon shows it is seen has humorous and the consequences are seldom shown (Potter, 1998). To the male children the cartoon make them see themselves has hero's at the detriment of their life, naturally male are more punitive while female children are scared of the world around them but it teaches them how to gossip, fashion (Coccaro. E., 1992). Aggression is an impulsive act which children don't know about (Coccaro & Kavoussi, 1997; New et al., 2002).

2.4 Cartoons

Cartoon serves as a means of entertainment and at the same time it misinforms the children in real life. Clearly cartoon shows are lucrative market for advertisers. From observation, the most channels for kids like The Disney Channel, Nickelodeon, and The Cartoon Network create programming to attract children (Becker, 2004), with programs like Ben 10, Avengers, Hannah Montana, Zoey 101, and the Suite life of Zack and Cody. Disney ex-President, Rich Ross, explained why Disney produces shows for children-aged kids, but the shows feature older teen-aged kids in order to create aspirations for the viewers (Romano, 2004). Gary Marsh, the present Disney

Channel Worldwide president of entertainment explains that Disney XD was revamped to improve tween boy viewership (Umstead, 2009).

Children purchasing power it is obvious why programming, which includes advertising for products, is created with this group of children in mind. Many cartoon programs has shown violence and aggression in a way that the perpetrators are attractive and heroic characters rather as a villain, also most of the bad act does not have consequences, no pain or suffering by the victims or survivors and to the children, that is how they perceive the world they are into. Albert Bandura talked of observational learning called modelling (Bandura, et al., 1961).

Models can be physical and involve real people, symbolic and involve verbal, audio, or visual representations, or a combination of these. Modelling is a very powerful medium for transferring attitudes, values, behavioural and thought patterns. According to modelling theory, children can remember what they have heard and seen, and then they can imitate that behaviour (Bandura, 1977).

Albert Bandura believed that aggression is learned through a process called behaviour modelling. He believed that children do not actually inherit violent tendencies, but they modelled them after three principles (Bandura, 1976: p.204). Albert Bandura argued that individuals, especially children learn aggressive behaviour from observing others, either personally or through the media and environment.

According to Bandura, people believe that aggression will produce reinforcements. The reaction of the reinforcements can formulate into reduction of tension, gaining financial rewards, or gaining the praise of others, or building self-esteem.

When children are exposed to media violence that portrays the characters as heroes and also attractive, they can not only be negatively affected, but also they can reproduce the violent behaviours seen on television (Siegel, 1992: p.171).

2.5 Effect of Television on Children

According to Huesman and Eron (1986), most children television station it has being rated high of violent crime in it, which is not surprising that the scape goat has been the television. In all the mass media, television portrals high violence in it with greater potential for a long term effect on children.

Ling and Thomas (1986) made research children who were shown two videotapes of aggressive and non-aggressive play behaviour. Only the children who viewed the aggressive video exhibited an increase in the amount of aggressive play. Film, rock music, and even the Internet amplify and reinforce the damaging content television pours into our consciousness (Medved & Medved, 1998).

One of the important concepts of cultivation theory is the idea of “resonance.” This is the idea that certain issues or messages from television may resonate with audience members whose “real” environment includes similar issues and messages. According to Gerbner et al., (1980),

When what people see on television is most congruent with everyday reality (or even perceived reality), the combination may result in a

coherent and powerful “double dose” of the television messages and significantly boost cultivation. Thus, the congruence of the television world and real-life circumstances may “resonate” and lead to markedly amplified cultivation patterns (p. 15).

2.5.1 Children Aggression and Violence in Media

Countless of studies have been carried out on children aggressiveness and violence in media. In psychology, aggression is a well-defined scientific concept. Human aggression researchers define aggression as:

- (a) A behaviour that is intended to harm another individual (Anderson, 1997)
- (b) The behaviour is expected by the perpetrator to have some chance of actually harming that individual (Berkowitz, 1990)
- (c) The perpetrator believes that the target individual is motivated to avoid the harm (Anderson & Bushman, 2002b; Baron & Richardson, 1994; Berkowitz, 1993; Geen, 2001).

Media violence refers to media depictions of aggressive and violent behaviour directed at characters in the media story. Those characters can be human or nonhuman, cartoonish or visually realistic. Fictional, unrealistic, or animated violence is still considered violence if it meets the above definitions (Gentile, Saleem, & Anderson, 2007).

According to Mwema (2011), the early years are a crucial time for brain development; Children need time for activities that are critical for healthy mental and physical development. For some children under some conditions some television is harmful. For other children under other conditions it may be beneficial. For most

children under most conditions most TV is probably neither particularly harmful nor particularly beneficial (Schramm, Lyle & Parker, 1961).

Unfortunately cartoon shows and prime-time programming glorify the use of guns and violence as acceptable, justifiable solutions to complex problems (Dietz & Strasburger, 1991).

Media can contribute to long-term fear through cultivation. According to cultivation theory, people who watch a great deal of television will come to perceive the real world as being consistent with what they see on the screen (Gerbner, 1976).

Children inculcate aggressive behaviours after viewing a violent cartoon. Although the violent act in the cartoon may be short lived, but its effect on a child is a long term thing (Huesman L.R., 1986). To some child it is an immediate effect like showing it on the playground or at the day-care centre the next day. Other child it is attached to their thoughts and feeling before they implement what was learnt in childhood age. A longer-term study shows even more disturbing information (Wilson, B.J. et al., 1987).

Over the last decade, the role of mass media, in particular television, in daily life has increased (Hagenah & Meulemann, 2006). Violence calls for much awareness in media effects like such as: movies, video-games, musical video, cartoon. There are believed that much violence and aggression which are harmful to children and society are portrayed in the media today (Anderson, 2003).

There have been extensive debates among scholars on the impact of television programs on society (Zajonc, 1968, Tan et al., 2001, Mastro & Tropp, 2004). Some

of these debates seem to question the negative impact of television viewing habits on society, in terms of influencing the mind-set, attitudes, behaviour and over all lifestyle of the viewers, especially among teenagers and younger viewers. In this case, according to (Osman & Nizam, 2010) the content of television programs is seen to be capable of shaping the overall mind set and behaviour of the viewers.

2.6 Research into Cartoon Violence on Nigerian Children

According to CNN, August 26, 2013 -- Updated 1201 GMT (2001 HKT), an 8-year-old Louisiana boy intentionally shot and killed his elderly caregiver after playing a violent video game, authorities say. Marie Smothers was pronounced dead at the scene with a gunshot wound in the head in a mobile home park in Slaughter, Louisiana, the East Feliciana Parish Sheriff's Department said in a prepared statement. Slaughter is about 20 miles north of Baton Rouge.

Authorities identified the woman as the boy's "caregiver," without stating whether she is a relative. But CNN affiliate WBRZ reported that the woman was the boy's grandmother.

As at the period the research was conducted, no attempt has been made by any scholar to explore the influence of violence in cartoons on Nigeria children.

Chapter 3

METHODOLOGY

This chapter lays down the details of how research for the present study has been tackled. Based on this, the present chapter includes: Research Methodology, Research Design and Context, Data Collection Instrument, Population and Sample of the Study, Population and Sample for the Pilot Study, Validity and Reliability of Data Collection Instrument, Research Procedures, Data Collection and Analysis Procedures.

3.1 Research Methodology

The present study has been designed as a piece of quantitative research methodology. As it has been mentioned earlier, the aim of the research is to know how violence cartoons influence children.

According to Bouma & Atkinson (1995), quantitative research is “structural, logical, measured and wide” (p. 208). This method of quantitative research gives opportunity for data to be collected effectively and increase the accuracy in the respondents answer.

“Quantitative methods are those which are based on numerical information or quantities, and they are typically associated with statistical analyses” (Stokes, 2003, p.2). Quantitative method is a useful method for finding out about individual opinions, attitudes, behavior and so on towards a whole range of topics and issues

(Cottle, Hansen, Negrine, & Newbold, 1998, p.225). The quantitative research methodology which was carried out among the school age children includes a survey research which is used to calculate the information about the cartoon violence and aggression on children. Questionnaires are used in order to get information from a large number of respondents.

An in-home questionnaire was used to conduct the research among Nigerian school age children in the 2nd term of their academic school year in February, 2014.

3.2 Research Design

In this present study, a questionnaire was conducted as a case study of Nigerian children. A survey was prepared, piloted among school age children, their teachers and parents in two schools called: The Saint International Nursery and Primary School alongside The Apostolic Church Grammar School during academic year 2013-2014.

The present study provides the description of attitudes of Nigerian children towards violence and aggression in cartoon. The present research aimed at finding out to what extent kids watch cartoons that have violence and aggression and the extent to which they are influenced from this violence.

In this study, participants were group into two: children with high economic status and children that come from average income families. The high economic status children attend private schools, they are the children who attend the Saint International Nursery and Primary School while the other groups are considered as the children of average income families and they attend Apostolic Church Grammar School. The study is a case study.

3.3 Research Context

The country in which the research was conducted, Nigeria, is made up of 36 states. Each state has its own television stations which are run by government and there are also independent television stations which are owned by individuals. Among the television stations are: Silverbird Television, TVC: Television Continental, Super-screen Uhf 45, Africa Independent Television (Ait) Lagos, Minaj Broadcast International Independent Television, Dbn Tv – Lagos, Channels Television, Desmims Independent Television, Galaxy Television, Universal Broadcasting Services Limited (Super-screen), Mitv Channels 43, [Fstv Frontage Satellite Television](#), [Trend Tv](#), [Ebonylife Tv](#), [Nigerian Television Authority](#). The State in which the research was carried out, Lagos State has 12 stations for the government and individuals.

3.4 Data Collection Instrument

The survey was around July 2013- February 2014; the survey was prepared anonymously. There were 56 questions in the questionnaire with the aim of answering the researcher questions about cartoon violence and aggression in school age children in Nigeria which was mentioned at the beginning of the thesis.

The first part of the questionnaire was designed to get demographic information about the children and their parents. There are 20 questions in the demographic section, 10 questions on the use of cartoons, 15 questions on the five-point Likert scale which ranges from 1 = 'strongly disagree' to 5 = 'strongly agree' questions 1-5. Values were given using Balci's (2004) scale division: 1=Strongly Agree, (1-1.79 SA) 2=Agree, (1.80-2.59 A) 3=Undecided, (2.60-3.39 U) 4=Disagree (3.40-4.19 D) and 5=Strongly Disagree (4.20-5 SD).

The Likert scale questions on the questionnaire consist of sub-sections. The first sub-section is talking about the children attitude towards cartoon. These statement aims to reveal how children respond to cartoon after they watch it. The second sub-section is looking at their physical aggressiveness subscale towards their fellow peer, the difference between possible and impossible action. At these stages the researcher aimed to reveal the purpose at which cartoon violence and aggressiveness have impact on them and their play mate. There are 15 statements in this pact.

The third section is self-report survey on media habit, what they imitate in the cartoon. This category of statement aimed to reveal how children both the rich and poor children respond to what they see in the cartoon and how they try to practicalize it in their real life. There are 7 statements in this part. The fourth part is about their verbal aggression items which is analyzing their peer nomination measure of aggressiveness and pre social behavior in their day to day activities among people. Four questions were asked in that part.

The children's classroom teachers, administrating the children self-report surveys. The questionnaires were administered on consecutive days. The class room teachers also administered one survey for each participating child in the school, and teacher gives report on the children's aggression and pre social behaviors. The children parents were asked to fill the survey to know if they really know the level at which their child watch cartoon and their responds to what they watch.

3.5 Population and Sample of the Study

The population of the study was schools in Nigeria. Two schools were chosen from over 500 hundred private and public schools in Lagos States Nigeria. Nigeria

comprises of 36 states and each of the states has a capital. Within the states there are 774 local government areas in it. Lagos state has 20 local governments but just one local government was used as the population sample of the study which is Ikorodu Local Government.

The entire samples were selected from the primary schools in Lagos State Nigeria both in public and private school. A sample is one of the major steps in knowing the accuracy of the result collected (Bouma, 1995). The total number of children in each of the school is 650 pupils. The present study took place in the 2nd term of the academic year.

In the same academic year, the pupil that participated were 300 students (50%) student from the private school (Saint International Nursery and Primary school) and (50%) from the public school: the (Apostolic Church Grammar School).

3.5.1 Population and Sample for Pilot Study

The pilot study was conducted among Nigerian students. The study was done among 15 Africa students in Eastern Mediterranean University during Fall Semester 2014. Oral interview was done for the children to ascertain their choice of interest.

3.6 Validity and Reliability of Data Collection Instrument

Before administering the questionnaire to the school children, permission was taken from the school principals and for personal information a verbal consent where taken from the children parents during the P.T.A (Parent Teachers Association). Permission was gotten from the principals of the schools used in the research and also from the parents of the children that attend the schools. The permission was given verbally and not in written form.

As it has been mentioned above, a pilot study was done among 35 Africa students, parents, teachers, aunties and uncles. This was done to test the validity and reliability of the survey. The data collection was done through questionnaires and the first factor was analysis which was done.

Case Processing Summary

		No	%
Cases	Valid	198	92,1
	Excluded ^a	17	7,9
	Total	215	100,0

a. List wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	No of Items
,922	36

For the sustainability of the whole sample, a factor analysis is done for all Likert-Scale type questions (36 in number) comprised by the questionnaire. The alpha coefficient of reliability level for the whole questionnaire is 0.922 showing perfect reliability of the data collection instrument (Nunally, 1967).

Items for each subscale were subjected to reliability analysis. The alpha coefficient for the total scale was 0.93 and 0.85, 0.89, 0.89, 0.88 respectively for tangibles, reliability, assurance and empathy. Usually a reliability coefficient above 0.70 is considered sufficient for exploratory studies (Nunally, 1967).

3.7 Data Collection and Analysis Procedures

Data collected with the use of questionnaires will be entered into SPSS (Statistical Package for Social Sciences) program and properly analysed. The first part of the questionnaire was a self-report survey of media and demographic data which was asked. The statements were analyzed with Likert scale type question. Cross tab and Chi-square test will be done to reveal whether there is any statistically significant difference between the cartoon violence and aggression between the government and the private school children.

Chapter 4

ANALYSIS AND FINDINGS

The present chapter seeks to present the analysis of the data collected for the study and findings drawn from them. As mentioned earlier in Chapter 3, in the present study, quantitative methodology is used. A questionnaire was used as the data collection instrument and findings were obtained through statistical analysis. In other words, this chapter presents findings obtained from the research which was carried out among school age children in Nigeria. The analyses that are applied are: Descriptive statistics cross-tabulations and chi-square-test. Firstly, analysis of demographical characteristics of the participants will be presented. Secondly the means of statements designed according to five-point Likert Scale will be given and compared in relation among the level of violence and aggression in school age children by using descriptive statistic. Lastly the Chi- square test results will be presented.

4.1 Analysis of Demographic Variables of the Participants

Out of 300 questionnaires that were distributed, 215 questionnaires were usable from The Saint International Nursery and Primary school (private school) and The Apostolic Church Grammar School (government school). 86 pupils responded which is 40% from the private school and 60% (129 pupils) were from the government school. In total, the male pupils were 118 (54.9%) while females were 97 (45.1%). The age of the school age students were 4-6 years: 47 (21.9%), 7-9 years: 69 (32.1%) while age 10-12: 99 (46.0%). The classes of the school age children were class 1: 8

(3.7%), class 2: 39 (18.1%), class 3: 47 (21.9%), class 4: 50 (23.3%) and class 5: 7 (3.3%). Table 1, 2, 3 below shows the schools gender, age and their classes cross tabulation.

Table 1: Schools * Gender Cross tabulation

	Gender		Total
	Male	Female	
Schools State	64	52	116
Private	54	45	99
Total	118	97	215

Table 1 shows that there are more male and female children in state school than in private school. This could be because state schools offer free education while private schools do not; also the number of male children in private schools is slightly higher than the number of female children.

Table 2: Schools * Age Cross tabulation

	Age			Total
	4-6	7-9	10-12	
Schools State	28	34	54	116
Private	19	35	45	99
Total	47	69	99	215

The total number of children that attend the state school is higher than the number of children who attend private schools. Also the number of children in each age bracket shows that there is higher number of children in the state school except for age 7-9 where the number of children in private school is higher.

Table 3: Schools * Class Cross tabulation

	Class					Total
	Class1	Class 2	Class 3	Class 4	Class 5	
Schools State	6	23	25	27	35	116
Private	2	16	22	23	36	99
Total	8	39	47	50	71	215

The table 3 above shows the number of the children in the state and private school. The state school has a larger population due to the fact that it's a government owned school which is affordable for most parents. The private school has lower population because it's privately owned and quit expensive for most parents.

4.2 Descriptive Analysis of Question Related to Television Usage

Questions from 4-20 were related to the research participants in television usage.

Table 4: How many hours do you spend in school?

	Frequency	Percent	Valid Percent	Cumulative Percent
5-7 hours	140	65,1	65,1	65,1
8-11 hours	75	34,9	34,9	100,0
Total	215	100,0	100,0	

The hours spent in school by the children 5-7 hours that is 65.1% that is the normal school hours without any school lesson, while 8-11 hours (34.9%) is with school lesson. The senior class children are given the opportunity for extra lessons in school then the lower class children they spend less time in school.

Table 5: Schools * How many hours do you spend in school? Cross tabulation

	How many hours do you spend in school?		Total
	5-7 hours	8-11 hours	
Schools State	76	40	116
Private	64	35	99
Total	140	75	215

Table 5 shows the number of hours spent in a day by the children in private and state schools. State school children spend 5-7 hours with a frequency of 76 in school while the private school children spend 8-11 hours, frequency of 64. The children spend more hours in school.

Table 6: Gender Profile

	How many hours do you spend in school?		Total
	5-7 hours	8-11 hours	
Gender Male	87	31	118
Female	53	44	97
Total	140	75	215

Table 6 shows the amount of hours spent in school in a day by each gender. The male children spend 5-7 hours with the frequency of 87 which is more than the female children with the frequency of 53.

Table 7: How many hours do your parents spend with you in a day?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2-4 hours	91	42.3	42.3	42.3
5-7 hours	111	51.6	51.6	94.0
please specify	13	6.0	6.0	100.0
Total	215	100.0	100.0	

The hours the children spend with their parents is used to determine how much the parents know the extent to which their children watch cartoon in a day. Those parents that spend 2-4 hours with percentage of 42.3, they might not know more of their children while the parents that spend 5-7 hours with the percentage of 51.6 can monitor their children.

Table 8: Schools * How many hours do your parents spend with you in a day? Cross tabulation

	How many hours do your parents spend with you in a day?			Total
	2-4 hours	5-7 hours	please specify	
Schools State	52	54	10	116
Private	39	57	3	99
Total	91	111	13	215

Most of the children that attend state school spend more time with their parents because it is either their parents teach in the school they are or their mother is a full house wife. Children that attend private school spend fewer hours with their parent only during weekend because most of the parents are always busy at work.

Table 10: Do you watch television?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Every Day	136	63,3	63,3
	Once a week	33	15,3	78,6
	Twice a week	31	14,4	93,0
	Every month	14	6,5	99,5
	Never	1	,5	100,0
	Total	215	100,0	100,0

Children like watching television. The aim of asking these questions is to know how much they spend watching television. Everyday has 63.3 percentage, once a week has 15.3 percentage, twice a week has 14.4 percentage, every month has 6.5 percentage while never has 0.5 percentage. These results indicate the significance of television in children's lives.

Table 11: Schools * Do you watch television? Cross tabulation

	Do you watch television?					Total
	Every Day	Once a week	Twice a week	Every week	Never	
Schools State	79	20	9	8	0	116
Private	57	13	22	6	1	99
Total	136	33	31	14	1	215

State school children watch television more than the private school children because state school children have more time for fun than the private school children. State school has frequency of 79 while private school has 57 frequencies. States school children always watch television.

Table 12: Gender * Do you watch television? Cross tabulation

		Do you watch television?					Total
		Every Day	Once a week	Twice a week	Every week	Never	
Gender	Male	75	16	12	7	1	118
	Female	61	17	19	7	0	97
	Total	136	33	31	14	1	215

Table 12 shows that male children watch television every day with the frequency of 75 and female children watch television with the frequency of 61. Male children watch television more than the female children.

Table 13: How many hours do you spend watching television?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2 hours	85	39,5	39,5	39,5
	3-4 hours	77	35,8	35,8	75,3
	5-6 hours	49	22,8	22,8	98,1
	Others	4	1,9	1,9	100,0
	Total	215	100,0	100,0	

The aim of the research is to know how many hours the children both in state and private schools spend in watching television. The highest hours the children spend in watching television is 1-2 hours with a frequency of 85. The hours the children spend in watching television in a day and the percentage was 3-4 hours: 77(35.8%). 1.9% children watches television more with the frequency of 4. Most of the children spend more time in schools so they don't really have time to watch television.

Table 14: Schools * How many hours do you spend watching television? Cross tabulation

	How many hours do you spend watching television?				Total
	1-2 hours	3-4 hours	5-6 hours	please specify	
Schools State	41	49	25	1	116
Private	44	28	24	3	99
Total	85	77	49	4	215

The state school children spent more hours watching television than the private school children, the state school children spend 3-4 hours watching television while the private school children spend 1-2 hours watching television. These might be because of the financial status of their home.

Table 15: Gender * How many hours do you spend watching television? Cross tabulation

	How many hours do you spend watching television?				Total
	1-2 hours	3-4 hours	5-6 hours	please specify	
Gender Male	41	38	18	4	101
Female	44	39	31	0	114
Total	85	77	49	4	215

With respect to light viewers, gender does not make much differences yet in heavy viewers. The table 15 above shows that female children spend more hours watching television than the male children. The female children spend 1-2 hours with the frequency of 44 and the male children spend 1-2 hours with the frequency of 41. This means during the day the children spend not less than 4 hours watching television in a day.

Table 16: Do you watch cartoons?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Every Day	107	49.8	49.8	49.8
Once a week	44	20.5	20.5	70.2
Twice a week	50	23.3	23.3	93.5
Every month	12	5.6	5.6	99.1
Never	2	.9	.9	100.0
Total	215	100.0	100.0	

The children were asked if they watch cartoons daily. Most of the children watch television every day with a frequency of 107 and a percentage of 49.8. Children are more attracted to the cartoon programs if they find it interesting and more educative.

Table 17: Schools * Do you watch cartoons? Cross tabulation

	Do you watch cartoons?					Total
	Every Day	Once a week	Twice a week	Every month	Never	
Schools State	60	27	22	7	0	116
Private	47	17	28	5	2	99
Total	107	44	50	12	2	215

The state school children watch cartoons more than the private school children; the state school children watch cartoons every day with the frequency of 60 while the private school children frequency is 47. They all watch cartoons every day.

Table 18: Gender * Do you watch cartoons? Cross tabulation

	Do you watch cartoons?					Total
	Every Day	Once a week	Twice a week	Every month	Never	
Gender Male	59	24	28	5	2	118
Female	48	20	22	7	0	97
Total	107	44	50	12	2	215

Table 18 shows that male children watch cartoon programs more than the female children. The percentage shows that the children watch cartoons everyday with the percentage of 107 (49.8%). Just 9% children have never watched cartoons. The children said their parents don't allow them watch cartoons. Most of the children's parents are media literate; they understand the danger of exposing their children to media at an early stage in their life, so they prevent them from watching it every day. But some parents allow them to watch it. Some children watch it once a week with the frequency of 44 and 20.5%, some twice a week 50 frequencies with 23-3%, every month with frequency 12 and 5.6%.

Table 19: Do you watch only cartoon?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	85	39.5	39.5	39.5
No	130	60.5	60.5	100.0
Total	215	100.0	100.0	

The children where ask if they watch only cartoon but they all said No with a frequency of 130 and a percentage of 60.5 and few of the children said Yes with the frequency of 85 (39.5) because they watch other programs too.

Table 20: Schools * Do you watch only cartoon? Cross tabulation

	Do you watch only cartoon?		Total
	Yes	No	
Schools State	44	72	116
Private	41	58	99
Total	85	130	215

The state school children said No with a frequency of 72 that they don't watch only cartoon they watch other programs. The private school children too said No with a frequency of 58 that they don't watch cartoon program alone.

Table 21: Gender * Do you watch only cartoon? Cross tabulation

		Do you watch only cartoon?		Total
		Yes	No	
Gender	Male	40	78	118
	Female	45	52	97
	Total	85	130	215

The frequency shows that the children do not watch only cartoon programs they also watch other programs. The male children disagree with the frequency of 78 and the female children disagree with a frequency of 52. Cartoon is a child's favourite program. Almost all children in the world like watching cartoon at their tender age because it seems so real to them at their age. For some children, they watch other programs with their parents or their elder ones.

Table 22: What kind of cartoon do you watch?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Action	86	40.0	40.0	40.0
	Comedy	48	22.3	22.3	62.3
	Fantasy	48	22.3	22.3	84.7
	Science Fiction	25	11.6	11.6	96.3
	Horror	8	3.7	3.7	100.0
	Total	215	100.0	100.0	

The kind of cartoon the children like to watch is action cartoons which is the highest frequency of 86 (40.0%) while comedy has 48 (22.3%), fantasy has 48 (22.3%), science fiction 25 (11.6%), horror 8 (3.7%). Action has lot of fighting in it which shows that the children like watching it, the comedy cartoons make them laugh and the find it interesting, the fantasy cartoons makes the children imagine life with a happy ending, for the female children it boost their romantic imagination while the male want to be a handsome boy. The science fiction cartoons make them experiment and know more of science while the horror makes them scared.

Table 23: Schools * What kind of cartoon do you watch? Cross tabulation

		What kind of cartoon do you watch?					Total
		Action	Comedy	Fantasy	Science Fiction	Horror	
Schools	State	44	30	24	14	4	116
	Private	42	18	24	11	4	99
	Total	86	48	48	25	8	215

The state school children like action cartoon more than the private school children. Action cartoon in state school has the frequency of 44 while private school has the frequency of 42.

Table 24: Gender * What kind of cartoon do you watch? Cross tabulation

		What kind of cartoon do you watch?					Total
		Action	Comedy	Fantasy	Science Fiction	Horror	
Gender	Male	28	16	19	18	4	85
	Female	58	32	29	7	4	130
	Total	86	48	48	25	8	215

Female children like action cartoons with the frequency of 58 while the male children like action cartoons with the frequency of 28. The female children love the activity displayed in action cartoon.

Table 25: How many hours do you watch cartoon during day?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-2 hours	121	56.3	56.3	56.3
	3-4 hours	75	34.9	34.9	91.2
	5-6 hours	14	6.5	6.5	97.7
	6 or more	5	2.3	2.3	100.0
	Total	215	100.0	100.0	

The hours the children spend in watching cartoon during the day is used in determining how much of cartoon they watch and the level at which they can be exposed to the content. 1-2 hours 121 (56.3), 3-4 hours 75(34.9), 5-6 hours 14(6.5) and 6 or more 5(2.3).

Table 26: Schools * How many hours do you watch cartoon in a day? Cross tabulation

		How many hours do you watch cartoon in a day?				Total
		1-2 hours	3-4 hours	5-6 hours	please specify	
Schools	State	68	38	6	4	116
	Private	53	37	8	1	99
	Total	121	75	14	5	215

The state school children spend much time in watching cartoon than the private school children. The state school children spend 1-2 hours which was the highest frequency 121 with the percentage of (56.3%), 3-4 hours has frequency of 75 with 34.9% and 5-6 hours has 14 frequencies with 6.5%. While other children that spend 6

or more hours watching cartoons in a day with a frequency of 5 and 2.3%. According to the cultivation theory, children who spend less than 4 hours per day watching television termed as light viewers. So, most Nigerian children spend fewer hours watching cartoons in a day.

Table 27: Gender * How many hours do you watch cartoon in a day? Cross tabulation

	How many hours do you watch cartoon in a day?				Total
	1-2 hours	3-4 hours	5-6 hours	please specify	
Gender Male	55	31	7	4	97
Female	66	44	7	1	118
Total	121	75	14	5	215

Tables 27 shows the hours the number of children watch cartoon in a day. The female children spend more hours watching cartoons in a day with the frequency of 66 in 1-2 hours while the male children spend fewer hours in a frequency 55.

Table 28: How many hours do you watch cartoon during the weekend?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 3-4 hours	101	47.0	47.0	47.0
5-6 hours	59	27.4	27.4	74.4
6 or more	55	25.6	25.6	100.0
Total	215	100.0	100.0	

The hours spent in watching cartoons during weekend is 3-4 hours conceding the fact that its school free day with the frequency of 101 and the percentage of 47.0%. 5-6 hours has the frequency of 59 with 22.4%. While other children that spend 6 or more

hours watching cartoons during the weekend are with a frequency of 55 and 25.6%.

Majority of the children are light viewers even during the weekend.

Table 29: Schools * How many hours do you watch cartoon in a weekend?

	How many hours do you watch cartoon in a weekend?			Total
	3-4 hours	5-6 hours	please specify	
Schools State	57	28	31	116
Private	44	31	24	99
Total	101	59	55	215

The state school children spend more hours on cartoon during the weekend because they don't really have many places to go with the frequency of 57, while the private school children spend more time with their parent with the frequency of 44, who take them out on weekends.

Table 30: Gender * How many hours do you watch cartoon in a weekend?

	How many hours do you watch cartoon in a weekend?			Total
	3-4 hours	5-6 hours	please specify	
Gender Male	50	27	20	97
Female	51	37	35	118
Total	101	59	55	215

Female children spent more hours watching cartoons during the weekend than the male children. Female children spend 3-4 hours with a frequency of 51 and the male children spends 3-4 hours at the frequency of 50.

Table 31: What means do you watch cartoons?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Laptop	43	20.0	20.0	20.0
Television	146	67.9	67.9	87.9
Cinema	26	12.1	12.1	100.0
Total	215	100.0	100.0	

The means by which children watch cartoons is shown above which is; television with the frequency of 146 and the percentage of 67.9%. Because most of the time, television is what they have access to, their parent doesn't have time to take them to the cinema and they don't have much access to a laptop.

Table 32: Schools * What means do you watch cartoons? Cross tabulation

	What means do you watch cartoons?			Total
	Laptop	Television	Cinema	
Schools States	26	75	15	116
Private	17	71	11	99
Total	43	146	26	215

Both state and private school children watch their cartoon on television than on laptop or cinema. State school has a frequency of 75 and private has 71.

Table 33: Gender * What means do you watch cartoons? Cross tabulation

	What means do you watch cartoons?			Total
	Laptop	Television	Cinema	
Gender Male	13	89	16	118
Female	30	57	10	97
Total	43	146	26	215

Both male and female children watches cartoon mostly through television than another means. Television has the highest frequency than other means of watching cartoon program.

Table 34: What job does your parent do?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Teacher	49	22.8	22.8	22.8
Office worker	104	48.4	48.4	71.2
Business	60	27.9	27.9	99.1
Others	2	.9	.9	100.0
Total	215	100.0	100.0	

The job of the children parents was consider just to know the level at which the parent spend time with the children and the level of the parent income, but the result shows that the office worker has the highest frequency with 104 and 48.4%. The teacher has 49 with 22.8%, and the business parent has 60 with 27.9%. 2 (9%) for other, their parent has two occupations. They can be an office worker and a business woman.

Table 35: Schools * What job does your parent do? Cross tabulation

	What job does your parent do?				Total
	Teacher	Office worker	Business	Please specify	
Schools State	26	58	31	1	116
Private	23	46	29	1	99
Total	49	104	60	2	215

The state school parents are more occupied than the private school parents. The state school parents are mostly office worker, business woman and teacher they have the highest frequency.

Table 36: Gender * What job does your parent do? Cross tabulation

		What job does your parent do?				Total
		Teacher	Office worker	Business	Please specify	
Gender	Male	33	58	25	2	118
	Female	16	46	35	0	97
	Total	49	104	60	2	215

The male children parents are more of the working class than the female children parent. Office worker has the highest frequency of 58 than the female children with the frequency of 46.

Table 37: How many television sets do you have in your house?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	79	36.7	36.7	36.7
	2	80	37.2	37.2	74.0
	3	43	20.0	20.0	94.0
	Others	13	6.0	6.0	100.0
Total		215	100.0	100.0	

A home with higher income ought to have 2 or more television set at home which was corresponded in this result with the frequency of 2 percentages of 37.2% while 13 (6.0%) specified that they have more than 3 televisions in their homes. Other which is frequency is 13 and 6% depict that some of them has more than enough television sets in their homes.

Table 38: Schools * How many television sets do you have in your house?

		How many television sets do you have in your house?				Total
		1	2	3	Please specify	
Schools	State	36	33	19	4	99
	Private	43	47	24	9	116
	Total	79	80	43	13	215

The private school children have more television set in their house than the state school children with the frequency of 47 than the state school children with the frequency of 33.

Table 39: Gender * How many television sets do you have in your house? Cross

		How many television sets do you have in your house?				Total
		1	2	3	Please specify	
Gender	Male	33	38	17	8	96
	Female	46	42	26	5	119
	Total	79	80	43	13	215

The female children have more television sets in their house than the male children. The female school children have the frequency of 42 and the state school children have the frequency of 38.

Table 40: Do you have a room to yourself?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	151	70.2	70.2	70.2
	No	64	29.8	29.8	100.0
	Total	215	100.0	100.0	

The level of the parent income determines their standard of living. The buoyant children have the highest frequency with 151 of having a room to themselves at the percentage of 70.2%. Most of the parents are scared to leave their child alone in the room sometimes because of their age and maybe because the room is not enough in their homes.

Table 41: Schools * Do you have a room to yourself? Cross tabulation

		Do you have a room to yourself?		Total
		Yes	No	
Schools	States	64	35	116
	Private	87	29	99
	Total	151	64	215

The private school children have a room to themselves more than the state school children. The state school children said Yes that they have a room to them self with the frequency of 64 and the private school children has the highest frequency of 87.

Table 42: Gender * Do you have a room to yourself? Cross tabulation

		Do you have a room to yourself?		Total
		Yes	No	
Gender	Male	64	33	97
	Female	87	31	118
	Total	151	64	215

The female children have a room to themselves than the male children. The female children said Yes with the frequency of 87 while the state school children have the frequency of 64.

Table 43: Do you have a television in your room?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	91	42.3	42.3	42.3
	No	124	57.7	57.7	100.0
Total		215	100.0	100.0	

Most of the children do not have a television set to themselves which number has the highest frequency of 124 and percentage of 57.7%. It is in the rich homes that their children are given access to television set in their rooms because they are scare of them damaging it and due to the money they got it they won't want anything to happen to the television. So do those that have it in their homes have a higher level of income and they are more exposed.

Table 44: Schools * Do you have a television in your room? Cross tabulation

		Do you have a television in your room?		Total
		Yes	No	
Schools	State	50	66	116
	Private	41	58	99
Total		91	124	215

The state school children have television in their rooms more than the private school children. The state school children have the highest frequency of 50 and the private school children have the frequency of 41.

Table 45: Gender * Do you have a television in your room?

		Do you have a television in your room?		Total
		Yes	No	
Gender	Male	45	52	97
	Female	46	72	118
Total		91	124	215

The female children have television in their rooms more than the male children. The female children have the frequency of 46 and the male have 45.

Table 46: Do you have a laptop?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	81	37.7	37.7	37.7
	No	134	62.3	62.3	100.0
Total		215	100.0	100.0	

The table shows that most of the children do not have a laptop with the frequency of 134 and 62.3%. Access to technology is minimal in Nigeria because not everyone can afford it. Most of the Nigeria parents even believe the children can destroy or damage it due to their age, so it is not something common among the children.

Table 47: Where do you watch cartoons?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Living room	172	80,0	80,0	80,0
	Bedroom	41	19,1	19,1	99,1
	Others	2	,9	,9	100,0
	Total	215	100,0	100,0	

Most of the children watch their cartoons in the living room with the frequency of 172 and 80.0%. 9% of the children specified that they either watch cartoon in their living room or bed room. 41 children watch their cartoons in their bed rooms with 19.1%. Others said anywhere they feel like watching with 2 frequencies and 9%.

Table 48: Schools * Where do you watch cartoons? Cross tabulation

		Where do you watch cartoons?			Total
		Living room	Bedroom	Please specify	
Schools	States	92	23	1	116
	Private	80	18	1	99
	Total	172	41	2	215

The state school children said they watch their cartoon in the living with the frequency of 92 likewise the private school children have the frequency of 80.

Table 49: Gender * Where do you watch cartoons?

		Where do you watch cartoons?			Total
		Living room	Bedroom	Please specify	
Gender	Male	75	22	0	97
	Female	97	19	2	118
	Total	172	41	2	215

The female children say they watch their cartoon in the living room, with the frequency of 92 while the male children say the like watching their cartoon in the bedroom with the frequency of 75.

Table 50: Which cartoon do you watch most?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Powder-Puff Girls	4	1.9	1.9	1.9
Snow White	3	1.4	1.4	3.3
Lion King	4	1.9	1.9	5.1
Bat Man	9	4.2	4.2	9.3
Kung Fu Panda	6	2.8	2.8	12.1
South Park	11	5.1	5.1	17.2
Fantastic 4	11	5.1	5.1	22.3
Ninja Turtles	21	9.8	9.8	32.1
Cinderella	5	2.3	2.3	34.4
Spiderman	16	7.4	7.4	41.9
Ice Man	5	2.3	2.3	44.2
Barbie	7	3.3	3.3	47.4
Superman	15	7.0	7.0	54.4
Ben 10	62	28.8	28.8	83.3
X-Men	5	2.3	2.3	85.6
Any Kind	1	.5	.5	86.0
Baby First	1	.5	.5	86.5
Beauty and The Beast	5	2.3	2.3	88.8
Fantasia	2	.9	.9	89.8
Ice Age	2	.9	.9	90.7
Maiden	1	.5	.5	91.2
Power Rangers	9	4.2	4.2	95.3
Simba	1	.5	.5	95.8
Simpsons	7	3.3	3.3	99.1
Winnie the Pooh	2	.9	.9	100.0
Total	215	100.0	100.0	

The cartoon watched most by the children was Ben10 with the frequency of 62 and the percentage of 28.0%. Ben 10 cartoon comprises of action, comedy, fantasy, science fiction and horror, Ninja Turtles which compares of lot of violence and aggression has 21 (9.8%), Spiderman 16 (7.4%), Superman 15 (7.0%) while Barbie which comprises of fashion and romantic characters has 7 (3.3%).

4.3 Analysis of the Attitude Scale Statements

In the current study, investigations were made to find out how respondents are affected by the cartoon they watch. In the study, values attached to the choices of attitude scale questions are as follows: 1=Strongly Agree, 2= Agree, 3=Undecided, 4=Disagree, 5= Strongly Disagree. For the scale division, Balcı (2004) recommendation has been followed. Balcı (2004) suggests that the division for the five-point Likert Scale would be as follows: (1-1.79) Strongly Agree; (1.80- 2.59) Agree; (2.60- 3.39) Undecided; (3.40- 4.19) Disagree; (4.20- 5.0) Strongly Disagree. Using five point Likert scale, subjects were asked whether they agreed with the statements or not.

4.3.1 Means and Attitudes of Respondents on Cartoon

The first section is on: Attitudes of respondents towards cartoon which are shown below:

Table 51: Means and Attitudes of Respondents towards Cartoon

Statement	Means	Attitude
I like watching cartoons	1.45	SA
I like action cartoons	2.06	A
I enjoy myself while watching cartoons.	1.71	SA
I prefer watching cartoons to doing my homework	2.98	A
I like cartoons with lots of guns.	2.62	A
I like cartoons with lots of fight in it.	2.55	A
I see the characters like heroes	2.33	A

I wish to be like them.	2.71	A
I practice what I watch.	2.44	A
I like cartoons because they are real.	2.78	A

Table 51 reveals that the means and attitudes of the children towards cartoon are really high. They strongly agree that they like watching cartoons, they agree that they like action cartoons, they strongly agree that they enjoy themselves watching cartoons, they agree that they prefer watching cartoons to doing their homework's, the children agree that they like cartoons with lots of guns, they agree that they like cartoons with lots of fighting in it, they strongly agree that they see the characters like their heroes, they agree that they practices what they watch, they also agree that they like cartoons because they believe they are real.

Table 52: I like watching cartoons

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	146	67.9	67.9	67.9
Agree	50	23.3	23.3	91.2
Undecided	14	6.5	6.5	97.7
Strongly disagree	5	2.3	2.3	100.0
Total	215	100.0	100.0	

The total percentage of students who strongly agree and agree is 67.9% and 23.3% students agree that “I like watching cartoons”. This table shows that the children are really conversant with cartoon programs and the like watching it.

Table 53: Schools * I like watching cartoons Cross tabulation

	I like watching cartoons				Total
	Strongly Agree	Agree	Undecided	Strongly disagree	
Schools State	81	28	5	2	116
Private	65	22	9	3	99
Total	146	50	14	5	215

The state school children like watching cartoons more than the private school children. The state's school children strongly agree with the frequency of 81 and agree with the frequency of 28 and 2 frequency of strongly disagree.

Table 54: Gender * I like watching cartoons Cross tabulation

	I like watching cartoons				Total
	Strongly Agree	Agree	Undecided	Strongly disagree	
Gender Male	70	17	9	1	97
Female	76	33	5	4	118
Total	146	50	14	5	215

The female children like watching cartoons more than the male children, the female children strongly agree to the question with the frequency of 76 and 33 agree and 4 strongly disagree.

Table 55: I like action cartoons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	73	34.0	34.0	34.0
	Agree	74	34.4	34.4	68.4
	Undecided	58	27.0	27.0	95.3
	Disagree	2	.9	.9	96.3
	Strongly disagree	8	3.7	3.7	100.0
	Total	215	100.0	100.0	

The number of students that strongly agree is 34% while 34.4% students agree that “I like action cartoons”. The representation of these table shows that the children want active cartoons program.

Table 56: Schools * I like action cartoons Cross tabulation

		I like action cartoons					Total
		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	
Schools	State	39	38	33	2	4	116
	Private	34	36	25	0	4	99
	Total	73	74	58	2	8	215

The children like action cartoons. The state school children strongly agree with a frequency of 39 that they like action cartoons.

Table 57: Gender * I like action cartoons Cross tabulation

		I like action cartoons					Total
		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	
Gender	Male	28	38	29	1	1	97
	Female	45	36	29	1	7	118
	Total	73	74	58	2	8	215

The female children strongly agree that they like action cartoon more than the male children with a frequency of 45 to 28.

4.3.2 Means and Attitudes of Respondents Physical Aggression Subscale

The second section represents the physical aggression subscale of the children which the means and attitude is shown below:

Table 58: Means and Attitudes of Respondents; Physical Aggression Subscale

Statement	Means	Attitude
I like to kick, hit or punch your friends just how you watch it in the cartoon.	2.89	U
I want to kick, hit or punch your friends just how you watch it in the cartoon.	3.18	U
I try kicking, hitting or punching my friends just how i watch it in the cartoon.	3.26	U
I like pushing and shoving other kids around just Tom and Jerry.	3.45	D
I want to push and shove other kids around just Tom and Jerry.	3.18	U
I try pushing and shoving other kids around just Tom and Jerry.	3.57	D
I like to get into fights with your peers.	3.34	U
I want to get into fights with your peers.	3.76	D
I try to getting into fights with your peers.	3.51	D
I like threatening other kids.	3.70	D
I want to threaten other kids.	3.39	U
I try to threaten other kids.	3.38	U
I like to see a flying character.	2.49	A
I want to see a flying character	2.57	A
I try to see a flying character.	2.63	A

They agree that they like to see a flying character they disagree that they like pushing and shoving other kids around just like Tom and Jerry. I want to threatening other kids was undecided.

The table 58 shows that the mean and attitude of the physical aggression subscale of the children. The children are not sure that they like to kick, hit or punch their friends just as how they watch it in the cartoon program, they are undecided that they want to kick, hit or punch their friends just as how they watch it in the cartoon program, they are also not sure that they want to push and shove other kids around just like Tom and Jerry, they disagreed that they want to see a flying character, they agree they want to see a flying character, the children also agree that they try seeing a flying character. As the cultivation theory states, the effects of media consumption on its audience is not immediate, but a gradual process.

Table 59: I like to kick, hit or punch my friends just how you watch it in cartoons

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	49	22.8	22.8	22.8
	Agree	51	23.7	23.7	46.5
	Undecided	38	17.7	17.7	64.2
	Disagree	27	12.6	12.6	76.7
	Strongly disagree	50	23.3	23.3	100.0
	Total	215	100.0	100.0	

The table shows that the children “like to kick, hit or punch your friends just how you watch it in cartons”. The percentage of agree is 23.8% while the strongly agree is 22.8%.

Table 60: Schools * I like to kick, hit or punch your friends just how you watch it in cartoons.

		I like to kick, hit or punch your friends just how you watch it in cartoons.					Total
		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	
Schools	State	22	16	18	14	29	99
	Private	27	35	20	13	21	116
	Total	49	51	38	27	50	215

The state school children strongly disagree that they don't like to kick, hit or punch your friends just how you watch it in cartoons but the private school children strongly agree with a frequency of 27 and agree 35 with just a frequency of 21.

Table 61: Gender * I like to kick, hit or punch your friends just how you watch it in cartoons. Cross tabulation

		I like to kick, hit or punch your friends just how you watch it in cartoons.					Total
		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	
Gender	Male	20	21	21	9	26	97
	Female	29	30	17	18	24	118
	Total	49	51	38	27	50	215

The male children strongly disagree that they to kick, hit or punch your friends just how you watch it in cartoons but the female children strongly agree.

Table 62: I like to see a flying character

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	72	33.5	33.5	33.5
	Agree	44	20.5	20.5	54.0
	Undecided	53	24.7	24.7	78.6
	Disagree	11	5.1	5.1	83.7
	Strongly disagree	35	16.3	16.3	100.0
	Total	215	100.0	100.0	

With the percentage of 33.5 % in the strongly agree and 20.5% for agree. The children “I like to see a flying character”.

Table 63: Gender * I try to see a flying character. Cross tabulation

	I try to see a flying character.					Total
	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	
Gender Male	25	21	16	11	24	97
Female	33	30	34	11	10	118
Total	58	51	50	22	34	215

The female children strongly agree that they like to see a flying character more than the male children.

4.3.3 Means and Attitudes of Respondents on Difference between Possible and Impossible Act

The section three of represents the difference between possible and impossible act of the children, the means and attitudes of participants are presented in the Table 27 below:

Table 64: Possible and Impossible act

Statement	Means	Attitude
I like to fly.	2.17	A
I like to climb the walls.	2.47	A

I like dancing on the street.	2.56	A
I like to fly an aeroplane.	2.35	A
I like driving a car	2.39	A
I like riding a bike.	2.36	A
I like riding a motorcycle.	2.49	A

The children were asked about the impossible act at their age, and the information included from the cartoon they watch. The table above represents a summary of the averages and corresponding attitude of the respondents to the questionnaire. They agree with all the statements. This classification of statements intends to find out the difference between possible and impossible act of the Nigerian children, both the high economic status kids and the average income kids. It also takes into consideration their beliefs and behaviour, which they share. Children can also be influenced by what they have seen their parents, aunts and uncles do.

According to the Table 65 below, the children agreed that they like to do so many impossible acts during their age bracket. At the same time they agreed that they want to do the possible and impossible acts.

Table 65: I like to fly

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	91	42.3	42.3	42.3
Agree	57	26.5	26.5	68.8
Undecided	28	13.0	13.0	81.9
Disagree	16	7.4	7.4	89.3
Strongly disagree	23	10.7	10.7	100.0
Total	215	100.0	100.0	

The percentage of strongly agree is 42.3% and agree is 26.5%, the children “like to fly” which is not possible. The impossible act is very high this table represents that.

Table 66: Schools * I like to fly Cross tabulation

	I like to fly					Total
	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	
Schools State	46	29	19	10	12	116
Private	45	28	9	6	11	99
Total	91	57	28	16	23	215

The children both from the state school and private school strongly agree that they like to fly.

Table 67: Gender * I like to fly Cross tabulation

	I like to fly					Total
	Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	
Gender Male	40	21	11	8	17	97
Female	51	36	17	8	6	118
Total	91	57	28	16	23	215

The female children strongly agree with a frequency of 51 and agree of 36 with 6 strongly agree more than the male children that the like to fly. So the female children like to fly.

Table 68: I like to climb the walls

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	60	27.9	27.9	27.9
	Agree	60	27.9	27.9	55.8
	Undecided	52	24.2	24.2	80.0
	Disagree	18	8.4	8.4	88.4
	Strongly disagree	25	11.6	11.6	100.0
	Total	215	100.0	100.0	

The percentage of strongly agree and agree is equal which is 27.9% that is the level of the impossible act and reality is clear. The percentage of the undecided is 24.2 and a frequency of 52 which shows that the children like to climb the walls.

Table 69: Schools * I like to climb the walls. Cross tabulation

		I like to climb the walls.					Total
		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	
Schools	States	30	29	33	11	13	116
	Private	30	31	19	7	12	99
	Total	60	60	52	18	25	215

Both states and private school children don't like to climb the walls they strongly disagree to it.

Table 70: Gender * I like to climb the walls. Cross tabulation

		I like to climb the walls.					Total
		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	
Gender	Male	36	28	38	7	9	118
	Female	24	32	14	11	16	97
	Total	60	60	52	18	25	215

Male children strongly agree with the frequency of 36 and agree of 28 that they like climbing walls but the female children strongly disagree to it with a frequency of 16 and frequency disagree of 11.

4.3.4 Means and Attitudes of Respondents Verbal Aggression Items

The fourth section is on respondents' Verbal Aggression Items. Means and attitudes of participants are presented in the Table 30 below:

Table 71: Verbal Aggression Items

Statement	Means	Attitude
I like insulting other peers.	3.66	D
I like being insulted.	3.70	D
When I'm insulted, I like retaliating.	3.16	D
I like yelling at people.	3.68	D

According to the results, all the children have the same attitude. The children generally disagreed to the verbal aggression items. Also from the results it could be deduced that children do not engage in verbal aggression with their peer.

Table 72: I like insulting other peers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	40	18.6	18.6	18.6
	Agree	18	8.4	8.4	27.0
	Undecided	28	13.0	13.0	40.0
	Disagree	19	8.8	8.8	48.8
	Strongly disagree	110	51.2	51.2	100.0
	Total	215	100.0	100.0	

The table shows that the strongly disagree is 51.2% and strongly agree is 18.8% which mean the children do not like to insult other peer mates.

Table 73: Schools * I like insulting other peers Cross tabulation

		I like insulting other peers					Total
		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	
Schools	States	20	7	13	13	63	116
	Private	20	11	15	6	47	99
	Total	40	18	28	19	110	215

The school children strongly disagree that they like insulting their peers, both states and private school children.

Table 74: I like being insulted

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Agree	27	12.6	12.6	12.6
	Agree	26	12.1	12.1	24.7
	Undecided	36	16.7	16.7	41.4
	Disagree	22	10.2	10.2	51.6
	Strongly disagree	104	48.4	48.4	100.0
	Total	215	100.0	100.0	

The table 74 shows the percentage of “I like being insulted” as 48.4% which is strongly disagrees. The children do not like being insulted by anyone.

Table 75: Schools * I like being insulted. Cross tabulation

		I like being insulted.					Total
		Strongly Agree	Agree	Undecided	Disagree	Strongly disagree	
Schools	States	13	12	17	14	60	116
	Private	14	14	19	8	44	99
	Total	27	26	36	22	104	215

The state school children strongly disagree that they don't like to be insulted likewise private school children too.

4.4 Chi-Square Test Results

A chi-square test is conducted for the investigation, to know if there are marked differences in children attitude and physical aggression of the private school children and the government school children. Table 76 below shows level of the significance.

Table 76: Chi-Square Test Results

	Value	Df	Asymp. Sig.
Pearson Chi-Square	272,716 ^a	142	,000
Likelihood Ratio	300,625	142	,000
Linear-by-Linear Association	,715	1	,398
N of Valid Cases	198		

a. 216 cells (100, 0%) have expected count less than 5. The minimum expected count is, 21.

A chi square test is conducted for 36 questions in order to explore whether there is statistically significant difference between cartoon violence and aggression towards the children's gender and school. The Table 77 shows the significance levels. Out of 36 Likert scale questions only 16 questions, indicate statistically significant value.

Table 77: Chi-square test results where statistically significant differences were found in state and private schools and also between the gender of the children.

Section and statements	Significance
Section: Attitude towards cartoons	.000
<ul style="list-style-type: none"> • I like action cartoons. • I like watching cartoons. • I enjoy myself while watching cartoons. • I prefer watching cartoons to doing my homework. • I like cartoons with lots of guns. • I like cartoons with lots of fight in it • I see the characters like heroes. • I wish to be like them. • I practice what I watch. 	<p>.097</p> <p>.281</p> <p>.445</p> <p>.006</p> <p>.055</p> <p>.650</p>

	.003
<ul style="list-style-type: none"> • I like cartoons because they are real. 	.051
	.442
Section: Physical Aggression Subscale.	.000
<ul style="list-style-type: none"> • I like to kick, hit or punch your friends just how you watch it in the cartoon. 	.000
<ul style="list-style-type: none"> • I want to kick, hit or punch your friends just how you watch it in the cartoon. 	.315
<ul style="list-style-type: none"> • I try kicking, hitting or punching my friends just how i watch it in the cartoon. 	.564
<ul style="list-style-type: none"> • I like pushing and shoving other kids around just Tom and Jerry. 	.075
<ul style="list-style-type: none"> • I want to push and shove other kids around just Tom and Jerry. 	.314
<ul style="list-style-type: none"> • I try pushing and shoving other kids around just Tom and Jerry. 	.004
<ul style="list-style-type: none"> • I like to get into fights with your peers. 	.004
<ul style="list-style-type: none"> • I want to get into fights with your peers. 	.004
<ul style="list-style-type: none"> • I try to getting into fights with your peers. 	.080
<ul style="list-style-type: none"> • I like threatening other kids. I want to threaten other kids. 	.004
<ul style="list-style-type: none"> • I try to threaten other kids. 	.049
<ul style="list-style-type: none"> • I like to see a flying character. 	
<ul style="list-style-type: none"> • I want to see a flying character 	

<ul style="list-style-type: none"> • I try to see a flying character. 	<p>.002</p> <p>.149</p>
<p>Section: Difference between possible and impossible act.</p> <ul style="list-style-type: none"> • I like to climb the walls. I like to Fly • I like dancing on the street. • I like to fly an aeroplane. • I like driving a car I like riding a bike. • I like riding a motorcycle. 	<p>.043</p> <p>.056</p> <p>.011</p> <p>.043</p> <p>.005</p> <p>.079</p> <p>.017</p>
<p>Section: verbal aggression items</p> <ul style="list-style-type: none"> • I like insulting other peers. • I like being insulted. • When I'm insulted, I like retaliating. • I like yelling at people. 	<p>.167</p> <p>.184</p> <p>.119</p> <p>.145</p>

In other words as the result of the chi-square test run, found out that there are some statistically significant differences between the responses of the children with respect to the statements presented in Table 33. For 16 items in the questionnaire, it is found that there is statistically significant difference between the responses of the children with respect to $p < 0.05$

Chapter 5

CONCLUSION

This chapter aims to pull the strings of the study together. Firstly, a thorough summary of the study is given. Then, research questions are revisited and conclusions are drawn from the study. Lastly, suggestions for further research are made.

5.1 Summary of the Study

Cartoons serve as a means of entertainment and at the same time it misinforms children about real life. There are many harmful effects in it which has not been understood by the children. Media entertainment plays a major role in dominating a child identity, socialization, attitudes, style and behavior after consuming many images through media (Kellner, 1995).

According to Mittelli (2003) cartoons were not majorly designed just for children. Children were just considered to be the primary audience in the late 1950's, the reason for that was the crude quality of the early cartoons, but now it is taken another form. As at the 19th century, cartoons were mostly low-budgeted, but with the help of Disney Cartoons which had cultural prestige and cinematic reputation, things were turned around (Mittell, 2003).

Children enjoy cartoons in order to satisfy their needs, unconsciously to them, they become conversant with what is projected by the media. The violent content on

television has been in existence since the beginning of the era of television. Measuring the quality and degree of violence on television has become the major point of interest for the researchers because “there is a strong agreement among social scientists that extensive exposure to media violence can contribute to aggressiveness in individuals” (Strasburger et al, 2009, p. 156). According to research results, the level of aggressiveness is greatly enhanced by exposure to television violence which is projected in the lives of the children due to their level of understanding.

Joy, Kimball, and Zabrack (1986) found out that the introduction of television into a community in Canada brought about a spike in the level of aggressive behavior displayed by the children. Cultivation theory elaborates on other repercussions as a result of exposure to television violence. Morgan (1982) states, “the underlying premise of cultivation theory is that the more time people spend watching television, the more likely they are to perceive the world in ways that reflect the patterns found in television drama” (p.948).

Previous results obtained by some researchers on cultivation theory on children, shows that those who spend more time watching violence on television tend to see the world as an unsafe environment unlike those that spend less time watching violence on television. This is said to be a phenomenon called “mean world syndrome,” by cultivation theorists. However this notion depicts that heavy viewers of television with violent content, view the world as an insecure and dangerous place (Gerbner, 1998).

Van Evra (1998) mentioned that, the age of the children from 9 to 12 years, are very crucial stages in a child's life because they begin to change their ideology about watching violence programs. At a certain point at age 12, they are not likely to watch those programs that contain negative violence in it even when the violence and aggression behavior is not closely linked to them (Van der Voort, 1986, p. 61).

This study was a case study on cartoon violence and aggression on school age children, focusing on gender, school, attitudes on cartoon, physical aggression subscale, difference between possible and impossible act, verbal aggression. Cultivation theory was used as the theoretical foundation. The analysis was aimed at children with high economic status and children that come from average income families.

This present study is aimed at investigating how and to what extent cartoon make school age children violent and aggressive with respect to both male and female children in Nigeria. It also scrutinizes how children are easily influenced by being exposed to television. Subsequently, the study uses the children's attitudes on cartoon, their physical aggression subscale, difference between possible and impossible act and also their verbal aggression items to compare the aims which were mentioned earlier. Finally, it was aimed at investigating the differences between the responses of the male children and that of the female children.

Data have been collected through a questionnaire that contains two sections. The first section was used to explore demographic characteristics of the children and some basic uses of television. The second section is designed according to five-point Likert

scale and seeks to collect data on the children attitudes towards cartoon and its addictive potential.

Chi-square test has been done to reveal whether there are any statistically significant differences between the responses of the children gender.

For the present study, 215 children were selected randomly. The 215 children that participated in this research are from The Saint International Nursery and primary school and also The Apostolic Church Grammar School in Nigeria. Data are analyzed by SPSS (Statistical Package for Social Sciences).

Table 78: I like watching cartoons

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly Agree	146	67.9	67.9	67.9
Agree	50	23.3	23.3	91.2
Undecided	14	6.5	6.5	97.7
Strongly disagree	5	2.3	2.3	100.0
Total	215	100.0	100.0	

Table 79: Gender * I like watching cartoons Cross tabulation

	I like watching cartoons				Total
	Strongly Agree	Agree	Undecided	Strongly disagree	
Gender Male	70	17	9	1	97
Female	76	33	5	4	118
Total	146	50	14	5	215

The present study reveals that there is statistically significant difference between the responses of two genders. In the attitude scale statements, the children were asked

how much they like cartoons. The results of the findings state that the kids enjoy watching cartoon.

Table 80: Group Statistics

Gender	N	Mean	Std. Deviation	Std. Error Mean
aggression Male	111	98,8198	25,25873	2,39745
Female	87	107,4598	27,22038	2,91833

The cartoon the children like watching most is Ben 10, which has action, comedy, fantasy, science fiction and horror in it.

Cartoon characters are being portrayed differently whether in action cartoon programs or adventure programs. Male and female children are twice portrayed as having very attractive bodies in continuing action and adventure programs compared to teen scene programs. Cartoon characters are always wearing provocative clothing in most of the cartoon programs shown. Most of the actions displayed by the characters in the action cartoon programs are imitated by the children. The children tend to imitate after viewing such, like they wish to fly like superman, they want to climb the wall and which all these acts is impossible for them. According to the result of the research, the female children tend to have high violence and aggressiveness in them due to their level of independence, assertiveness, athleticism, maturity, or leadership.

Data collected for the present study reveals that there is difference between the demographic information gotten from the children in private and government schools in Nigeria, their gender, age and class. 17 people did not fill some certain questions.

Chi-square test was administered to check whether there is any statistically significant difference between the attitudes of the children. The chi-square test results indicate that there is statistically significant difference between the means and attitudes of the children's gender and school at the $p \leq 0.05$ level with respect to questionnaire items: 21,22,31,43,46,47,53, 54; which shows that there are significant differences in the children's attitude towards cartoon, violence and aggression in Nigeria.

5.2 Conclusions Drawn from the Study

The present study was carried out in order to know whether there is any difference in the attitude of children both male and female towards violence and aggression cartoons. The research questions were investigating how the Nigerian primary school children get affected by the cartoons they watch in spring 2014.

RQ1 To what extent do kids watch cartoons that have violence and aggression in it? According to the data collected through questionnaires, most children like action cartoons. Action cartoons contain a degree of violence and aggression and the children are influenced by this. Most of the Nigerian children love watching cartoons such as Ben 10, Ninja Turtles, Spiderman, Superman, and they all have project violence and aggression.

RQ2 What is the influence of cartoon violence and aggression on children?

With the result of the data collected, violence and aggression in cartoons influences the children. Statistically, female children are more likely to display evidence of violence and aggression than the male children in Nigeria. The children are undecided on their physical actions.

RQ3 To what extent do children take cartoon character as their role model?

The children show a high level in interest in cartoon characters and so, they want to be like the cartoon characters and do what they do. This might also be related to their daily activities as they tend to believe cartoon characters as their role models also believe them to be their reality.

RQ4 How much do children imitate what they watch on cartoon programs?

Most children want to reenact what is being shown on television; they presume that whatever is shown in the cartoon can be done in reality. By so doing, they get themselves in trouble and it might lead to them being hurt by their inability to do what they watch in cartoons.

It was predicted that due to the enjoyment the children derive from cartoon they inculcate numerous bad habits which make them dependent on them. Previous chapters stated that cartoon serves as a means of entertainment and that at the same time it misinforms the children in real life.

Cartoons affect the social and moral sense of children in the developmental stages of their lives. It determines the level to which violence and aggression is induced, after watching cartoons for a long period of time during their early stage of life.

The amount of time a parent spends with their children in a day determines the rate at which the kids are been monitored. The results show that the highest time a parent spends with children is 5-7 hours every day. These show the hours the children spend in watching television in a day and the average was 3-4 hours: 77(35.8%). The percentage shows that the children watch cartoons everyday with the percentage of

49.8% (107). The kind of cartoon the children like to watch is action cartoon which has the highest frequency of 86 (40.0%). The result shows the hours the children watches cartoon in a day. 1-2 hours was the highest frequency 121 with the percentage of (56.3%). The job of the children parents was consider just to know the level at which the parent spend much time and the level of the parent income, but the result shows that the office worker has the highest frequency with 104 and 48.4%. The cartoon watched most by the children was Ben10 with the frequency of 62 and the percentage of 28.0%. Ben 10 cartoon comprises of action, comedy, fantasy, science fiction and horror.

A chi-square test is conducted for 36 questions in order to explore whether there is statistically significant difference between the attitudes of the children towards violence and aggression among school age children. The Table 32 shows the significance levels. According to the responses given by the children at the respect of their attitude of violence and aggression towards cartoon, out of 36 Likert scale questions only 8 questions indicate statistically significant value.

The first category of the Likert-scale questions aimed to reveal the children's attitudes towards cartoons. Also it seeks to explore why they like cartoons and factors that motivate them to watch them.

The second category of Likert-scale questions aims to reveal the physical aggression subscale of the children, which factors affect their decision; in the other words how they react and socialize with their peers.

The third category of Likert-scale questions aims at reveal the difference between possible and impossible act of the children. The children were asked about the impossible act for their age and information included in the things they watch on cartoons program the table above presents a summary of the averages and corresponding attitude of the respondents to the questionnaire items. This classification of statements intends to find out the difference between possible and impossible act of the Nigerian children both the higher level kids and the lower level kids which they share, similar beliefs and behaviours.

The last category aims to reveal the verbal aggression items of the children towards cartoon and their addictive potentials among their peers. According to the answers the statements in Likert scale questions, children have symptoms of verbal aggression addiction after spending much time watching cartoon, they will want to imitate what and how the cartoon characters speaks.

5.3 Suggestions for Further Research

The present study was conducted in Nigeria in spring 2014. Further research can be a long term study on university students who are in Nigeria and aboard, because they are more exposed to media. Further research can also be a long term study on high school students who are younger and at the stage of understanding media. Qualitative research with in-depth interviews and observations could be used in order to investigate the violence and aggression caused by media with violent content, could be conducted.

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APPENDIX

Appendix: Questionnaire

PLEASE fill in the following questions as best as you can. The survey is ANONYMOUS and the findings of the research will be helpful to my course work.

1. Gender: (a) Male (b) Female
2. Age: (a) 4-6 (b) 7-9 (c) 10-12
3. Class: (a) Class 1 (b) Class 2 (c) Class 3 (d) Class 4 (e) Class 5
4. How many hours do you spend in school? (a) 5-7 Hours (b) 8-11 Hours (c) Please specify
5. How many hours do your parents spend with you in a day? (a) 2-4 hours (b) 5-7 hours (c) Please specify.....
6. Do you watch television? (a) Every Day (b) Once a week (c) Twice a week (d) Every week (e) Never
7. How many hours do you spend watching television? (a) 1-2 Hours (b) 3-4 Hours (c) 5-6 Hours (d) Please Specify
8. Do you watch cartoons? (a) Every Day (b) Once a week (c) Twice a week (d) Every week (e) Never
9. Do you watch only cartoons? (a)Yes (b) No
10. What kind of cartoon do you watch? (a) Action (b) Comedy (c) Fantasy (d) Science Fiction (e) Horror
11. How many hours do you watch cartoon in a day? (a) 1-2 Hours (b) 3-4 Hours (c) Please specify.....
12. How many hours do you watch cartoon in a weekend? (a) 3-4 Hours (b) 5-6 Hours (c) 7-8 Hours (d) Please specify.....
13. What means do you watch cartoons? (You can mark more than one option)
(a) Laptop (b) Television (c) Cinema
14. What job does your parent do? (a) Teacher (b) Office worker (c) Business (d) Please specify
15. How many television sets do you have in your house? (a) 1 (b) 2 (c) 3 (d) Please specify.....
16. Do you have a room to yourself? (a) Yes (b) No

17. Do you have a television in your room? (a) Yes (b) No
18. Do you have a laptop? (a) Yes (b) No
19. Where do you watch cartoons? (a) Kitchen (b) Living room (c) Bedroom (d) Please specify
20. Which cartoon do you watch most? Please specify.....

STRONGLY AGREE - 5 AGREE - 4 UNDECIDED - 3 DISAGREE - 2
 STRONGLY DISAGREE - 1

SA A U D SD

I like watching cartoons.					
I like action cartoons.					
I enjoy myself while watching cartoons.					
I prefer watching cartoons to doing my homework.					
I like cartoons with lots of guns.					
I like cartoons with lots of fight in it					
I see the characters like heroes					
I wish to be like them.					
I practice what I watch.					
I like cartoons because they are real.					

SA A U D SD

I like to kick, hit or punch your friends just how you watch it in the cartoon.					
I want to kick, hit or punch your friends just how you watch it in the cartoon.					
I try kicking, hitting or punching my friends just how i watch it in the cartoon.					
I like pushing and shoving other kids around just Tom and Jerry.					
I want to push and shove other kids around just Tom and Jerry.					
I try pushing and shoving other kids around just Tom and Jerry.					
I like to get into fights with your peers.					
I want to get into fights with your peers.					

I try to getting into fights with your peers.					
I like threatening other kids.					
I want to threaten other kids.					
I try to threaten other kids.					
I like to see a flying character.					
I want to see a flying character					
I try to see a flying character.					

SA

A

U

D

SD

I like to fly.					
I like to climb the walls.					
I like dancing on the street.					
I like to fly an aeroplane.					
I like driving a car					
I like riding a bike.					

I like riding a motorcycle.					
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SA

A

U

D

SD

I like insulting other peers.					
I like being insulted.					
When I'm insulted, I like retaliating.					
I like yelling at people.					