

**INFLUENCE OF ANIMATION CARTOONS ON SOCIAL BEHAVIOUR OF  
PRIMARY SCHOOL PUPILS IN KADUNA METROPOLIS, KADUNA STATE  
NIGERIA**

**BY**

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**APRIL, 2019**

**DECLARATION**

I hereby declare that this Dissertation entitled: “Influence of Animation Cartoons on Social Behaviour of Primary School Pupils in Kaduna Metropolis, Kaduna State, Nigeria” was written by me under the supervision of Prof. A.I Mustapha and Dr. H.Tukur of the Department of Educational Psychology and Counselling, Ahmadu Bello University, Zaria. The information derived from the literature has been duly acknowledged in the text and list of references provided. No part of this work to the best of my knowledge has been previously presented for another degree or diploma at this or any other institution.

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### **CERTIFICATION**

This Dissertation entitled: “Influence of Animation Cartoons on Social Behaviour of Primary School Pupils in Kaduna Metropolis, Kaduna State, Nigeria” meets the requirements governing the award of degree of Masters of Educational Guidance and Counselling, Faculty of Education, Ahmadu Bello University, Zaria and is approved for its contribution to knowledge and literary presentation.

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## **DEDICATION**

This Dissertation is dedicated to the blessed memories of my Parents, Alh. Abubakar Atiku Lere and Haj. Amina Atiku who served as role models for the eight of us.

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### **LIST OF ABBREVIATIONS USED**

SPSS	-	Statistical Package for Social Sciences
AAP	-	American Academy of Paediatrics
TV	-	Television
AACAP	-	American Academy of Child and Adolescent Psychiatry
LGA	-	Local Government Area

## OPERATIONAL DEFINITION OF TERMS

For the purpose of this study, the following terms are operationally defined as used in this study:

**Animation Cartoon-** Films/movies or video in which drawings and models of people and animals seem to move.

**Social Behaviour:** This is type of human behaviour which primarily determines how individuals interact with one another within a group or society such as aggressive, friendly, and assertive.

**Aggression-** Aggression is an action or threat of action that is intended to harm another person, either physically or psychologically.

**Assertiveness-** Is a kind of confidence. It is a way of behaving that helps people clearly communicate their needs, wants and feelings without hurting anyone else.

**Friendly-** Is the act of being cooperative, caring, helping and kind towards other people.

**Frequent Viewers-**Children/ Pupils who view animation cartoon more than four hours per day.

**Less Frequent Viewers-**Children/ Pupils who view animation cartoon less than four hours per day.

## **ABSTRACT**

The study examined the Influence of Animation Cartoons on Social Behaviour of Primary School Pupils in Kaduna Metropolis, Kaduna State, Nigeria. Three research objectives, three research questions and three hypotheses guided the conduct of the study. The research adopted the ex-post-facto research design. Data were collected from a total sample of three hundred and eighty-one (381) upper primary school pupils in two Local Government Areas (Kaduna North and Kaduna South) within Kaduna Metropolis using three different questionnaires: Aggression Scale, Assertive Scale and Friendly Scale with Cronbach alpha reliability of 0.809, 0.825 and 0.851 respectively. The data collected were analysed using the inferential statistics of t-test. Each hypothesis was tested at 0.05 alpha level of significance. The results of the study revealed that significant difference exist in the influence of animation cartoons on aggressive behaviour of frequent and less frequent viewers ( $t= 10.641$ ,  $p=0.000$ ), on assertive behaviour of frequent and less frequent viewers ( $t= 25.251$ ,  $p=0.026$ ) and on friendly behaviour of frequent and less frequent viewers( $t= 18.47$ ,  $p=0.000$ ). The following recommendation was made; Counsellors should guide and advise Parents and School Administrators on how to choose and use appropriate animation cartoons for children to view that will enhance the development of positive social behaviour.

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Study**

Animation Cartoons are entertainment part in life which gives lots of fun to the different age groups. Animation Cartoons are the most frequent and easily accessible source of entertainment which keeps children occupied. With the vastness of the media and extension of channels it has become easier for children to watch their favourite cartoons on a single click, while also making more convenience for parent to provide their children with this all-time activity. Odukamaiya (2014) stated that cartoon is a major medium of dissipation of information that exists in our world today; either deliberately or in-deliberately, children are influenced by it because we are living in a media concentrated society. At present, many Nigerian children have become interested in viewing cartoons and they spend most of their leisure time watching animated cartoon programmes, whereas previously children spent their leisure time in outdoor activities, playing with their peers and enjoying different games. Now, they prefer watching their favourite characters on television and get stuck in front of television sets at home for long hours. According to American Academy of Paediatrics (2012) nearly 60% of children have televisions in their homes and the growth of satellite and digital TV has brought new channels devoted to cartoons.

Children often model social behaviour from their social environment; those who have easy access to television media want to inculcate all that is shown on the television. These social behaviours can be negative such as, aggression, scapegoating and bullying or they can be positive such as, the use of please and thank and having empathy feelings. Cartoon is one of the tools used for creating and maintaining social behaviour in the society (Odukamaiya,

2014). Jones (2012) affirmed that children social behaviours are learned through circumstances and situations such as home life conditions, television and peer group influences.

Watching Cartoon can be a good thing to primary school children when they get help learning the alphabet on some cartoon programmes such as, Dora the Explorer, primary school children can learn about wildlife on nature cartoons such as, the Dinosaurs Squad. Animation Cartoon can be an excellent educator and entertainer. But despite its advantages, children who watched violent acts are more likely to show aggressive behaviour and also may fear that the world is scary and that something bad will happen to them (Aliyeva, 2013). Some animated cartoon characters often display some negative social behaviour, such as kicking, pinching, killing, jumping, flying and other mischievous behaviours. Tom and Jerry is a very popular cartoon, with fictional characters, where Jerry is very clever and Tom is viewed as a fool. The cartoon though funny, has dangerous scenes which could be harmful to children who learn from what they see and want to apply to real life.

Children consider what they watch in cartoons to be real, they are unable to differentiate between fantasy and reality of what they watch on animated cartoons shows in which violence is very realistic, frequently repeated or unpunished imitates what they see (Godwin, 2011). The understanding that children have on what they view on television may affect how they are influenced by cartoon violence and children are more likely to focus on observable actions rather than internal causes (Oyero & Oyesomi, 2014). Many cartoons often show cased explosions, gunshots, physical deformations and weapons. Cartoon characters however always survive these actions which are an unrealistic message to children, making them believe when you hurt or kill someone you will remain unharmed. It

increases aggressiveness and anti-social behaviour, makes children less sensitive to violence and to victims of violence, and it increases their appetite for more violence in entertainment and in real life. Pupils always pick up fights in the class and exhibit antisocial behaviours, which are easily modelled from environment.

## **1.2 Statement of the Problem**

In the last two (2) decades there has been an overwhelming interest on the influence of animation cartoons on social behaviour of children. Scholars like Iamurai (2012), Sudha (2011), Hassan and Daniyal (2013), Habib and Soliman (2015) have focused on both the negative and positive influences of animation cartoons relating it to different social behaviours of children. Despite, the increasing interest however little or no study have been conducted in relation to the primary pupils in Kaduna Metropolis, Kaduna State. This study therefore, seeks to fill this gap by exploring the influence of animation cartoons on social behaviour of primary school pupils in Kaduna State.

Children who view animation cartoons are mostly influenced by the contents they consume and they often re-enact the actions seen or heard in the animation cartoons. Most animation cartoon programmes are presented in entertainment form, as a result of this, children's social behaviour may be influenced by what they view. Individual children may exhibit different social behaviour patterns due to the types of animation cartoons they view and this may influence their social behaviours making them to behave aggressively, unassertively or unfriendly.

Sometimes, children become aggressive, unfriendly and unassertive after viewing their favourite characters kicking, jumping, fighting, hitting, diving and climbing high

wallswithout being harmed. The emulation of such actions can be considered as dangerous to the wellbeing of children. Many children seem to break into fights, play rough with their peers or siblings after viewing such violence filled animation cartoons.A lot of animation cartoons that children view arm themwith attributes like impatient and disobedient. For instance, Leonardo one in“Teenage Mutant Ninja Turtles” (the blue one), viciously beats up and destroys the army of evil Krang, which results in broken arms and legs, smacked faces, ruined buildings and total destruction. “Tom and Jerry” always fight and chase each other all the time, seeking some sort of revenge. The same situation in “Wile E. Coyote” and “The Road Runner” someone always gets beaten, shot or injured in an explosion. All of these are direct messages that can influence aggressive, unfriendly and unassertive behaviours in children.Children observe these scenes and accept the behaviours as something normal believing that violence or violent acts do not result in death or injury.

### **1.3 Objectives of the Study**

The objectives of this study are to determine

1. the influence of animation cartoons on aggressive behaviour of frequent and less frequent primary school pupil’s viewers in Kaduna Metropolis.
2. the influence of animation cartoons on assertive behaviour offrequent and less frequent primary school pupil’sviewers in Kaduna Metropolis.
3. the influence of animation cartoons on friendly behaviour offrequent and less frequent primary school pupil’sviewers in Kaduna Metropolis.

### **1.4 Research Questions**

In order to guide this investigation the following research questions are raised:

1. What is the influence of animation cartoons on aggressive behaviour between frequent and less frequent primary school pupil's viewers in Kaduna Metropolis?
2. What is the influence of animation cartoon on assertive behaviour between frequent and less frequent primary school pupil's viewers in Kaduna Metropolis?
3. What is the influence of animation cartoons on friendly behaviour between frequent and less frequent primary school pupil's viewers in Kaduna Metropolis?

### **1.5 Hypotheses**

The following hypotheses were tested in the study:

H<sub>01</sub>. There is no significant influence of animation cartoons on aggressive behaviour of frequent and less frequent primary school pupil's viewers in Kaduna Metropolis.

H<sub>02</sub>. There is no significant influence of animation cartoons on assertive behaviour of frequent and less frequent primary school pupil's viewers in Kaduna Metropolis.

H<sub>03</sub>. There is no significant influence of animation cartoons on friendly behaviour of frequent and less frequent primary school pupil's viewers in Kaduna Metropolis.

### **1.6 Basic Assumptions**

It was assumed in this study that:

1. Animation cartoons may influence aggressive behaviour of frequent and less frequent primary school pupil's viewers in Kaduna Metropolis.
2. Animation cartoons may influence assertive behaviour of frequent and less frequent primary school pupil's viewers in Kaduna Metropolis.

3. Animation cartoons may influence friendly behaviour of frequent and less frequent primary school pupil's viewers in Kaduna Metropolis.

### **1.7 Significance of the Study**

The awareness created by the study would be beneficial to students, parents, school administrators, guidance counsellors, psychologist and curriculum planners. The study would help guidance counsellors and psychologist to understand and assume responsibility for providing suitable animation cartoons to be introduced in schools and homes. The study would be of immense help to the school administrators because it will assist them in selecting animation cartoons that influence positive social behaviours and how to use them to impact knowledge. The study would also help parents to understand various influences of animation cartoons have on social behaviours of their children and their roles in helping them spend less time viewing animation cartoons.

### **1.8 Scope and Delimitation of the Study**

The scope of the study covers upper primary school pupils (classes 4-6) within primary schools in Kaduna Metropolis. This research work was carried out in nineteen (19) public and private primary schools within Kaduna North and Kaduna South Local Government Areas. The social behaviours used in this study are restricted to aggressive, assertive and friendly behaviours. In this study it is assumed that each pupil has viewed at least one animation cartoon in his/her life time.

Therefore the study is delimited to lower primary school pupils (classes 1-3) in both public and private primary schools who have viewed animation cartoon at least once in their life time. The study is also delimited to other social behaviours such as: tantrums.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

This chapter focused on the following sub-headings- conceptual framework, concept of animation cartoons, types of animation cartoons, children and the animation cartoons, negative and positive influences of animation cartoons, influence of animation cartoons on children's social behaviour in primary school, animation cartoon and imitation of social behaviour, theoretical framework, and empirical studies.

#### **2.2 Concept of Animation Cartoon**

Animation Cartoon has various meanings, based on several and different forms of visual art and illustration. The word cartoon once meant something entirely different than it does today. According to Mahsud (2012) cartoon is any of the several forms of art, with varied meaning that evolved from one to another. A cartoon is a combination of still drawings that give illusion of movement. The artists who draw cartoons are known as cartoonists. The original meaning was in fine art, where cartoon meant a preparatory drawing for a piece of art, such as a painting. The modern meaning refers to both humorous illustrations in print and animated films. Hassan and Daniyal (2013) defined Animated cartoons as motion picture or television film consisting of photographed series of drawings, objects or computer graphics that simulates motion by recording very slight, continuous changes in the images, frame by frame. Thompson (2015) also defined cartoon is a form of two-dimensional illustrated visual art. While the specific definition has changed over time, modern usage refers to a typically non-realistic or semi-realistic drawing or painting intended for satire,

caricature, or humour, or to the artistic style of such works. An artist who creates cartoons is called a cartoonist. A cartoon is a movie made by using animated instead of live actors, especially a humorous film intended for children. Cartoons are mostly used today as animations usually showing illustrated drawing images in rapid succession to give impression of movement. For this simple reason it has become very easy for children to get attracted to animated cartoon programs and by so doing become addicted.

Cartoons that are animated are cartoons that appear to move. The first type's animated cartoons were called flipbooks. Animated cartoons were once drawn entirely by hand but today many are made on computers. They were made of pages of drawings, each drawing slightly different from one another. People flipped the pages with their thumb and characters appeared to move (Encarta kids, 2012). Animations involve more detail and precision in making the human characters, anime boasts a rather unique and rather large set of nonhuman characters, such as talking cats, aliens, high fantasy creatures such as elves and dwarves, androids and many more, all of which are unique and unusual (Donahue, 2014). Today, animated cartoons are a big part of television. Scooby Doo, The Simpsons, Sponge Bob Square Pants, Tom and Jerry, Mickey Mouse, Dora the explorer, Cinderella, Beauty and the Beast, Superman, Batman, Ironman, Shrek, Barbie, Snow White and the Seven Dwarfs, The Lion King, Finding Nemo, Ninja Turtles, Ben Ten, Mighty Morphin, Spiderman, Bay blade, Dragon ball-z, Pinocchio, Gingerbread Man, Sleeping Beauty, are all animation cartoons . Walt Disney created the first sound cartoon, the first all colour cartoons and the first animated feature length motion picture (Disneydreamer.com)

## **2.3 Types of Animated Cartoons**

There are different types of Animated cartoons that exist in the society. Many Nigerian homes watch different types of these animated cartoons unconsciously or consciously. However, Soumya, Jeryda and Anitha (2014) categorized animated cartoons in to violence, advertisement, science and entertainment. For the purpose of this study we will use Educational types of animation cartoons, Entertainment types of animation cartoons, Educative and Entertainment (edutainment) types of animation cartoons and Violence types of animation cartoons.

### **2.3.1 Educational Types of Animated Cartoons**

Educational animated cartoons focus on sharing a lesson or factual knowledge with their viewer. Eker and Karadeniz (2014) define the educational cartoons as an effective tools which are used in order to teach and advise on mental development or learning certain skills, such as addition or subtraction. Educational cartoons make students think in creative and critical manner. Yilmaz (2013)opined that cartoons are improving the students critical thinking and problem solving skills and they also allow them to express themselves, to think free and imagine to tell their taught and feelings orally and in writing. Cartoons can enable students to realize the events in different aspects while they make them smile.

Educational types of animation cartoons that have in entertainment in them are also known as edutainment it is derived from the words “education and entertainment” which define the way of teaching and learning process carried out in the enjoyable environment. Zin and Nasir (2013) have defined edutainment as a concept for fun learning and also serves as a tool for teacher or parents to educate learners as well as entertain them at the same time.

Eker and Karadeniz (2014) observed that advantages of cartoons in education is sufficient because no tool can make teaching as interesting as a cartoon. The purpose of cartoons is to get the attention and increase motivation of the learners using animated cartoons. Parents might be interested to find out if there is any way that children could actually learn from watching animated cartoons all the time. The answer depends on the amount and type of cartoon program viewed. Cartoons educate children in the widest possible way, giving them an opportunity to learn about science and about human social life in other lands in such a fascinating way that learning would be a joy instead of a labour. Some animated cartoons have the ability to teach specific skills, this selected types of cartoons have different achievements, intellectual ability, grades, and reading. There are still many unclear aspects to all this.

Ozegec (2012) sees educational cartoons as educational tools used to create a model of correct moral behaviour for children to follow. Well-designed animation cartoons may help students learn faster easier. They are also excellent aid to teachers when it comes to explaining difficult subjects. There is lot of different themes and ways in which the animation can be used for learning. Animation cartoons like, Dora the explorer, Amigo and friends, Go Diego Go, can help children learn about the environments such as rain forest, Savannah, waterfalls, ranch, parks, scientific exploits etc. However, they also help children to learn about animals such as Giraffes, Leopards, Lions, Crocodile and Elephant. Educational uses of cartoons are many irrespective of age, sex and culture differences.

Gokcearslan (2015) revealed that using educational cartoons as a means of learning resulted in higher students achievement in school especially in science projects. He

concluded that Animation cartoons increase the children's cognitive and affective domains.

The main advantages of these cartoons according to Pathak (2011) are as follows:

- These are very good attention capturing devices and motivate the students.
- These are useful in modifying behaviour and developing positive attitude interests and character of learners.
- These are capable of creating humour and interest among viewers and explaining various concepts.
- These are helpful for providing opportunity for self-expression and creativity among children.

According to Hassan and Daniyal (2013), parents revealed that the role of cartoons such as: Tweenies, Dora the Explorer, Scooby Doo, Bob the Builder were linked to foundation stage curriculum in:

- Mathematical Development- willingly attempt to count, recognise numerals, recognise and recreate simple patterns and begin to use mathematical names for shapes.
- Knowledge and understanding of the world- find out and identify some features of living things, objects and events and also some features in the place they live and in the natural world; ask why things happen and how things work; begin to operate simple equipment; begin to differentiate between the past and present; find out about events; gain awareness of the cultures and beliefs of others.
- Physical Development- movement with control and coordination (songs and dance actions); show awareness of healthy practices (brushing teeth and washing hands); recognise the importance of keeping health (safety/ road issues).

- Creative Development- response to sound with body movement (dance and sing); recognise how sounds can be changed, sing simple songs; match movement to music, make constructions, drawing and dances; explore colour, texture, shape and space and form in two or three dimensions (making models); and use their imagination in art, design, music, dance, imaginative role play and stories.

Educational and Entertainment cartoons sometimes teach children moral values and pious stories. Pious cartoons can be defined as cartoons about a kind or religious person based on a true story. These cartoons focus mainly on Christian or Muslim pious cartoons. There many moral values that can be learned and adopted from the cartoon such as alms, helping, respect, honesty, tolerance and many more. These values are essential to children to become persons with good attitude. Teaching by example is one of the effective ways to help children developing the moral values. Pious cartoons are selected to be animated in order to promote good moral value to the children. Cartoons can influence children emotionally and help in shaping their thinking skills (Brand, 2011). Moral values from cartoons may encourage children to learn how to pray and make right decision. The character design so as the moral aspect in any cartoon is important and should be considered. Frequent exposure to these types of cartoons will active religious and moral thinking of the children by formulating the concept of right and wrong and shape up positive attitude

### **2.3.2 Entertainment Types of Animated Cartoons**

Entertainment is a form of activity that hold the attention and interest of an audience or gives pleasure and delight. Entertainment is the primary form of using the animation cartoons. According to Dacey and Travers 2012, cartoon is the best source of entertainment

for children. Entertainment cartoons have tremendous ability to mould the burgeoning personality of any child through the introduction of superheroes and role models in fairy tales.

- a) **Superhero Cartoons-** This cartoon includes one or several characters that have superheroes. Their duties are preventing enemies who have also superpowers from destroying the whole world. Superhero characters which are known by most of people contain - Ben- teen, Spiderman, Mickey Mouse, Tom and Jerry, Batman, Superman, Ironman (Donahue, 2014).
- b) **Fairy Tale Cartoons-** Fairy tale as defined by Kuhlmeier (2013) is a short story that features fantasy characters such as fairies, elves, giants and mermaids. Soumya, Jeryda and Anitha (2014) describe the heroes of fairy tales as being cunning, fortunate, adventurous, handsome and daring; the heroines are describe as beautiful, passive, obedient, industrious and self- sacrificial. Most fairy tales begin with some variant of, "Once upon a time." Indicating "timelessness and spacelessness," (Yilmaz, 2013).In the land of fairy tales, magical happenings are everyday occurrences. Bad kings or queens, beautiful but ill-treated girls, and handsome princes are frequent characters in fairy tales. So are poor young men ready for adventure.

The traditional closing line of a fairy tale is, "and they lived happily ever after, example of fairy tale cartoons are; Beauty and the Beast, The Frog Prince, Snow White, Rapunzel, The Little Mermaid, Pinocchio, The Magic Carpet, Ali Baba and the Forty Thieves, Jack and the Beanstalk, Aladdin and the Wonderful Lamp (Microsoft ® Encarta kids,2012).These are some popular cartoons watched by children. The cartoon characters are

wonderful and fascinate the eye and make children have fun. The disadvantages of this kind of cartoons are stated by Bibi and Zehra (2012) are:

- Children watching too much cartoons often fantasize about the kind of life that various characters are living.
- Children who are always picking up fights in the class, one of the reasons behind this is aggressive behaviour could be that they are too much influenced by violence based cartoons.

### **2.3.3 Violence Types of Animation Cartoons**

Animation cartoons offer colourful action and children will be attracted to them, but many contain a high degree of violence. The effects of violence on children have been of great concern to social scientists over many years. Researchers have executed a great deal of studies in this field. Some of these projects have focused specifically on cartoons. Tariq (2013) reported on his article that TV Guide Study of Television programs, found cartoons had the greatest number of violent scenes in one day with 471 counted. This figure was greater than even the number of violent scenes in promos for movies and reality shows. Violent images are not only problems that affect children. Frightening or intense images can be found in cartoons. For example, one episode of DragonBallZ showed a villain cutting off the hand of a main character. Cantor (2012) summarized the findings of research in this area. For example, scary images on cartoon can cause nervousness, depression and phobias. The effects of frightening picture can last anywhere from 3 days to six years (Cantor, 2012). Cantor concludes that children do like to be frightened, however, not much.

## **2.4 Children and the Animated Cartoon**

Animation cartoons can now be found in almost every single home. It has become not just an ordinary member, but a very important member of almost every family. The time children spend watching animation cartoons can sometimes exceed the amount of time they spend with other family members. Children have become much more interested in cartoons over many years and it has become a primary action to some lives (Hossler, 2011). Godwin (2011) affirmed that the media is a powerful force for shaping children's way of life. Furthermore, parents do not have to apply any efforts to make their children quite once this cartoon programmes are on and they feel absolutely happy. Mahsud (2012) also saw cartoon as a main source of entertainment for children because cartoons are now found available at any time of the day on air example through cartoon network. Because of this channels, videos we can see barren playground and children's sloppy attitude towards studies.

Animation cartoon influences the attitude and behaviours of children which includes their liking and disliking, way of talking and behaving with other children. It also has strong influence on their language and the way of their dressing and eating. They also learn to transfer these social behaviours to friends (Hassan & Daniyal, 2013). Children use their experience of what they watch from cartoon in play, imitating power rangers or playing dragon ballz. In this way cartoon content is used to construct make-believe worlds through imagined play (Lemish, 2013). While in the past, the social behaviours of children are imitated from their parents. We can say today children learn social behaviours mostly from watching animation cartoons. Cartoons in this sense acts as an important outlet to express feelings and fantasies.

#### **2.4.1 Negative Influence of Animation Cartoons**

A child accepts any outer influence and information affecting his character in the future (Khashaba, 2015). Sharmin (2014) stated that children behave aggressively because they frequently watch cartoons that contain violence in them. Violence cartoons influence children's behaviour negatively, as the children watch the cartoons and they see materials that are not appropriate. According to Khashaba (2015) the children who watch violent cartoons on television are more likely to have mental and emotional problems and unexpectedly the risk of a physical problem increases. There are four major influences proven by psychological research caused by children seeing violence on television;

- The child may become less sensitive to the pain and suffering of others.
- Children who watch violence do not fear violence nor are they bothered by violence in general,
- They may become more fearful of the world around them and
- They may be more likely to behave aggressive or harmful towards others. Rideout, Foehr and Roberts (2015).

Watching violent cartoons can lead the children to consider violence as a normal response to stress and anger. The American Academy of Child and Adolescent Psychiatry (AACAP) (2012) states; children who watch animation cartoons in which violence is very realistic, frequently repeated or unpunished, are more likely to imitate what they see, so people who do not consider jumping from a mountain and falling down without being hurt is not a violent cartoon should reconsider their thoughts. Pandit and Kulkarni (2012).found that children who watched more than 3 hours of cartoons, had a higher chance of conduct

problems, emotional symptoms and relationship problems by the age 7 than children who did not. According to Oak (2012) other negative influences of animation cartoon are;

**a) Blind Imitation-** it is often seen that young girls and boys imitate celebrities blindly. The impact of cartoon is such that the wrong, the controversial, and the bad is more talked about by the children. Sometimes, little things are blown out of proportion thus changing the way they are perceived by the audience. Cartoon highlights controversies and scandals in the lives of celebrities. The children fall for this being-in-the-news and end up imitating celebrities without much thought. Those at a vulnerable age, especially children and teenagers, are highly influenced by anything that is put before them in a jazzy way. At that age, they are attracted to anything that's flashy and anything that can make news.

**b) Information Overload-** The media in itself is so addictive that once glued to it, you tend to forget everything else. When children are not watching television, they are surfing the internet, when they are not on the web, they are playing games, when they are not on game, and they are listening to something. Thus, all the time, children are glued to some form of media. It is bombarding them with content, news, information, gossip, rumours - it is exposing them to everything it has, some things necessary, some not; some things important, some not, some things you want to ignore, some things you cannot. Cartoon is everywhere, affecting every aspect of life.

**c) Right-or-Wrong Dilemma-** The cartoon is so overwhelming that the children end up believing and imitating everything it says/shows. Cartoon sources are so many in number and all of them so convincingly making their point and they are constantly bombarding children with information this could be a reason that children are unable to see or realise the

difference between fact and fantasy, right and wrong. While a certain amount of exposure to cartoon is essential for introducing children to the world outside, excessive exposure, uncontrolled access and belief without thought would not lead us anywhere. They will only make the negative influence of cartoon more obvious. The negative influences of animation cartoons according to Tariq (2013) are:

- a) **Unhealthy Lifestyle-** Children who spend inordinate amounts of time in front of the television watching cartoon do not always get as much exercise as they should and thus are more likely to be overweight. Furthermore, reports AACAP (2012) cite a detrimental effect on the brains of children developing attention deficit disorder and in one infamous case of the “Pokeman” show in Japan, seizures. Regardless of the influence, children must have a balanced lifestyle that includes exercise and outdoor activity.
- b) **Health Problems-**Cartoon has negative influence on the physical and psychological well-being of children. Children spending hours in front of a television watching animation cartoon may experience eye problems. Lack of physical activities leads to obesity problems. Cartoon influences public opinion and impacts the choices that children make. The cartoon does play a role in portraying thin as beautiful and fat as ugly. It has led to a general opinion that size-zero is the in thing and fat and chubby are out. This makes the overweight feel out of place. This can, and has led to increasing cases of anorexia. An inferiority complex and lowered confidence in children with not-so-perfect bodies can lead to eating disorders. In a survey done on fifth graders by Pandit and Kulkarni, 2012 it was found that children had become

dissatisfied with their belongings after watching a cartoon of a certain very popular artiste.

- c) **Educational effects-** Animation cartoon takes away time of reading and improving reading skills through practice (Eker & Kardeniz, 2014). According to Macbeth (2013), Children that start watching animation cartoons at early years have poorer pre-reading skills. Also, children who watch animation cartoon are less likely to read books and other print media (Huston & Wright, 2013).
- d) **Imaginative Play-** children have imaginative play, which is very important for their characters' development. Unfortunately, AACAP (2012) proves that watching violent cartoons decrease the imaginative play for the children and increases the imitative play in which the child imitates the violent and aggressive actions observed in cartoons. In their play, children imitate those characters reinforced for their aggressive behaviour and rehearse the characters' scripts without creative or reflective thought. Children who repeatedly observe violent or aggressive problem-solving behaviour in the media tend to rehearse what they see in their play and imitate those behaviours in real-life encounters (Hassan & Daniyal, 2013). A study by Christakis and Zimmermann (2015) had found watching violent cartoons at pre-school age is linked to aggression and negative social behaviours in boys when they reach the age of seven to nine.

#### **2.4.2 Positive Influence of Animation Cartoon**

Animation cartoons have a positive influence on children, because it is quite educational. Animation cartoons have some priceless educational programs which provide range of knowledge to children (Godwin, 2011). According to Macbeth (2013) children

who watch educational and informative cartoons as pre-schoolers tend to watch more informative and educational cartoons when they get older. They use cartoons effectively as a complement to school learning. Every cartoon has positive influence in the lives of children. Godwin (2011) believes despite the negative influences of cartoons, a positive influence can be found on child's development, including helping them expand their imagination and vocabulary. A study by Andre (2012) stated that cartoons offer a lots of benefits to children because its ability to create powerful touchstones, cartoon enables young people to share cultural experiences with others. Saara (2015) state four positive influences of animation cartoons, which includes;

- Animation cartoons encourages watching educational shows, these are great choice for those times when they are stuck indoors.
- Animation cartoons can encourage children to watch shows that teach aerobics or other exercises.
- Animation cartoons can motivate children to follow a healthy diet.
- Cartoon time can actually be a good family time activity too. It creates a forum for family to interact after a long day.

The AAP (2015) views that if children watch good educational cartoons program on television they can learn many new things very easily. They can learn about places they never been to and animals they have never seen and they could learn about new scientific discoveries. Animation cartoons can be a medium for education. It is important to choose the right cartoon programs for the age of the child. This way he/she can learn useful things. The right shows can help him/her develop his/her imagination. Good cartoon can also teach family values, Dr. Quinn Medicine Woman or Ozzy and Drix cartoon.

## **2.5 Concept of Social Behaviour**

Behaviour is always to be taken transactionally: i.e. never as of the organism alone, any more than environment alone but always as of the organic- environmental situation, with organisms and environmental objects taken as equally its aspect Larue and Santrock (2012). Behaviour comes in many forms such as-blinking, eating, reading, dancing, shooting, rioting, warring and so on. behaviour that is peculiarly social is oriented towards others selves- such behaviour apprehends another as a perceiving, thinking, moral, intentional and behaving person; considers the intentional or rational meaning of the others field of expression; involves expectations about the other's act and actions; and manifests and intentions.

Social behaviour is a term used to describe the general conduct exhibited by individuals within a society. It is essentially in response to what is deemed acceptable by a person's peer group or involves avoiding behaviour that is characterized as unacceptable. This type of human behaviour primarily determines how individuals interact with one another within a group or society. While social conduct is often modelled to create a comfortable social environment, anti-social behaviour, such as aggression, scapegoating and group bullying, may also be defined as negative social behaviour, particularly in instances where other individuals within a peer group all behave accordingly (Godwin,2011).

Social behaviour includes entire what children do in relation to other people. Children are learning their social behaviours all the time, each child differently in some respects from others. Social behaviour develops while children play and is fostered by attentive, involved parents and caregivers. It is normal for children to exhibit a certain

degree of undesirable social behaviour. This is because children are in the process of developing their social skills by the time children enter school they develop some patterns of behaving towards others and towards social situations.

Social behaviours of children include the manner in which they interact with other children, their teachers and their parents. These interactions range from cooperation to responsiveness to sensitivity to others. Animated Cartoons depicting educational content can foster social behaviour among your children. They can acquire such behaviour by observational learning, which involves learning by watching, retaining and replicating someone's model behaviour. In this case, the animated cartoons provide an opportunity to learn about different cultures and new things that they may never find in their surroundings. For instance, children could learn to share, assist others or empathize through exposure to episodes of Barney and Friends.

According to Kunkel(2013) a member of the American Psychological Association (APA), children may become tolerant of people of different cultures when they watch programmes showing characters from various ethnic and racial groups interacting with one another. This is possible through social learning where people acquire a social behaviour by watching and copying the actions of an influential model.

### **2.5.1 Assertive Behaviour**

Assertiveness is the ability to communicate opinions, thoughts, needs and feelings in a direct, honest and appropriate manner (Bishop, 2015). Dwairy (2014) viewed assertiveness as a process of learning to stand up for one's rights and cope assertively, not passively or aggressively. Assertiveness involves standing up for your right in a manner that does not

offend others or deny the rights of others. When you are assertive you have more control over your life. You also make it less likely that other people will take advantage of you. Vagos and Pereira (2015) stated that assertive and non-assertive responses are partially influenced by a cognitive filter that controls how an individual interprets social cues. These cognitive interpretations of social situations are guided by core beliefs, which are developed from childhood experiences with attachment figures and influence how we view our self, others, and the relationships between them.

**Assertion;**standing up for your rights without violating the rights of others. Assertion takes into account the other person's feelings and is not a negative confrontation. Assertion is an appropriate expression of one's feelings, beliefs and opinions (Sharmin, 2014).

**Non-assertion;**Being afraid of standing up for your rights or express your opinions. Nonassertive people want to avoid conflict. They keep their feelings bottled up inside but are often very angry because they are allowing themselves to be stepped on by others (Kelley, 2015).

### **2.5.2 Aggressive Behaviour**

Aggression is defined as the combination of different behaviors characterized by anger, hostility, impulsivity or irritability but can vary in severity and type (Coccaro, 2013). Anderson and Bushman defined aggression as any behavior toward another individual that intends to cause harm (Chaux, Arboleda, & Rincon, 2012).

- Physical violence, such as biting, hitting, and kicking
- Verbal hostility, like sending threatening messages through emails, phone calls, or social media, or making threats against someone's life, shouting, and swearing

- Nonverbal intimidation, such as making threatening gestures, sending unwanted gifts, and sexual harassment
- Destruction of property, like breaking someone's computer, destroying someone's cell phone, or other forms of vandalism.

### **2.5.3 Friendly Behaviour**

Friendly behaviours are those behaviours that are intended to help other people. Kosker (2013) characterized friendly behaviour as a concern about the rights, feelings and welfare of other people. Mehta (2015) also refers to friendly behavior as being polite, humble, courteous, respectful, and well-cultured social behavior. Behaviours that can be described as friendly include feeling empathy and concern for others and behaving in ways to help or benefit other people. He also refer to "a broad range of actions intended to benefit one or more people other than oneself - behaviours such as helping, comforting, sharing and cooperation.

### **2.6 Influence of Animation Cartoon on Children's Social Behaviour**

Cartoon has both negative and positive influences on children social behaviour and it is assumed that these portrayals provide models for children to copy. Parents need to realize that animation cartoons should not be considered an alternative babysitter for their young ones. It is their job, as parents, to monitor what their children watch and provide them with an understandable explanation for what the television negligently provides on cartoons. The AAP and the AACAP both feel that cartoon does influence the behaviour of young children as young as one year old. Childhood is a time relatively free of stress and psychological problems. Many of the social behaviours that occur in adults can also occur in children.

According to Gauntlett (2013) Animation cartoon viewing can cause social behaviour changes which include increases in helpfulness, generosity and other social skills. Other skills associated with social behaviour include self-control, delay of gratification, sympathy and empathy for others. Cartoon programmes contain many examples of social behaviour, of characters acting kindly and with generosity.

Jumping, diving, falling from high heights, and then landing without being harmed and vulgar language portrayed on practically every cartoon program on television. These issues are portrayed as a source of entertainment for children. Children, on the other hand, should not be exposed to this kind of entertainment, especially at an age in which they do not have the ability to make a distinction between reality and fantasy. Children seem to believe that whatever they see on cartoon is a reflection of the ideal family. Consequently, they start to imitate those less than perfect exhibits for the mere purpose of “fitting in” to this judgmental society. Children’s preference of clothing is another example of how television influences them. Young boys choose to wear clothes just to look like the “Ben Teen, Spiderman, Superman and so on” they see on television. The girls like wearing everything and anything that “Cinderella” or the “Cheetah Girls” are wearing. At school, if you wear anything outside of the latest fashion trends you are considered an outcast. So when I say that animation cartoon has an influence on children social behaviour, am I exaggerating? I do not think so because in a study by Hassan and Daniyal (2014) he identified examples of social behaviours learned by children from animation cartoon as,

- Maintaining attention and learning to sit still,
- Being sensitive to the needs and views of others,
- Developing respect,

- To value and contribute to their own well-being and self- control,
- To understand agreed values and codes of behaviour, how to behave,
- To have an awareness of behavioural expectations,
- To understand what is right and what is wrong,
- To dress independently and manage their own personal hygiene,
- To understand that people have different needs, views, cultures and belief that need to be treated with respect.

Television animation cartoons come with a wondrous way of information, having the capacity of working with the children mind. The animation cartoons can affect the children's levels of social behaviour. The negative social behaviours of animation cartoon make the assessment, diagnosis and treatment of the influence animation cartoon challenging, but helping children overcome their negative social behaviour can be highly rewarding to a counsellor. Friends imitate social behaviour of one another. Recently, researchers have argued that friends can be motivators by imitating socially acceptable behaviour (Godwin, 2011). For example, children who watch educational cartoon can engage their friends in positive social behaviour from what they learn. In an attempt to develop intimacy a feature vital to the establishment of close friendships; Sharmin (2014), children may inadvertently emulate (model) their friends' propensity to engage others in positive social behaviour. The animation cartoons that help children learn positive social behaviours and positive social exchanges (sharing, helping, and reciprocity) may help cultivate children's motivation in the primary schools. It is possible that modelling may be more intentional, given the premise that children tend to align themselves with goals—academic or otherwise—that coincide with those of their friends.

a) **Language of Primary School Children and Animation Cartoon:**Children who watch cartoons like Dora the Explorer, Blue's Clues and learn vocabulary, concepts (shapes, colours) and could identify letters and numbers, particularly if they were aided by parents or teachers (Linebarger &Walker, 2013). Cartoon programmes can be used to develop children's vocabularies and higher expressive language (word production) scores among primary school children. Some cartoon programmes, include on- screen characters talking to the child, encourage participation, label objects and invite children to respond, were positively related to expressive language production and vocabularies. Programmes such as Arthur and Clifford, which had a strong narrative, can be visually appealing and contained opportunities to hear words and their definitions, they also support language acquisition. Some animated cartoon programmes have expressive language production (the frequency of the child communicative behaviours such as gestures, vocalizations, single and multiple word utterances).

b) **Reading Abilities of Primary School Children and Animation Cartoon:** Reading is an essential tool for lifelong learning. It is important for everyone to develop the rudiments of reading and the culture of reading always so as to survive in life. Reading according to Sharmin(2014) adds quality of life and provides access to culture and cultural heritage. He pointed out that reading empowers and emancipates citizens and brings people together.

Due to technological development, reading habits are changing. In our society today, while technology is slowly taking a steady control over individual lives, the reading habit is

fast vanishing into thin air (the Hindu, 2014). Students now lack the skill of reading. Instead, they spend more hours on television. Watching animation cartoons, discussing about the favourite character seems to be the order of the day, thereby making reading a book or anything piece of written material in a quite or peaceful corner of a library or home become an archaic idea for most children. Obama (2015) in his speech pinpointed that children cannot achieve unless they raise their expectations and turn off television sets. Shabi and Udofia (2012) noted that active learning from books is better than passive learning such as watching cartoons and playing games. Nowadays, primary students are rarely interested in reading for pleasure and enjoyment instead they read only to pass examination. Sharmin (2014) observed that children spend their time viewing television and playing videogames when they are not spending a great deal of time reading and writing. Many students prefer to spend most of their time watching animation cartoons.

## **2.7 Theoretical framework**

The theoretical framework for this study hinges on Social Learning Theory and Cultivation Theory. Animated cartoons have the power to impact on primary school children in so many ways and at the same time it paves the way for these primary children to socialize within a given society.

### **2.7.1 Social Learning Theory**

Social learning theory is also known as observational learning or imitation or modelling. Modelling is one of the effective ways to teach a primary school pupil of behaving (Williams, 2015). This theory is relevant to studies that have shown a link between animation cartoon and social behaviour of primary school pupils. Social Learning Theory of Bandura (1977) argues for imitative behaviour and learning from television of behaviours

seen as rewarding and realistic. It uses both imitation and identification to explain how people learn through observation of others in their environment. What this means is we learn through television how people from other parts of the world live their lives and even how some individual attain popularity in their career. Animated cartoon often gives children prominence and put them in the spotlight. The tendency to imitate what they view on animated cartoons is very high, because naturally children sometimes have false impression from these cartoons.

Bandura's (1977) social learning theory was based on the fact that children could easily learn and model their social behaviour to what they have observed on cartoons or television. He claimed that children who have watched programming filled with violent actions have a tendency to imitate those actions. Laboratory experiments have also demonstrated that soon after watching violent programming children are more likely to show an increase in their own levels of aggression. Children were mostly affected by the following:

- Context and messages
- System of punishments
- Reinforcement
- The presence of an adult in the viewing context
- Real life situations

People are more likely to copy someone they observe. Children in close intimate contact with one another imitate each other's behaviour (Williams, 2015).The theory implies

that there are types of learning wherein direct reinforcement is not the casual mechanism; rather, the social element can result to the development of new learning among individuals. Social Learning Theory has been useful in explaining how people can learn new things and develop new behaviours by observing other people. It is to assume, therefore, that Social Learning Theory is concerned on observational learning process among people. The basic concepts of this theory are:

1. Observational Learning- The social learning theory says that people can learn by watching other people perform the behaviour. Observational learning explains the nature of children to learn behaviours by watching the behaviour of the people around them and eventually, imitating them. With the “Bobo Doll” experiment(s), Bandura included an adult who is tasked to act aggressively toward a Bobo Doll while children observe him. Later, Bandura let the children play inside a room with the Bobo Doll. He affirmed that these children imitated the aggressive behaviour toward the doll, which they had observed earlier.
2. After his studies, Bandura was able to determine 3 basic models of observational learning, which include:
  - i. A Live Model, which includes an actual person performing behaviour.
  - ii. A Verbal Instruction Model, which involves telling of details and descriptions of behaviour.
  - iii. A Symbolic Model, which includes either a real or fictional character demonstrating the behaviour via movies, books, television, radio, online media and other media sources.
3. The state of mind (mental states) is crucial to learning. In this concept, Bandura stated that only external reinforcement or factors can affect learning and behaviour. There is

also what he called intrinsic reinforcement, which is in a form of internal reward or better feeling after performing the behaviour (sense of accomplishment, confidence, and satisfaction).

4. Learning does not mean that there will be a change in the behaviour of an individual.

The modelling process in this theory:

The modelling process developed by Bandura helps understand that not all observed behaviours could be learned effectively and not all learning can necessarily result to behavioural changes. The modelling process includes the following steps in order to determine whether social learning is successful or not them.

**Step 1:** Attention: This implies paying attention to learn. If children want to learn from the behaviour of their favourite cartoon character, then they sometimes eliminate anything that catches their attention other than their favourite character. Also, the more interesting the character is, the more likely they are to pay full attention to him and learn.

**Step 2:** Retention: Retention of the newly learned behaviour is necessary. Without it, learning of the cartoon character behaviour would not be established, and the children might need to get back to observing their character again since they were not able to store information about the behaviour.

**Step 3:** Reproduction: When the children are successful in paying attention and retaining relevant information, this step requires the children to demonstrate the behaviour. In this phase, practice of the behaviour by repeatedly doing it is important for improvement.

**Step 4:** Motivation: Feeling motivated to repeat the behaviour is what the children need in order to keep on performing it. This is where reinforcement and punishment come in. children can be rewarded by demonstrating the behaviour properly and punished by displaying it inappropriately.

### **Relating Social Learning theory to the Influence of Animation Cartoon on Social Behaviour of Children**

If we consider a child of 10 year-old called TJ, who has been raised on a Saturday and Sunday –morning to watch his favour superheroes. Who after school during the week spends hours watching animation cartoons such as Nintendo, Ben 10 and Spiderman. TJ views Tom and Jerry cartoon observing thefake fighting, throwing and diving and he tends to accept this violenceas the best option when he is in trouble. He then change to the channel were Ben Ten is fighting with swords, jumping from high wall and destroying buildings. He sits back for to enjoy the violence contained. He spend hours in front of the television screen, this can represent a typical day for boys in his class at school. Using Bandura’s Social Learning Theory considers TJ is likely to someday hit, jump, fly, shoot and kick his sister or friends. The theory postulates three necessary stages in the causal link between cartoon violence and actual physical harm to another: attention, retention and motivation.

Attention: “I Never Thought of That Before” animation cartoon professionals are experts at gaining and attention. Cartoonist is committed to the drawing power of dramatized personal injury and physical destruction. According to Bandura, cartoon violence will grab TJ’s attention because it is simple, distinctive, prevalent, useful and depicted positively.

1. **Simple-** There is nothing very subtle about punching someone in the face.

2. **Distinctive-** The characters on the screen take risks that do not fit the ordered pattern of TJ's life. That is why positive social behaviours like sharing, sympathy, control of anger and delayed gratification appears dull when compared with negative social behaviour.

3. **Prevalent-** Bandura cites Gerbner's index of violence to show that television portrays "the big hurt." Over 80 per cent of prime time programs contain violent acts. The figure rises to over 90 percentages for weekend cartoon shows. Nintendo was having more than half of the families owing violence.

4. **Useful-** Social critics decry the gratuitous violence on television, but Bandura denies that aggression is unrelated to the story line. The scenes of physical force are especially compelling because they suggest that negative social behaviour is presented as a strategy for life.

5. **Positive-** On every type of program, television draws in viewers by placing attractive characters in front of the camera. There are very few overweight bodies or pimply faces on cartoons. When the Winsome star hit a few Hoods to help the lovely young woman, negative social behaviour is given a positive cast.

Using negative social behaviour in the race for rating not only draws an attentive audience, it transmits responses that the viewers, might never considered before.

6. **Retention-** Bandura says it is fortunate that people learn from vicarious observation, since mistakes could prove costly or fatal. Without putting himself at risk, TJ is able to discover that a knife fighter holds a switchblade at an inclined angle of forty-five degrees and that he jumps up rather than lunging down. TJ can pick up this bit of "Street smarts" from an admired Harry or a despised Scorpio, and learning takes place whether the fictional

model is rewarded or punished for his action. TJ will sometimes look an occasion to put his knowledge into practice. It is certainly unlikely that he will walk out of the house and immediately mimic the action he learned; instantaneous reproduction is uncommon. In contrast to classical learning theory, Bandura says we can learn novel behaviour without any practice or direct reinforcement for its consequences. The action will lie dormant, available for future use, as long as we remember it.

Memory is a cognitive function, so Bandura's theory moves beyond mere behaviourism. Like most other communication theorists, he believes that the ability to use symbols sets human apart from the limited stimulus- response world of animals. "Humans don't just respond to stimuli, they interpret them. Bandura says that we store events in two ways- through visual images and through verbal codes. TJ may have a vivid picture in his mind of Superman fly and pushing buildings with one hand. If so, repeated instant mental replays (with TJ in the role of enforcer) will ensure that he remembers how to hit or push a building in the future. Bandura is convinced, however, that major gains in vicarious learning come when the observer develops a conscious awareness of the technique involved. These insights are stored verbally. TJ will take a giant step towards becoming a Superman when he can sort out the visual images of Superman into generalized principles: "Flying into the air", "Pushing a building with one hand". Bandura says that learning through modelling is more a matter of abstracting rules than mimicry. It is not simply "copy and paste." The entire acquisition process described by Bandura is a spectator sport. That is why animation cartoon can teach negative social behaviours to children. TJ does not have to actually do the negative behaviours such as aggression; fantasy rehearsal in his mind will keep the act a live option for the future. If he ever does push a friend in anger, the act of force, after years of

mental role-playing, will set his acquired behavioural disposition into granite. The highest level of observational learning is achieved by the first organising and rehearsing the modelled behaviour symbolically and then enacting it overtly (Bandura, 1977).”

**Motivation:** We observe many forms of behaviour in others that we never perform ourselves. Without sufficient motivation, TJ may never imitate the negative social behaviours that he sees in animation cartoons. Bandura uses the term “Motivation” to refer to the rewards and punishments TJ imagines will accompany his use of physical force. Would he go to jail for blowing away an enemy, remain anonymous if he dropped a brick from a highway overpass or gain status for punching out a jerk who was hassling a friend? These questions concern potential outcomes rather than sanctions already experienced. Bandura cautions that “the widely accepted dictum that behaviour is governed by its consequences fares better for anticipated than for actual consequences. Most reinforcement theorists recognize that TJ’s expectations for future rewards or punishment come in part from external sources such as parents, friends and teachers.

Bandura says that the influence of animation cartoon on the social behaviour of the child will be greatly diminished if the child’s parents punish or disapprove of the negative social behaviour. He contends that unconditional love and approval merely encourage self-actualized tyrants. TJ also shares a responsibility for his own actions. Social learning theory places increasing emphasis on self-regulation. Bandura is uncomfortable with any form of determinism. He does not believe that people are “buffeted by environmental stimuli,” nor does he accept the notion that they are driven by inner forces.” He sees external and internal rewards working together in a “reciprocal determination” to influence behaviour. But social

learning theory focuses on vicarious reward as a third factor which causes acquired responses to break out into action.

Animation cartoon models do more than teach novel styles of conduct. When cartoon characters are punished for any negative social behaviour, that punishment reinforces society's sanctions against acting above or outside the law. But when other characters in the story accept or applaud the use of force, that approval weakens inhibitions the viewer may have about hurting people. Bandura is not worried about bad guys glorifying negative social behaviour. It is the negative social behaviour of the good guys that troubles him. Crime may not pay not cartoon, but physical force does.

Consider the potential encouragement of negative social behaviour offered by the 1989 motion picture Batman. In the first week of its release in the United States, over 10 million patrons watched the Joker's creative sadism amid squeals of delight in the theatres. While the average young male in the audience might have difficulty identifying with the bizarre Jack Nicholson, Michael Keaton looked like Everyman in his low-key portrayal of the wealthy young avenger. The producer, Jon Peters, wanted a story line that would provide "a great opportunity to have this guy kick and fight," which Batman does. In the end, Bruce Wayne gets the satisfaction of avenging his parents' murder, praise from the grateful mayor of the city and the adoration of the adorable Kim Basinger. These vicarious rewards would seem to justify almost any vigilante action. The filmmakers would claim that Batman would probably call it an effective classroom for life. Bandura and his students ran a series of experiments to study social learning through television. He used a three-foot-high inflated plastic Bobo doll as the potential victim. The clown figure had heavy sand based that made it pop back up after being knocked down. Nursery school boys and girls saw a film in which

an adult male or female model assaulted the clown. The kids themselves then had a chance to “play” with the Bobo doll without adult supervision. Since children in the control group did not normally say and do these things, the experiment demonstrated that the children had acquired the new, behaviour by watching the film. Some children saw a version in which the adult model was rewarded with candy, soda pop and praise for being a “strong champion.” Others heard the model scolded: “Hey there, you big bully, you quit picking on that clown.” As the adult retreated, he or she tripped and fell and then received a humiliating spanking with a rolled up magazine.

Consistent with social learning theory, Bandura found that children exhibited more negative social behaviour (aggression) when the adult models were rewarded for their attack on the Bobo doll than when they were punished. Yet given enough inducement by experimenter, most children were able to copy the hostile actions. Bandura concludes that reinforcement does not affect the learning of novel responses, but it does “determine whether or not observationally acquired competencies will be put into use.” He discovered that the same antisocial learning took place when the negative social behaviour was a cartoon character, rather than a human model. In other studies he discovered that removal of restraint is greatest for boys when the model is male and greatest for girls when the model is female. Consistent with traditional gender-based roles, boys were more violent than girls. Bandura states that “theories must demonstrate predictive power.” Social learning theory’s claim that fantasy social behaviour teaches and encourages real negative social behaviour tests out splendidly in the laboratory, where other factors can be held constant, but only passably in the field. The study had observed that children who had watched a great amount of animation cartoon had more negative social behaviours than those who had been

occasional viewers. However, those who exhibit negative social behaviour as children showed no tendency to watch more negative social behaviour cartoons when they grew up. The findings support Bandura's claim that fantasy social behaviour leads to the real thing. But childhood viewing habits accounted for only 10 per cent of the difference in later social behaviour.

Although this 10 per cent figure may sound small rather small, even a small effect from animation cartoons can add up to a significant negative social behaviour when a program has an audience of 30 million people. If only 1 out of every 10,000 viewers imitates an act of negative social behaviour, the fictional animation cartoons will produce at least 3,000 new victims. Social learning theory shares the problem of almost all reinforcement theories- it does not predict what the learner will regard as positive. TJ may be turned off by the machismo of Superman or Ben 10. Bandura's theory is also vulnerable to the charges of Tom and Jerry. Bandura's research epitomizes everything on the influences of animation cartoon on social behaviour of children. Yet social learning theory is relevant to many of the crucial cultural issues and other social theorist discuss. Bandura's social learning theory is useful in matters of power, death and passion. Bandura does not claim that watching animation cartoon is the only way children acquire negative social behaviour. It was established that watching animation cartoons are an important ingredient in the formative mix of children. Although Bandura discusses television violence in terms of modelling, there are alternative interpretations of the effect that dramatized negative social behaviour has on children.

Zillman and other instigation theorists agree with Bandura that viewers are aroused when they see simulated negative social behaviours like diving, punching and flying on the

television. But arousal researchers note that people also get excited watching suspense, comedy or sexy bedroom scenes. If a child turns on the animation cartoon on the television set feeling somewhat angry, the emotions these programs stir up can fuel a full-blown hatred that may spill over into physical negative social behaviour. According to instigation theorists, it is the arousal in the negative social behaviour programs that stimulates aggression, disrespect and injuries, not the imitation processes Bandura emphasizes. Instigation is an idea which sounds plausible, but an appeal to arousal fails to explain how viewers learn new techniques. Nor can it account for a negative social behaviour breaking out years after it was modelled on animation cartoons. Favoured by media apologists, catharsis theory, on the other hand, suggests that the depiction of physical force actually reduces negative social behaviour. The theory maintains that many viewers are filled with pent-up anger, hostility and tension. Like excess steam vented from a boiler, these destructive impulses are safely drained off through exposure to fantasy negative social behaviour. (The catharsis theory sees Rambo and Psychiatric counsellors as serving the same function.). The notion that animation cartoons can be healthy traces back to Aristotle's belief that Greek tragedy served to purge feelings of grief and fear. The problem with the catharsis claim is that there is no evidence to support it. Most efforts to demonstrate that a heavy dose of animation cartoon on television reduces negative social behaviour end up showing the opposite.

### **2.7.2 Cultivation Theory**

Cultivation theory also known as Cultivation hypothesis or Cultivation analysis was a theory composed originally by Gerbner and later expanded upon by Gerbner and Gross (1976), they began research in the mid-60s endeavouring to study media effects, specifically whether watching television influences the audiences idea and perception of everyday life and if so, how. Cultivation theory states that high frequency viewers of television are more susceptible to media messages and the belief that they are real and valid. Heavy viewers are exposed to more violence and therefore are affected by the Mean World Syndrome, the belief that the world is a far worse and dangerous place then it actually is.

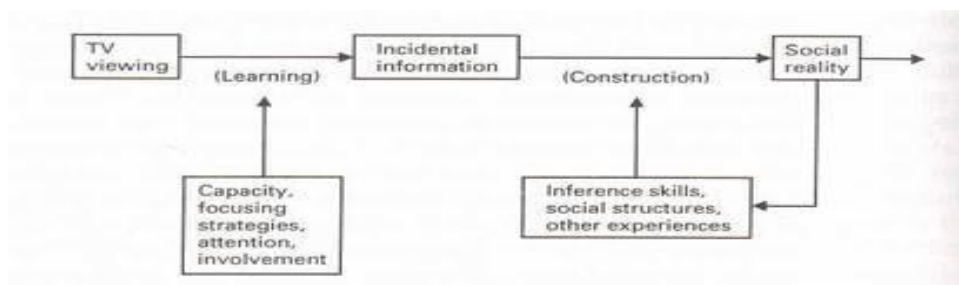
Cultivation theorist positsthat television viewing can have long-term effects that gradually affect the audience. Their primary focus falls on the effects of viewing in the attitudes of the viewer as opposed to created behavior.Lasswell (1927) projected that; people receive and interpret media messages in a similar way. So, mass media influence people’s thoughts and behaviours immediately and effectively. The theory suggests that this cultivation of attitudes already present in our society and that the media take those attitudes which are already present and re-present them bundled in a different packaging to their audiences. One of the main tenets of the theory is that television and media cultivate the status quo, they do not challenge it. Many times the viewer is unaware to the extent to which they absorb media, many times viewing themselves as moderate viewers when, in fact, they are heavy viewers. 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 & Gross 1976). The theory’s effect is broken down into two different levels which are first orders effect and second other effect.

• **First-Order 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 and Shanahan (2015) observed that people “often construct their judgments on probability of occurrence on the basis of attributes of the information they retrieve from memory”. 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). It is 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

• **Second-Order Effect:** The relationship between television exposure and personal beliefs or value judgments of the state of a certain society (Rössler & Brosius, 2012).

**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) (Morgan & Shanahan, 2015). According to (Gerbner & Gross, 1976) 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, 2012).

**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, & Jordan, 2012). The time youngsters spend on this pervasive medium grows continually. Recent study from the Kaiser Family Foundation (Rideout, Foerher, & Roberts, 2015), 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 labeled 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 and Signorielli (2012) 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 . The assumption of the theory states that the more television people watch, the more likely they are to hold a view of important demographic characteristics. 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 & Gros, 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.

**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 realize that it is not all what media tells them is real. The delta between those considered to be light viewers and heavy viewers is called the cultivation differential. This describes the extent to which an attitude on a particular topic is shaped by exposure to television.

### **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, 1976). Moreover, these stories cut across all programs, and the viewing of television “cultivates” conceptions of reality (Gerbner, 1976). 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, Morgan & Signorielli 2002).

Morgan & Signorielli (2012) “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”.

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, Morgan, Shanahan & Signorielli, 2002).

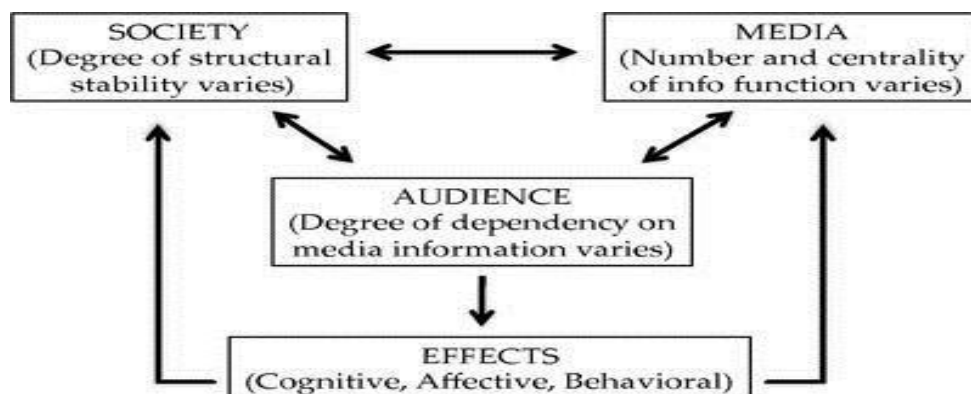


Figure 2.2: Cultivation theory model Hawkins and Pingree (1983)

## 2.8 Empirical Studies

Animationcartoons influences children social behaviours in both positive and negative ways. There have been reports regarding the influence of animation cartoons on social behaviours of children; some researchers investigated the end result of the influence of animation cartoons on the social behaviours of primary school pupils.

In a survey research study by Yousaf, Shehzad and Hassan (2015) titled “Effects of Cartoon Networks on the Behaviour of School Going Children a Case Study of Gujrat City, Pakistan”, it was discovered that Cartoons are playing a vital role in the changing behaviour of the growing children. School going children entertain themselves by watching cartoons in spite of playing physical games. In this study, a convenient random sampling technique was used by the researchers and a sample of 100 children, aged 7-12 year old both male and female from different private and public schools within Gujrat Cityinstead of entire district were selected. For the purpose of data collection researchers used questionnaire as a tool. The findings of this study indicate that Children behavior gets changed after watching cartoons. 62% of the participants agreed that children behavior change after watching

cartoon. They show the aggressive behavior and use same techniques which they observed in cartoon during the fighting with each other.

Hassan and Daniyal (2013) conducted a study on “Cartoon Network and its Impact on Behaviour of School going Children: A Case Study of Bahawalpur, Paskitan”, the design used in this study was survey. The school going children of the age group 6-13 years, from different public and private schools of Bahawalpur City were selected through Simple Random Sampling. A sample of 300 children having television set and cable in their homes was selected. The children were given questionnaire based on Clara and Marian (1980). The data were analyzed by using non-parametric test in Statistical Package for Social Sciences (SPSS). For testing the hypotheses, the researchers used the chi-square test of association to measure the strength of relationship between the behavior of the children in class and the frequency they watch the cartoons. The result of the study showed that there exists strong association between watching cartoon programs and the behavior of the children in class and the violence present in the cartoons has strong association with the behavior of the children.

A study by Iamurai (2012), titled “Positive Cartoon Animation to Change Children Behaviors in Primary Schools” surveyed how viewing cartoon animation can have positive effects on primary school pupils in Thailand. Sampling size was selected through random sampling system 4 primary schools (2 publish schools and 2 private school). Sampling size consisted of 200 student grade 1-6 in 4 Primary school with the simple random sampling system by teacher in each school. The research design used this study was both experiment and survey. Questionnaires were designed that consist of attitude and behavior change test while Pretest and posttest by same question was also administered with a random Interview sample. The findings of this study shows that

- i. Cartoons had effect on children behavior and keep it into their character in the further.
- ii. Cartoon has strong effect on the children which can be positive, if the correct content is used.

According to a research done by Habib and Soliman (2015) titled “Cartoons’ effect in changing children mental response and behavior” they summed up the cartoon content in children schedules. The study adopted a survey research design. The study concluded that:

- i. Cartoon is one of the strong factors that does affect an individual’s childhood and takes considerable time from the young schedule.
- ii. Cartoon is a double edged weapon, it could ruin an individual’s childhood through excessive exposing to aggressive and assertive content or could aid in raising a balanced child with a proper social behavior.
- iii. Cartoon could act as a home school, to teach a child the life experience that is not gained from parents or from school due to facilities that is lacked in the normal academic way or in parents’ orders.

Sudha (2011) in their study “Factors influencing the change in behavior of children on viewing cartoon programs” examined the change in the behavior among the children considering age, gender, siblings, standard in the school, type of school, medium of instruction, time spent for watching and preferred program type. The key audience consists of 390 children 9 to 12 years old. For collecting primary data, field survey technique was undertaken in the study area with the help of questionnaire and interview. Simple statistical tools like two-way tables and chi-square test were employed. The study concluded that:

- i. Male respondents perceived more change in their behavior on viewing cartoons.

- ii. Respondents having both brother and sister perceived more change in their behavior on viewing cartoons.
- iii. It is found from the analysis that the respondents who viewed cartoons for 2hours-3hours perceived more change in their behavior on viewing cartoons.
- iv. The analysis highlighted that the cartoon program type preferred by the respondents perceived more change in their behavior on viewing cartoons.
- v. The factors, respondents age, gender, siblings, standard, board, medium and time spent for watching television have a significant relationship with the change in their behavior on viewing cartoons.

In this study the research studied three different social behaviors and the location of the primary schools pupils used in this study make this study unique and different from other reviewed literatures.

## **2.9 Summary**

The Chapter reviewed related literature to animation cartoons and aggressive, friendly and assertive behaviour among primary school pupils. It focused on the following sub-headings- conceptual framework, concept of animation cartoons, types of animation cartoons, children and the animation cartoons, negative and positive influences of animation cartoons, influence of animation cartoons on children's social behaviour in primary school, animation cartoon and imitation of social behaviour, the theoretical framework adopted for this study were two theories; Social learning theory and Cultivation theory. Social learning theory is also known as observational learning or imitation or modelling. Modelling is one of the effective ways to teach a primary school pupil of behaving (Williams, 2015). This theory is relevant to studies that have shown a link between animation cartoon and social behaviour of primary school pupils. Social Learning Theory of Bandura (1977) argues for imitative

behaviour and learning from television of behaviours seen as rewarding and realistic. It uses both imitation and identification to explain how people learn through observation of others in their environment.

Cultivation theory falls into the category of limited media effect. According to Gerbner who is the founder of cultivation in the 1970s and 1980s predicted that when audiences are exposed to a prolonged viewing of TV, it does have long term effects on its audience (Gerbner, 1976). Lasswell's Communication Model (1948) 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 deal with the effect of media on people which was developed in the 1960's by Gerbner who elaborate more on the cumulative model of media effects which pertains to all aspects of the television message. Finally related empirical studies were reviewed.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1 Introduction**

The chapter discusses the research design, population of the study, sample size and sampling technique. Also discussed is the instrumentation, scoring of the instrument, validity and reliability, procedures for data collection and data analysis.

#### **3.2 Research Design**

The research design for the study was ex-post-facto design. Ex-post-facto research, investigates the world as it naturally occurs and explores phenomena that have already occurred (Johnson & Christensen, 2015). The design can provide all the safeguards prerequisite for confirming and rejecting hypothesis. This design was used to enable the researcher to find the influence of animation cartoon on social behavior of primary school pupils in Kaduna Metropolis.

#### **3.3 Population**

The population of the study consisted of all upper primary school pupils within Kaduna metropolis, (which basically covered Kaduna North and Kaduna South local government areas) with a total population of fifty four thousand one hundred and eighteen (54118) pupils in twenty six (26) public and seventy two (72) private primary schools making a total of one hundred and one (101) primary schools located in the two local government areas within Kaduna metropolis as shown on table 1;

**Table 1: Population Distribution of Upper Primary School Pupils within Kaduna Metropolis**

Class	Kaduna North			Kaduna South			Total		Population
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	
<b>Pri. 4</b>	5043	5326	10369	5078	5262	10340	10121	10588	20709
<b>Pri. 5</b>	4778	5135	9913	4409	4569	8978	9187	9704	18891
<b>Pri. 6</b>	3797	3882	7679	3418	3421	6839	7215	7303	14518
<b>Total</b>	<b>13618</b>	<b>14343</b>	<b>27961</b>	<b>12905</b>	<b>13252</b>	<b>26157</b>	<b>26523</b>	<b>27595</b>	<b>54,118</b>

Source: Kaduna State Ministry of Education, 2014

### 3.4 Sample and Sampling Technique

Three hundred and eighty (380) respondents, made up of upper primary school pupils from one hundred and one (101) private and public primary schools were randomly sampled from the population of the study which comprised of fifty four thousand one hundred and eighteen (54,118) primary school pupils that were drawn from Kaduna North and South Local Governments Areas. The population of the upper primary school pupils was sampled using simple random sampling techniques to select three hundred and eighty respondents as suggested by Krejcie and Morgan (1970) validated table for determining sample size as cited in Martens (2015) was used. The selection of the school was purposively done, based on the location of the schools, Ten (10) primary schools from Kaduna North selected. They are LGEA Model U/Rimi Lowcost, LGEA U/Sarki, LGEA Badarawa II, LGEA Unguwan Dosa, Kaduna Capital School, Lukman Foundation School, Universal Academy, Hakda International School, ILC Nursery/Primary School, Zabib International School and nine (9) primary schools from Kaduna South were selected as follows: LGEA Barnawa II, Aliyu Makama Primary School, LGEA Primary School Railway Station, LGEA Primary School Badiko, Piety Nursery/ Primary School, Al-Aleem Academy, Greater Heights Academy,

ASD Model Academy and First Royal International School out of which respondents were obtained. Simple random sampling technique in form of the Hat and Drawn method was then applied to select the participants from each stratum for the study. This was meant to ensure adequate randomization to ensure fair representation since it was assumed each pupil must have viewed one animation cartoon in his or her life time. To achieve this, pieces of papers were numbered serially and folded. This was dropped into a can. All those who picked odd numbers were selected in the study as shown in table 2 and table 3.

**Table 2: Distribution of Sample Selected for the Study**

Class	Kaduna North			Kaduna South			Total		Sample Size
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	
<b>Pri. 4</b>	36	37	73	31	33	64	67	70	137
<b>Pri. 5</b>	32	36	68	29	32	61	61	68	129
<b>Pri. 6</b>	29	31	60	28	27	54	57	58	115
<b>Total</b>	97	104	<b>201</b>	88	92	<b>179</b>	185	195	<b>380</b>

**Table 3: Distribution of the Respondents by School**

Selected Schools	Total Boys	Girls	Sample Size
1. LGEA Model U/Rimi Lowcost	10	10	20
2. LGEA U/Sarki	10	10	20
3. LGEA Badarawa II	10	9	19
4. LGEA Unguwar Dosa	10	9	19
5. Kaduna Capital School	10	12	22
6. Lukman Foundation School	10	12	22
7. UniversalAcademy	10	12	22
8. Hakda International School	10	12	22
9. ILC Nursery/Primary School	10	12	22
10. Zabib International School	10	12	22
11. LGEA Barnawa II	9	9	18
12. Aliyu Makama Primary School	9	9	18
13. LGEA Primary School Railway Station	9	9	18
14. LGEA Primary School Badiko	9	9	18
15. Piety Nursery/ Primary School	10	10	20
16. Al-Aleem Academy	9	9	18
17. Greater Heights Academy	10	10	20
18. ASD Model Academy	10	10	20
19. First Royal International School	10	10	20
<b>Total</b>	<b>185</b>	<b>195</b>	<b>380</b>

### 3.5 Instrumentation

Three (3) instruments were used for data collection, namely:

3.5.1 Aggressive Scale- the scale was adapted from Dodge and Coie, (1987) Raine, Dodge, Loeber, unpublished, (Appendix 1).

3.5.2 Assertive Scale- the scale was adapted from Robert and Michael (2013) (Appendix 2).

3.5.3 Friendly Scale- the scale was adapted from Orpinas (1993) Modified by Bosworth and Espelage, 1995, (Appendix 3).

The personal information section contains questions that seek information on the respondents' demographic variables such as: Name of School, Gender, Age and Class.

### **3.5.1 Aggressive Scale**

The Aggressive Scale is an adapted standardized instrument developed by Dodge and Coie, (1987) Raine, Dodge, Loeber, unpublished; it is used to measure frequency of proactive and reactive aggressive behavior. The scale was developed to gain information about fighting, bullying and anger. A version of the scale consisting of 10 items was used in this study. The researcher made necessary corrections based on the observations, suggestions and inputs by experts. Some of the original items of the scale have been jettisoned, reframed or reworded for the effectiveness of the research.

The responses to each item were graded on a four point Likert scale. The respondents were asked to indicate the degree of agreement or disagreement with each of the statement; Strongly Agree (SA), Agree (A), Disagree (DA), and Strongly Disagree (SD) with scores 4,3,2 and 1 respectively, for a positive question and the scores reversed for a negative question. This means that, a respondent can score a maximum of 40 ( $4 \times 10$ ) = 40, while the minimum score is 10 ( $1 \times 10$ ) = 10.

### **3.5.2 Assertive Scale**

The scale was adapted from Robert and Michael (2013), it is used to measure frequency of proactive and reactive assertive behavior. The scale evaluates assertiveness skills, self-confidence and aptitude for communication. A version of the scale consisting of 10 items was used in this study. The researcher made necessary corrections based on the observations,

suggestions and inputs by experts. Some of the original items of the scale have been jettisoned, reframed or reworded for the effectiveness of the research.

The responses to each item were graded on a four point Likert scale. The respondents were asked to indicate the degree of agreement or disagreement with each of the statement; Strongly Agree (SA), Agree (A), Disagree (DA), and Strongly Disagree (SD) with scores 4,3,2 and 1 respectively, for a positive question and the scores reversed for a negative question. This means that, a respondent can score a maximum of 40 ( $4 \times 10$ ) = 40, while the minimum score is 10 ( $1 \times 10$ ) = 10.

### **3.5.3 Friendly Scale**

The Friendly Scale is an adapted standardized instrument developed by Orpinas (1993) Modified by Bosworth and Espelage(1995). The scale is composed of four (4) subscales: fighting, bullying, anger, cooperative/caring behavior. The researcher used the cooperative/caring behavior version of the subscale consisting of 10 items was used in this study. The researcher made necessary corrections based on the observations, suggestions and inputs by experts. Some of the original items of the scale have been jettisoned, reframed or reworded for the effectiveness of the research.

The responses to each item were graded on a four point Likert scale. The respondents were asked to indicate the degree of agreement or disagreement with each of the statement; Strongly Agree (SA), Agree (A), Disagree (DA), and Strongly Disagree (SD) with scores 4,3,2 and 1 respectively, for a positive question and the scores reversed for a negative question. This means that, a respondent can score a maximum of 40 ( $4 \times 10$ ) = 40, while the minimum score is 10 ( $1 \times 10$ ) = 10.

#### **3.5.4 Scoring Guide**

The scales measuring aggressive, assertive and friendly behaviours was based on five point-Likert scale, in other to measure influence of animation cartoons on children's social behaviour. The questionnaire will be administered using face to face approach between the researcher, teacher and pupils who have viewed animation cartoons. Each section of the questionnaire consisted of 10 items. The minimum possible score for each section is  $(1 \times 10) = 10$  points while the maximum possible score is  $(4 \times 10) = 40$  points.  $(10+40=50/2)= 25$  implying that mean scores below 25 means that there is no influence of animation cartoons on that specific behavior of frequent and less frequent viewers, while mean scores above 25 signifies influence of animation cartoons on that specific behavior of frequent and less frequent viewers. Additionally, the length and time it takes to complete the questionnaire is also taken into consideration. In administering the instruments a simple and self-explanatory language was used in asking the questions, while the length and time it takes to answer the questions is very little as the answer requires a tick.

#### **3.6 Validity of Research Instrument**

In order to establish the content and face validity of the instruments copies of the adapted instruments were given to 3 lecturers in the Department of Educational Psychology and Counseling Ahmadu Bello University, Zaria, for assessment and authentication of each item. Their observations, comments, and corrections were effected on the questionnaire. They certified the instruments to be valid for the study. After that the researcher conducted a pilot study to test the reliability of the instruments.

### **3.6.1 Pilot Testing**

The reliability of the three instruments was determined by pilot testing conducted on fifty pupils (50) at LEA Unguwar-Kudu.

### **3.7 Reliability**

To determine the reliability of the instrument, the research used split-half to select the participants using odd numbers. The result of Cronbach alpha reliability for aggressive, friendly and assertive scales are 0.809, 0.851 and 0.825 respectively. The results indicated that there is high positive numerical value of correlations, which gives strong evidence for use in the study.

### **3.8 Procedures for Data Collection**

A letter of permission to carry out the research was obtained from the Department of Educational Psychology and Counseling Ahmadu Bello University, Zaria to Ministry of Education, Kaduna Resource Centre and Zonal Division. The researcher approached the Head-teachers of the selected schools for approval to distribute the instruments attached with an introductory letter, in order to introduce the purpose of the research. Pupils were administered the scale during free periods or break time, within a stipulated time of 50 minutes'. The researcher personally with the help of class teachers administered the scale.

### **3.9 Procedure for Data Analysis**

The data collected were analysed using descriptive and inferential statistics. Frequency counts and simple percentages were used to determine the responses on the participants' bio-data, mean scores and standard deviation were used to analyse the data based on the research question. t-test (t) was used to test hypotheses one (1) to three (3). In

analysing the data Statistical Package for Social Science (SPSS) version 17.0 was used. All null hypotheses were tested at 0.05 level of significance.

## **CHAPTER FOUR RESULTS AND DISCUSSION**

### **4.1 Introduction**

This chapter presents the results of the analysis carried in the study. This includes, the demographic data, answers to the research questions and hypotheses testing. Other issues discussed include, summary of major findings and discussion.

### **4.2 Data Presentation**

Frequency counts and simple percentages were used in presenting data collected from the field. Out of the three hundred and eighty (380) instruments administered to the responders three hundred and thirty five (335) corresponding to 88.16% were correctly filled and used for the analysis while forty five (45) instruments administered to the responders corresponding to 11.84% were wrongly filled hence rejected for the study.

**Table 4: Demographic Variables of Respondents by School and Time Spent Viewing Cartoon**

S/No.	Category	Frequency	Percent (%)
<b>1. Distribution of Respondents according to School</b>			
	LGEA Model Unguwar Rimi Lowcost	18	5.4
	LGEA Unguwar Sarki	20	6.0
	LGEA Badarawa II	19	5.6
	LGEA Unguwar Dosa	19	5.6
	Kaduna Capital School	17	5.1
	Lukman Foundation School	22	6.5
	Universal Academy	21	6.3
	Hakdah International School	12	3.6
	ILC Nursery/ Primary School	22	6.5
	Zabib International School	10	3.0
	LGEA Barnawa II	16	4.8
	Aliyu Makama Primary School	19	5.6
	LGEA Primary School Railway Station	18	5.4
	LGEA Primary School Badiko	21	6.3
	Piety Nursery/Primary School	18	5.4
	Al-Aleem Academy	18	5.4
	Greater Heights Academy	18	5.4
	ASD Model Academy	17	5.1
	First Royal International School	10	3.0
	<b>Total</b>	<b>335</b>	<b>100.0</b>
<b>2. Time Spent Viewing Cartoon</b>			
	Frequent Viewers	219	65.4
	Less Frequent Viewers	116	34.6
	<b>Total</b>	<b>335</b>	<b>100</b>

Table 4 indicates the Distribution of Respondents by demographic variables of respondents according to Schools; LGEA Model Unguwar Rimi Lowcost had 18 respondents representing 5.4%, LGEA Unguwar Sarki had 20 respondents representing 6.0%, LGEA Badarawa II had 19 respondent representing 5.6%, LGEA Unguwar Dosa had 19 respondents representing 5.6%, Kaduna Capital School had 17 respondents representing to 5.1%, Lukman Foundation School had 22 respondents representing 6.5%, Universal Academy had 21 respondents representing 6.3%, Hakdah International School had 12 respondents representing 3.6%, ILC Nursery/ Primary School had 22 respondents representing 6.5%, LGEA Barnawa II had 16 respondents representing 4.8%, Aliyu Makama Primary School

had 19 respondents representing 5.6%, LGEA Primary School Railway Station had 18 respondents representing 5.4%, LGEA Primary School Badiko had 21 respondents representing 6.3%, Piety Nursery/Primary School had 18 respondents representing 5.4%, Al-Aleem Academy had 18 respondents representing 5.4%, Greater Heights Academy had 18 respondents representing 5.4%, ASD Model Academy had 17 respondents representing 5.0%, First Royal International School had 10 respondents representing 3.0%.

Based on the time spent viewing animation cartoons 219 respondents representing 65.4% were frequent viewers while 116 representing 34.6% were less frequent viewers making a total of 335 respondents corresponding to 100%.

**Table 5: Distribution of the Most Preferred Animation Cartoons**

<b>Most Preferred Animation Cartoon</b>	<b>Frequency</b>	<b>Percent (%)</b>
Benten	24	7.2
Sonic	6	1.8
Avatar	8	2.4
Cinderella	9	2.7
Lion King	6	1.2
Dora the Explorer	10	3.0
Frozen	7	2.1
Sofia the First	148	44.2
Spiderman	3	0.9
Barney and Friends	5	1.5
Tom and Jerry	27	8.1
Spnogeboob Square Pants	5	1.5
Power Rangers	23	7.2
The Lion Guard	7	2.1
Kunfu Panda	8	2.4
Mickey Mouse	5	1.5
P.J Mask	6	1.8
Batman	3	0.9
Beauty and the Beast	4	1.2
Sleeping Beauty	3	0.9
Toy Story	4	1.2
Superman	6	1.8
Tarzan	5	1.5
The Incredibles	3	0.9
<b>Total</b>	<b>335</b>	<b>100</b>

Table 5 indicated that the most preferred cartoon by the respondents Benton had 24 respondents representing 7.2%, Sonic had 6 respondents representing 1.8%, Avatar had 8 respondents representing 2.4%, Cinderella had 9 respondents representing 2.7%, Lion King had 6 respondents representing 1.2%, Dora the Explorer had 10 respondents representing 3.0%, Frozen had 7 respondents representing 2.1%, Sofia the First had 148 respondents representing 44.2%, Spiderman had 3 respondents representing .9%, Barney and Friends had 5 respondents representing 1.5%, Tom and Jerry had 27 respondents representing 8.1%, Spongebob Square Pants had 5 respondents representing 1.5%, Power Rangers had 23 respondents representing 7.2%, The Lion Guard had 7 respondents representing 2.1%, Kung Fu Panda had 8 respondents representing 2.4%, Mickey Mouse had 5 respondents representing 1.5%, P.J. Mask had 6 respondents representing 1.8%, Batman had 3 respondents representing .9%, Beauty and the Beast had 4 respondents representing 1.2%, Sleeping Beauty had 3 respondents representing .9%, Toy Story had 4 respondents representing 1.2%, Superman had 6 respondents representing 1.8%, Tarzan had 5 respondents representing 1.5%, The Incredibles had 3 respondents representing .9%, Sofia the First had 148 respondents corresponding to 44.2% this had the highest number of viewership, Tom & Jerry had 27 respondents corresponding to 8.1%, making a total of 335 respondents corresponding to 100.0%.

#### **4.3 Hypotheses Testing**

Three different null hypotheses were stated which guided this study. In the subsequent sections, all the hypotheses were tested as thus;

**Hypothesis One:** There is no significant difference in the influence of animation cartoons on aggressive behaviour of frequent and less frequent primary school pupil’s viewers in Kaduna Metropolis.

**Table 6:** Independent t-test distribution on influence of animation cartoons on aggressive behaviour of frequent and less frequent primary school pupil’s viewers in Kaduna Metropolis.

Category	N	Mean	SD	Df.t	Sig (P)
Frequent	219	39.60	7.47		
Aggressive	333	10.641	0.000		
Less frequent	116	30.504	0.08		

Significant at  $p \leq 0.05$  level

The result in table 6 shows the summary of independent t-test statistics which was used to compare the influence of animation cartoons on aggressive behaviour of frequent and less frequent primary school pupils viewers. A computed mean of 39.5805 for frequent viewers and 30.5000 for less frequent viewers with t-cal of 10.64 is greater than the t-crit of 1.96. The result indicates p-value of 0.000 was found to be less than the 0.05 alpha level of significance. Implying that there was significant influence of animation cartoon on aggressive behaviour of less frequent viewers. Therefore, the null hypothesis which states that there is no significant difference in the influence of animation cartoons on aggressive behaviour between frequent and less frequent primary school pupils’ viewers in Kaduna Metropolis is rejected.

**Hypothesis Two:** There is no significant difference in the influence of animation cartoons on assertive behaviour of frequent and less frequent primary school pupil’s viewers in Kaduna Metropolis.

**Table 7:** Independent t-test distribution on the influence of animation cartoons on assertive behaviour of frequent and less frequent primary school pupil’s viewers in Kaduna Metropolis.

Category	N	Mean	SD	Df.	t	Sig (P)
Frequent	21	45.477	7.8			
Assertive	333	25.251	10.029			
Less frequent	11624	4.1	6.17			

Significant at  $p \leq 0.05$  level

The result in Table 7 shows the summary of independent t-test statistics which was used to compare the influence of animation cartoons on assertive behaviour of frequent and less frequent primary school pupils viewers. A computed mean of 45.465 for frequent viewers and 24.413 for less frequent viewers with a t-cal of 25.251 is greater than the t-crit of 1.96. The result indicates p-value of 0.029 which was found to be less than the 0.05 alpha level of significance. Implying that there was significant difference in the influence of animation cartoons on assertive behaviour of frequent and less frequent primary school pupils’ viewers.

Therefore, the null hypothesis which state that there is no significant difference in the influence of animation cartoons on aggressive behaviour of frequent and less frequent primary school pupil’s viewers in Kaduna Metropolis is rejected.

**Hypothesis Three:** There is no significant difference in the influence of animation cartoons on friendly behaviour of frequent and less frequent primary school pupils’ viewers in Kaduna Metropolis.

**Table 8:** Independent t-test distribution on influence of animation cartoons on friendly behaviour of frequent and less frequent primary school pupils viewers in Kaduna Metropolis.

Category	N	Mean	SD	Df.	t	Sig (P)
Frequent	219	31.12	7.47			
Friendly	333	-18.47	.000			
Less frequent	116	44.91	4.08	0		

Significant at  $p < 0.05$  level

The result in Table 8 shows a summary of the influence of animation cartoons on friendly behaviour of frequent and less frequent primary school pupils' viewers. A computed mean of 31.123 for frequent viewers and 44.913 for less frequent viewers with t-cal of 18.47 is greater than the t-crit of 1.96. The result indicates p-value of 0.000 which was found to be less than the 0.05 alpha level of significance. Implying that there was significant difference in the influence of animation cartoons on aggressive behaviour of frequent and less frequent primary school pupil's viewers in Kaduna Metropolis.

Therefore, the null hypothesis which state that there is no significant difference in the influence of animation cartoons on aggressive behaviour of frequent and less frequent primary school pupil's viewers in Kaduna Metropolis is rejected.

#### **4.4 Summary of Major Findings**

The followings are the summary of the major findings of the study

1. Significant difference existed in the influence of animation cartoons on aggressive behaviour of frequent and less frequent primary school pupils' viewers in Kaduna Metropolis. (t=10.641,p=0.000)
2. Significant difference existed in the influence of animation cartoons on Assertive behaviour of frequent and less frequent primary school pupils viewers in Kaduna Metropolis. (t=25.251,p=0.026)
3. Significant difference existed in the influence of animation cartoons on Friendly behaviour of frequent and less frequent primary school pupils'viewers in Kaduna Metropolis. (t=-18.47,p=0.000)

#### 4.5 Discussion

The findings of this study revealed that hypothesis one which states that there is significant difference in the influence of animation cartoons on aggressive behaviours of frequent and less frequent primary school pupils viewers in Kaduna Metropolis was rejected. When compared, pupils who frequently view animation cartoons exhibited higher aggressive behaviour than pupils who less frequently view animation cartoons. This finding was not surprising as the second highest viewership of animation cartoon was in favour of Tom and Jerry which portrays both aggressive and assertive behaviours. This result corroborates previous findings by Yousaf, Shehzad and Hassan (2015) in their study on the “Effects of Cartoon Networks on the Behaviour of School Going Children a Case Study of Gujrat City, Pakistan.” It was reported that Cartoons are playing a vital role in the changing behaviour of the growing children. The findings of this study indicate that Children behavior gets changed after watching cartoons. Sixty-two percentage of the participants agreed that children behavior change after watching cartoon. They show the aggressive behavior and use same techniques which they observed in cartoon during the fighting with each other. Similarly, research by Hassan and Daniyal (2013) conducted a study on “Cartoon Network and its Impact on Behaviour of School going Children: A Case Study of Bahawalpur, Pakistan”. The result of the study showed that there exists strong association between watching cartoon programs and the behavior of the children in class and the violence present in the cartoons has strong association with the behavior of the children.

Findings of hypothesis two shows the influence of animation cartoons on assertive behaviours of frequent and less frequent primary school pupils’ viewers in Kaduna Metropolis. It was found that significant difference exist in the influence of animation

cartoons on Assertiveness behaviour of frequent and less frequent viewers among primary school pupils was rejected. The outcome of the research question reveals pupils who frequently view animation cartoons exhibited higher assertive behaviour than pupils who less frequently view animation cartoons. This finding was also not surprising as it relates Tom and Jerry being the highest viewed animation cartoon viewed by pupils. The result found in this study corroborated by a research done by Habib and Soliman (2015) titled “Cartoons’ effect in changing children mental response and behavior” they summed up the cartoon content in children schedules. The study concluded that: Cartoon is one of the strong factors that does affect an individual’s childhood and takes considerable time from the young schedule. Cartoon is a double edged weapon, it could ruin an individual’s childhood through excessive exposing to aggressive and assertive content or could aid in raising a balanced child with a proper social behavior. Cartoon could act as a home school, to teach a child the life experience that is not gained from parents or from school due to facilities that is lacked in the normal academic way or in parents’ orders.

Hypothesis three investigated the influence of animation cartoons on friendly behaviour of frequent and less frequent primary school pupils’ viewers in Kaduna Metropolis. It was found that significant difference exist in the influence of animation cartoons on Friendly behaviour of frequent and less frequent viewers among primary school pupils was rejected. The outcome of the research question shows that pupils who less frequently view animation cartoons exhibited higher friendly behaviour than pupils who are frequent viewers. This finding is not surprising because the highest viewership of animation cartoons by the respondents was for Sophie the first. This animation cartoon teaches friendliness as against aggressive behaviours. The finding is in agreement with that of a study by Iamurai (2012),

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titled “Positive Cartoon Animation to Change Children Behaviors in Primary Schools” surveyed how viewing cartoon animation can have positive effects on primary school pupils in Thailand. The findings of this study shows that Cartoons had effect on children behavior and keep it into their character in the further; Cartoon animation with conceptual can release children aggressive behavior and created the right behavior; and Conceptual cartoon animation in curricular can support children learning abilities.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter presents the study's Summary, Conclusion, Recommendations and Suggestions for further studies.

#### 5.2 Summary

Children who view animation cartoons are mostly influenced by the contents they consume and they often re-enact the actions seen or heard in the animation cartoons. Most animation cartoons programmes are presented in entertainment form as a result children's social behaviour may be influenced by what they view. Individual Influence of animation cartoons on social behaviour of primary school pupils served as the foundation for the study, it highlighted the background to the study, statement of the problem, and three research objectives were stated that guided the work. Related to these are three research questions and three hypotheses, basic assumptions were made, significance of the study highlighted and scope and delimitation of the study stated.

To achieve the above, previous related literatures were reviewed on the concept of animation cartoons and aggressive, friendly and assertive behaviours among primary school pupils. It focused on the following sub-headings- conceptual framework, concept of animation cartoons, types of animation cartoons, children and the animation cartoons, negative and positive influences of animation cartoons, influence of animation cartoons on children's social behaviour in primary school, animation cartoon and imitation of social behaviour, theoretical framework, and empirical studies.

The methodology adapted for the study; the study adopted the ex-post-facto survey research design. Data for the research was collected from three hundred and eighty (380) pupils using three (3) for this study, namely aggression scale adapted from Dodge and Coie, (1987), assertive scale adapted from Robert and Micheal (2013) and friendly scale adapted from Orpinas, (1993). All the three questionnaires were rated on a five- point Likert Scale rating. Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree which were validated and approved for use by the Department of Educational Psychology and Counselling, ABU Zaria. The instruments of this study Influence of Animation Cartoon on Social Behaviour of Primary School Pupils in Kaduna Metropolis was pilot tested at LEA Unguwar Kudu School with fifty-nine (59) pupils. The instrument yielded a Cronbach's Alpha of 0.894.

The three hypotheses were tested using the inferential statistics of t- test statistics each hypothesis is tested at 0.05 alpha level of significance. It was found that significant exist in the influence of animation cartoons on Aggressive behaviour between frequent and less frequent primary school pupils viewers ( $t= 10.641$ ,  $p =0.000$ ); significant difference exist in the influence of animation cartoons on Assertiveness behaviour between frequent and less frequent primary school pupils viewers ( $t=25.251$ ,  $p= 0.026$ ); and significant difference exist in the influence of animation cartons on Friendly behavior between frequent and less frequent primary school pupils viewers ( $t = -21.86$ ,  $p = 0.000$ ).

### **5.3 Conclusion**

The following conclusion could be deduced from the outcome of the study.

Frequent viewing of animation cartoons influences aggressive behaviour in children as majority choose to have gang fight to be cool and most of them play games where they pretend to fight with somebody.

The primary school pupils who view animation cartoons frequently exhibit substantial element of assertive behaviour especially as most say they normally raise their hands up if they know answer to a question.

Primary school pupils who view animation cartoons less frequently displayed a tremendous level of friendship behaviour especially as most asserts that they invite peers to play or share activities and like doing nice things.

#### **5.4 Contributions to Knowledge**

The following is the contribution of this study to knowledge;

1. Animation Cartoon depending on its usage can influence aggressive, assertive and friendly behaviours in children.

#### **5.5 Recommendations**

The following are recommendations made:

1. School Administrators and Parents should be educated by the Counsellors on the influence of animation cartoons on the types of cartoons and the hours spend by their children viewing through seminars and workshops so as to prevent them from modelling aggressive behaviours.
2. Counsellors and School Administrators should encourage the children to view animation cartoons that portray assertive behaviour with the aim of getting the children to model such behaviours rightfully.
3. Counsellors should guide and advice parents and school administrators on how to choose appropriate animation cartoons for children to view that portrays friendly

behaviour as this will enhance the development of friendly behaviours among children.

### **5.6 Suggestions for Further Studies**

The following suggestions are made for further studies

1. A similar study could be undertaken using the experimental research design.
2. Another study should involve primary school pupils in all the Local Government Area of the state.
3. A study could also be undertaken to compare primary school pupils in different states.

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## APPENDIX I

### Children Animation Cartoon Questionnaire

Dear respondent,

Kindly respond as honestly as possible. All information provided will be treated with utmost confidentiality. You should not write your name –read carefully and just tick ( ) the appropriate options you feel corresponds to the statements.

#### SECTION A: Pupils' Bio-data

Name of School: \_\_\_\_\_

Gender: Female [ ]      Male: [ ]

Age: [ ]

Class: [ ]

How often do you view animation cartoons?      Frequently      [ ]

Less Frequently      [ ]

Which animation cartoon do you watch the most? \_\_\_\_\_

## APPENDIX II

### SECTION B: ❖

**INSTRUCTIONS:** Please read carefully and then tick the appropriate answer(s) using

1=Strongly Agree, 2= Agree, 3=Undecided, 4=Disagree, 5= Strongly Disagree.

### AGGRESSION SCALE

S/No.	Items	1	2	3	4	5
1	When I get mad, sometimes, I think about the things I would like to do to the person I am mad at- like hitting or breaking his toys.					
2	I have fights with others to show who was on top.					
3	I react angrily when provoked by others.					
4	I take things from other students.					
5	I play games where I pretend to fight with somebody.					
6	I call other students with bad names.					
7	I participate in gang fight to be cool.					
8	I tease students to make them angry.					
9	I become angry or mad when I lose a game.					
10	I use physical force to get others to do what I want.					

**Source-Reactive/Proactive Aggression Scale**

**Adapted from Dodge & Coie, 1987 Raine, Dodge, Loeber, unpublished**

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**APPENDIX III**  
**ASSERTIVE INVENTORY**

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S/N	Items	1	2	3	4	5
1	When someone is highly unfair I do call his attention					
2	I Speak up in front of a group					
3	When a friend makes effort to kick, hit or punch me I boldly say NO					
4	I express what I feel after viewing animation cartoon					
5	I do often step in and take lead in discussing cartoon characters					
6	I am open and frank about my feelings.					
7	Anyone attempting to push ahead of me in a line is in for a good battle.					
8	I raise up my hand in class when I know the answer					
9	I Confront and challenge someone with disagreement on animation cartoon character					
10	My class like to choose me during school activities					

**Source- Assertive Inventory**

**Adapted from Robert E.A & Micheal L.ES (2013)**

**APPENDIX IV**  
**FRIENDLY SCALE**

<b>S/N</b>	<b>Items</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
1	I sometimes pretend to be a brave cartoon hero who saves somebody.					
2	Other children seek me out to involve me in activities.					
3	I like doing nice things for other people.					
4	I cooperate with others.					
5	I invite peers to play or share activities.					
6	I protect someone from a “bully.”					
7	I gave someone a compliment.					
8	I help my friends solve their problems.					
9	I avoid getting in trouble at school.					
10	helping others makes me feel good					

**Source: Corporative/Caring Scale**

**Adapted from Orpinas, 2012 Modified by Bosworth & Espelage, 1995**

**APPENDIX VI**

**RESULT OF THE CRONBACH ALPHA RELIABILITY TEST AGGRESSION SCALE**

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**Case Processing Summary**

		N	%
Cases	Valid	50	100.0
	Excluded <sup>a</sup>	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

	Cronbach's Alpha Based on Standardized Items	N of Items
Cronbach's Alpha	.809	10

**Item Statistics**

	Mean	Std. Deviation	N
Question 1	3.1000	.65368	50
Question 2	3.4040	.49824	50
Question 3	3.2250	.55915	50
Question 4	2.4010	.59814	50
Question 5	3.3500	.81203	50
Question 6	4.1400	.98304	50
Question 7	3.1160	.72084	50
Question 8	3.2500	.71605	50
Question 9	3.4500	.78640	50
Question 10	3.6400	.77057	50

**Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.250	2.401	4.1400	2.800	2.015	.015	10

## **APPENDIX VII**

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### **RESULT OF THE CRONBACH ALPHA RELIABILITY TEST FRIENDLY SCALE**

#### **Case Processing Summary**

		N	%
Cases	Valid	50	100.0
	Excluded <sup>a</sup>	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

#### **Reliability Statistics**

	Cronbach's Alpha Based on Standardized Items	N of Items
Cronbach's Alpha	.851	10

#### **Item Statistics**

	Mean	Std. Deviation	N
Question 1	3.4050	.78258	50
Question 2	3.3210	.60110	50
Question 3	3.5700	.66972	50
Question 4	1.9500	.17868	50
Question 5	3.2050	.79785	50
Question 6	2.5000	.88852	50
Question 7	3.3720	.68056	50
Question 8	3.8500	.54640	50
Question 9	2.3500	.51092	50
Question 10	3.8600	.57070	50

#### **Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.020	1.950	3.850	2.078	1.600	.075	10

**APPENDIX VIII**

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**RESULT OF THE CRONBACH ALPHA RELIABILITY TEST ASSERTIVE INVENTORY**

**Case Processing Summary**

		N	%
Cases	Valid	50	100.0
	Excluded <sup>a</sup>	0	.0
	Total	50	100.0

a. Listwise deletion based on all variables in the procedure.

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.825	.842	10

**Item Statistics**

	Mean	Std. Deviation	N
Question 1	3.4100	.70640	50
Question 2	3.8010	.21698	50
Question 3	3.4030	.22258	50
Question 4	2.2700	.31116	50
Question 5	3.2401	.60202	50
Question 6	3.6070	.70499	50
Question 7	4.4150	.90210	50
Question 8	2.0140	.80054	50
Question 9	3.6010	.59080	50
Question 10	3.6060	.71057	50

**Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.150	2.1140	4.4150	2.510	2.0885	.050	10