International Journal of Academic Pedagogical Research (IJAPR)
ISSN: 2643-9123
Vol. 9 Issue 7 July - 2025, Pages: 189-196

The Influence of Cartoon Exposure on the Social Behaviour of Children in Early Childhood Education Centres in Osun State, Nigeria

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Abstract: The study examined how the exposure to cartoon programs influences the social behavior of children in Early Childhood Education (ECE) centers in Osun State, Nigeria. The objectives were to identify the most commonly watched cartoons among early childhood pupils, examine prevalent social behavioural traits and determine the relationship between cartoon exposure and children's social behaviour. A descriptive survey design was adopted for the study. The population comprised nursery and primary school pupils across selected Local Government Areas in Osun State. A multistage sampling procedure was adopted; 100 pupils were randomly selected from 30 schools. Data were collected using a structured instrument titled Children's Social Behavioural Observational Scale (CSBOS). The instrument's content validity was ensured by expert review, and reliability was confirmed through a pilot test using the test-retest method, the instrument demonstrated acceptable internal consistency, with a Cronbach's Alpha coefficient of 0.80. Data analysis involved descriptive statistics and Pearson Product-Moment Correlation. Findings revealed that cartoons such as Tom & Jerry, PJ Masks, Dora, and Ben Ten were most frequently watched. While some prosocial behaviours like cooperation and friendliness were noted, traits such as aggression and restlessness were also prevalent. A significant negative correlation ($r = -0.264$, $p < 0.05$) was found between frequency of viewing cartoons and positive social behaviours. The study recommends active parental mediation, integration of media literacy into early childhood curricula and stricter regulatory oversight on children's media content.

Keywords— Cartoon exposure, Early childhood education, Media influence, Prosocial development, social behaviour

1. INTRODUCTION

The foundational stage of human development occurs from birth to the eight-year mark. This period is known as early childhood and is characterized by rapid physical, social and emotional changes alongside cognitive development. There has been a focus on the process of social development during this stage, which includes the learning of appropriate emotions and relationships within societies. Social development is crucial during the impressionable years as the child's environment, family, peers, media, greatly shapes their behavior and thoughts [9].

In contemporary society, screen media is a central part of children's lives and frequently used by toddlers. It is no surprise that cartoons cannot be over-emphasized among children, owing to the appealing design and amusing tones alongside interesting plots. In a lot of homes and early childhood education centers, cartoons are used as an informal educational device. The shift in the consumption of television to the internet has provided children with easy access to unregulated cartoons. This increase raises questions concerning the effects and impact on the social behavior of children [1].

The expansion of satellite television in Nigeria combined with the internet and mobile phone services have equally placed both foreign and local cartoons within reach for children of all socio-economic backgrounds. Platforms such as DSTV, GOTV, YouTube and mobile streaming apps have changed the way content is consumed, now children have access to cartoons at any given time and with little to no adult supervision. Young children are now exposed to a lot of animated content from action packed series like Ben Ten, Avatar and Spider-Man to comical slapstick shows like Tom & Jerry, Sesame Street and Barney & Friends which are morally instructive shows [13].

There are several cartoons that aim to model prosocial behavior, with empathy, cooperation and conflict resolution being a few examples, while many others portray violence, revenge, disobedience and fantastical slay grounded problem solving. Children being developmentally egocentric and imaginative tend to blur the lines between reality and fantasy. Developmentally, this falls under Piaget's theory of cognitive development, where children between the ages of 2 and 7 are said to be in the "preoperational stage" where play is symbolic and logic is still on its way to being developed. This makes it particular easy for them to absorb and imitate media behaviors without any critical criticism [4,14].

Moreover, children's social and cognitive development can also be negatively affected by excessive screen time.

Research indicates that further exposure to screens may hinder the acquisition of language and social skills, which highlights the need for restricted and controlled access to media [9,14].

Most parents and educators have noted difficulties dealing with many non-violent but television-animated characterization, which raises alarm about the appropriateness of some media. On the other hand, advocates of animated educational materials defend their use by claiming that when properly designed, such programs teach vocabulary, socialization and culture [8].

The complexity of this problem is the potential duality of cartoons as aids in teaching while at the same time, sources of disruptive behavior. Research in Western settings has documented the benefits and drawbacks of cartoon viewing, but these findings are often inconclusive and attribute them to the type and duration of exposure to media content [16]. In Nigeria, there seems to be little to no research focusing on the role that cartoons play in the social behavior of young children, especially in formal early childhood education centers. With the growing access to digital resources available to Nigerian children as well as the worries expressed by teachers and parents, it's important to investigate the extent of relationship that exists between social behavior and cartoons. It is crucial to identify the specific traits of aggression, empathy, cooperation and emotional regulation as relevant in the context of classroom management, parenting practices or media policy formulation [10].

Cartoons describe the animated images in motion which form the basis of entertainment for children featuring vivid colors, heroic actions, vibrant use of anthropomorphism and storylines of different episodes. While some cartoons are created with educational intent, for example, Dora the Explorer, Sesame Street, many others emphasize action, fantasy or humor without deliberate pedagogical structure. New research findings indicate that frequent watching of cartoon programs claim to change the behavior or outlook one has towards the world and the manner in which one relates with people [8]. Social behaviour, is performing various forms of interactions and communication with people as a group. During early childhood, important social skills include empathy, cooperation, sharing or taking turns, expressing gratitude, friendliness and managing one's emotions. These skills support basic academic achievement, effective coping skills, managing conflicts and general psychosocial well-being later on. Such qualities arise from a combination of factors, which include the child's socialization through media and innate temperament [8].

Studies has not reached consensus regarding the impact of cartoons on children's behavior. While prosocial cartoons do increase children's helping behavior when the behavior is reinforced or modeled by characters they identify with [17], aggressive portrayals have been associated with increased aggression in preschoolers [10].

Within the Nigerian context, there appears to be a gap in studies investigating the influence of cartoons on the social behaviour of young children in formal early childhood education programs. Considering the rising concern from educators and caregivers alike regarding the growing use of digital media by young Nigerian children, it becomes crucial to investigate the correlation between exposure to cartoons and social behavior. Knowing precisely what forms of animated shows the children's attention and how this relates to traits such as aggression, empathy, cooperation and emotions is crucial for developing effective parenting styles, discipline in the classroom and regulations for the media [8].

Children learn new behaviors through observation, imitation and modeling according to [3]. Children are particularly influenced by powerful figures in the media when their behavior is positively reinforced. Cartoons provide abundant visual figures that are repeatedly exposed and children are easily influenced by these characters. An example is a child who watches character use aggressive tactics to solve conflicts. The child is likely to consider the aggressive behavior exemplified as a means to solve conflicts.

Cultivation Theory states that the repetitive consumption of media content will alter the individual's perception of reality over time. In the context of exposing young children to particularly harmful media, frequently showing cartoons where such negative behavior is either encouraged or accepted is likely to result in children having dysfunctional social scripts collectively. Alternatively, exposure in early childhood to media depicting nurturing and educational content fosters the development of empathy, collaboration, resilience [8].

2. Statement of the Problem

Early childhood educators and caregivers have observed changes in children's social behaviour, emotional expression and attention spans in Osun State over the last few years due to increased exposure to television and digital cartoons. Early childhood educators observed increased restlessness paired with aggression, lack of empathy and diminished ability to engage in cooperative play. These behaviours seem to reflect those popularized by action-packed cartoons like Tom and Jerry, Ben10 or Spider-Man. Such behaviours are on the rise among children in nursery and lower primary classroom, sometimes making it difficult for teachers to manage classes or for children to navigate social relations among themselves. While studies have investigated the impact of media content on children's development, much of these studies focuses on Western countries with regulated exposure to media and parental co-viewing policies. In Nigeria, however, children can access cartoons freely without supervision through cable

television, YouTube as well as mobile devices. There is increasing concern regarding unsupervised access by young children; however little attention has been paid empirically studying how such media influences Nigerian children's social behaviour within structure educational settings.

Specifically, within Osun State, there seem to be gaps in research and data on which cartoons are most watched, what behavioural traits they seem to influence, or how such exposure correlates with either prosocial or antisocial behaviours. The absence of such information hinders early childhood educators, parents and education policy makers from acting appropriately concerning children's media interactions during critical stages of their social development. Hence the study.

3. Purpose of the Study

The purpose of this study is to investigate the influence of cartoon exposure on the social behaviour of children in Early Childhood Education Centres in Osun State. The specific objectives are to:

a) identify the most frequently watched cartoons among early childhood pupils in Osun State
b) examine prevalent social behavioural traits exhibited by these children
c) determine the relationship between cartoon exposure and children's social behaviour.

4. Research Questions

a) What are the various cartoons that children are exposed to in early childhood education in Osun State?
b) What are the prevalent social behaviour traits among children due to the cartoons they are exposed to?

5. Research Hypothesis

a) H_0: There is no significant relationship between cartoons watched and the social behaviour of children in early childhood education centres in Osun State.

6. Methodology

The study adopted a descriptive survey research design, as it is fit to analyze and document phenomena as they are. The design helped the researcher to collect information about the effect of cartoon exposure on the social behavior of children in early childhood education centers within Osun State. The study was made up of a population of early childhood education pupils who are at the Nursery and Primary School level in Osun State. This group of pupils is precisely the age group who are the predominant consumers of children's cartoons and whose social behavior is most likely to reflect any impacts of such consumption. A multistage sampling procedure was adopted. First, a random selection was done for one Local Government Area (LGA) from each of the three senatorial districts in Osun State, making a total of three LGAs. From each sampled LGA, ten (10) Nursery and Primary Schools were randomly sampled, bringing the total of Primary and Nursery Schools to thirty (30). To allocate the sample proportionally, four (4) pupils were randomly selected from each of ten (10) schools, while three (3) pupils were also randomly selected from each of the remaining twenty (20) schools. This method provided a balanced sample across all levels and grades among younger learners.

A researcher designed instrument named "Children's Social Behavioural Observational Scale" (CSBOS) was used to collect data. The instrument was meant to capture the demographic information, the type of cartoons the child has been exposed to and the behavioural observations. It had two sections. Section A comprised socio demographic data of the respondents. Section B comprised the items that measure exposure to various cartoons using a checklist of more than 30 well known children's cartoons like Tom & Jerry, Ben Ten, Dora, Barney and Friends, Peppa Pig and Sesame Street. Through observation or record, teachers indicate which cartoons are commonly shown during television sessions at the Early Childhood Education Centres in Osun State. Section C is a 10-item scale measuring some social behavioural characteristics like aggression, restlessness, empathy, cooperation, sharing and gratitude to mention a few. Each child's performance on these traits is rated over three weeks using succeeding week frequencies of: Always, sometimes and never.

In order to validate the content of the instrument, the draft questionnaire was sent to consultants specializing in Early Childhood Education. All of their comments and edits were adopted in the final version of the instrument. Reliability, on the other hand, was achieved through a pilot study done on 30 pupils from nearby nursery schools who were not part of the main study area. This employed the test-retest method, the instrument demonstrated acceptable internal consistency, with a Cronbach's Alpha coefficient of 0.80. The collected data were coded and the data analyzed by means of the Statistical Package for Social Sciences (SPSS). Demographic variables and patterns of responses were summarized, using descriptive statistics, as frequencies and percentages. To assess the extent of the relationship that exposure to cartoons has on children's social behavior, inferential statistics such as Pearson Product-Moment Correlation were used.

7. Results

Table 1: Descriptive Analysis of the Respondents in the Study Area (N = 100

Variables	Frequency(f)	Percentage (%)
Gender		
Male	54	54.0

Female	46	46.0
Total	**100**	**100.0**
Age Distribution		
3 years	9	9.0
4 years	30	30.0
5 years	36	36.0
6 years	25	25.0
Total	**100**	**100.0**

Result in Table 1 showed the descriptive analysis of the socio-demographic characteristics of the respondents in the study. It can be deduced from the table that 54(54.0%) of the respondents were male students and 46(46.0%) were female students. Considering the age distribution of the respondents, it indicated that 9(9.0%) of the respondents were 3years, 30(30.0%) of the respondents were 4years, 36(36.0%) of the respondents were 5years and 25(25.0%) of the respondents were 6years.

Research Question One: What are the various cartoons that children are exposed to in early childhood education in Osun State?

In order to answer this research question, data collected on the various cartoons that children are exposed to in early childhood education in Osun State were subjected to descriptive analysis and the results are presented in Table 2.

Table 2: Descriptive Statistics of the Various Cartoons that Children Are Exposed to in Early Childhood Education in Osun State

S/N	Available Online Classroom	Frequency(f)	Percentage (%)
1.	Tom & Jerry	75	75.0
2.	Dora	65	65.0
3.	Ben Ten	60	60.0
4.	Octonaut	45	45.0
5.	Spider Man	55	55.0
6.	Barney & Friends	43	43.0
7.	Super Man	52	52.0
8.	Avatar	61	61.0
9.	PJ Masks	70	70.0
10.	The Lion King	50	50.0
11.	Sofia the First	13	13.0
12.	Sponge Bob Square Pant	43	43.0
13.	Sesame Street	53	53.0
14.	Power Puff Girl	40	40.0
15.	Phineas and Ferb	25	25.0
16.	Arthur	13	13.0
17.	Ask the Story Bots	12	12.0
18.	Adventure Time	33	33.0
19.	Disnet	24	24.0
20.	Peppa Pig	18	18.0
21.	Rugrats	9	9.0
22.	Duck Tales	8	8.0
23.	Scooby Doo	25	25.0
24.	Teeange Mutant Ninja Turtles	7	7.0
	N =100		

In order to answer research question one, descriptive statistics was used to analyse the various cartoons that children are exposed to in early childhood education in Osun State. From the table 2, it can be drawn out that various cartoons that children are exposed to in early childhood education in Osun State are Tom & Jerry 75(75.0%); Dora 65 (65.0%); Ben Ten 60 (60.0%); Octonaut 45(45.0%); Spider Man 55 (55.0%); Barney & Friends 43(43.0%); Super Man 52(52.0%); Avatar 61(61.0%); PJ Masks 70(70.0%); The Lion King 50(50.0%); Sofia the First 13(13.0%); Sponge Bob Square Pant 43(43.0%); Sesame Street 53(53.0%); Power Puff Girl 40(40.0%); Phineas and Ferb 25(25.0%); Arthur 13(13.0%); Ask the Story Bots 12(12.0%); Adventure Time 33(33.0%); Disnet 24(24.0%); Peppa Pig 18(18.0%); Rugrats 9(9.0%); Duck Tales 8(8.0%); Scooby Doo 25(25.0%) and Teeange Mutant Ninja Turtles 7(7.0%). From the result, the prominent cartoons that the children are exposed to in early childhood education in Osun State are Tom and Jerry, Dora, Ben Ten, Spider Man, Super Man, Avatar, PJ Masks and The Lion King.

Research Question Two: What is the prevalent social behavior trait among children due to cartoons they are exposed to in early childhood education in Osun State?

In order to answer this research question, data collected on prevalent social behavior trait among children due to cartoons they are exposed to in early childhood education in Osun State were subjected to descriptive analysis and the results are presented in Table 3.

Table 3: Descriptive Statistics of the Prevalent Social Behavior Trait Among Children Due to Cartoons They Are Exposed to in Early Childhood Education in Osun State

S/N	Social Behavioural Traints	Always f(%)	Sometimes f(%)	Never f(%)
1	Aggression	18(18.0)	30(30.0)	52(52.0)
2	Restlessness	28(28.9)	26(26.0)	46(46.0)
3	Empathy	16(16.0)	30(30.0)	54(54.0)
4	Talking Turns	28(28.0)	28(28.0)	44(44.0)

5	Cooperation	32(32.0)	28(28.0)	40(40.0)	
6	Deviance		14(14.0)	38(38.0)	48(48.0)
7	Attitude and Emotional Change	20(20.0)	24(24.0)		56(56.0)
8	Sharing	8(8.0)	36(36.0)	56(56.0)	
9	Gratitude		16(16.0)	34(34.0)	50(50.0)
10	Friendliness	34(34.0)	22(22.0)	44(44.0)	
	Average		21(21.0)	30(30.0)	
		49(49.0)			

N =100

In order to answer research question two, descriptive statistics was used to analyse the prevalent social behavior trait among children due to cartoons they are exposed to in early childhood education in Osun State. From the table 3, it can be deduced that 18(18.0%) always engage in aggression behavior, 30(30.0%) sometimes engage in aggression behavior while 52(52.0%) never engage in aggression behavior. In terms of restlessness 28(28.0%) always engage in restlessness behavior, 26(26.0%) sometimes engage in restlessness behavior while 46(46.0%) never engage in restlessness behavior. In terms of empathy behavior, 16(16.0%) always engage in empathy behavior, 30(30.0%) sometimes engage in empathy behavior while 54(54.0%) never engage in empathy behavior. In terms of talking turns, 28(28.0%) always engage in talking turns behavior, 28(28.0%) sometimes engage in talking turns behavior while 44(44.0%) never engage in talking turns behavior. In terms of cooperation, 32(32.0%) always cooperate, 28(28.0%) sometimes cooperate while 40(40.0%) never cooperate. In consideration of deviance behavior 14(14.0%) always engage in deviance behavior, 38(38.0%) sometimes engage in deviance behavior while 48(48.0%) never engage in deviance behavior.

Furthermore, 20(20.0%) always engage in attitude and emotional change, 24(24.0%) sometimes engage in attitude and emotional change, while 56(56.0%) never engage in attitude and emotional change. In terms of Sharing behavior, 8(8.0%) always engage in sharing behavior, 36(36.0%) sometimes engage in sharing behavior while 56(56.0%) never engage in sharing behavior. Based on gratitude behavior 16(16.0%) always engage in gratitude behavior, 34(34.0%) sometimes engage in gratitude behavior while 50(50.0%) never engage in gratitude behavior. Lastly, in terms of friendliness 34(34.0%) always engage in friendly behavior, 22(22.0%%) sometime engage in friendly behavior while 44(44.0) never engage in friendly behavior. The overall result showed that 51(51.0%) of the children engaged in social behavior trait in early childhood education in Osun State.

Hypothesis: What There is no significant relationship between cartoons watched and social behavior of children in early childhood education centers in Osun State.

In order to test the hypothesis, data collected on cartoons watched and social behavior of children in early childhood education centers in Osun State were subjected to correlation analysis and the results are presented in Table 4.

Table 4. Pearson Product Moment Correlation of the Relationship Between Cartoons Watched and Social Behavior of Children in Early Childhood Education Centers in Osun State

Variables	n	Mean	S.D	r	Sig.(2-tailed)
Cartoons Watched	100	19.10	6.21	-.264**	.008
Social Behavior	100	18.22			5.90

($r = -0.264$, $^{**}p < 0.05$)

In order to test hypothesis one, Pearson Product Moment Correlation was used to test the null hypothesis stating that there is no significant relationship between cartoons watched and the social behaviour of children in early childhood education centres in Osun State, Results in Table 4 showed that there is significant negative relationship between cartoons watched and social behavior of children in early childhood education centers in Osun State ($r = -0.264$, $p < 0.05$). Thus, the null hypothesis that states that there is no significant relationship between cartoons watched and social behavior of children in early childhood education centers in Osun State is hereby rejected.

8. Discussion of Findings

The findings of this study show that preschool children in Osun State watch a broad range of cartoon programs, with Tom and Jerry, PJ Masks, Dora the Explorer, Ben 10 and Avatar ranking among the most popular. Moreover, the study shows that there is a statistically significant negative correlation between cartoon exposure and children's social behaviour ($r = -0.264$, $p < 0.05$). This suggests that, at some level, increased viewing of cartoons is associated with a decline in the demonstration of desirable behavioural traits such as empathy, sharing and emotional regulation

These results corroborate concerns expressed in earlier studies about the negative impact of some media content on children's social behavior and development. For example, [15] reported that local animated cartoons greatly aided the preprimary school children in the acquisition of social skills in the Kwara-South region of Nigeria. In the same way, [11] made the observation that children tend to adopt some of the violent, hyperactive traits portrayed by animated figures, which resulted in reduced patience, increased restlessness and oppositional behaviours in controlled settings like school.

These findings also support the work done by [12] regarding Nigerian children and cartoons. Exposure to unrestricted cartoon content tended to result in behavioral irregularities

like inattention, impulsiveness and lack of cooperation with other children. In the authors' opinion, while some cartoons do feature educational or moral lessons, much of the content shown on commercial channels is not appropriate for development, particularly for preschool children.

This set of findings differs from more optimistic perspectives concerning the effects of certain cartoons on social development. For example, [16] observed that children who viewed prosocial cartoons demonstrated high level of cooperation and lower levels of aggression. In the same way, [7] argued that media serves as a powerful tool for socialization when it conveys strong prosocial messages accompanied by rewards and punishments for designated behavior towards the characters in the program.

Perhaps the difference from existing studies is attributed to the type of cartoons watched. Although Sesame Street and similar contents is included in the sample, they were not the most frequently watched by the sample. Furthermore, preference for Demo version cartoons has changed to action-oriented, fast-paced ones such as Ben 10, Tom and Jerry, Spider-Man and Avatar which are known to have violent themes, exaggerated emotional reactions and unrealistic conflict resolution strategies [6].

The lack of positive social behaviour in relation to pro-social behaviour in cartoons may arise from some factors. A large portion of popular cartoons emphasize fantasy, competition or aggression rather than showing cooperation and empathy. That kind of exposure may make the child desensitized to normal, non-aggressive social interactions by making combat interactions seem normalized. As posited by [2], Bandura's Social Learning Theory, children are more likely to imitate vividly modeled behaviours, especially if those behaviours are not accompanied by realistic consequences. When cartoons portray characters actively engaging in aggression or mischief without penalties and actually being rewarded for it, children are likely to adopt those behaviours as acceptable. With the increased screen time, the time spent interacting with toys, peers or adults decreases, limiting opportunities to practice pro-social skills. The way most cartoons are designed with fast pacing editing, loud sound effects and rapid scene changes may overstimulate the developing brain reducing the child's ability to self-regulate, control their attention or balance their emotions [6].

The impacts of children watching non-realist and action-oriented cartoons are quite pronounced. Such content, while fostering imagination and excitement, may also instill behavioral tendencies that are misaligned with appropriate social development and classroom expectations. For example, Tom & Jerry is a funny cartoon; however, its relentless slapstick violence might severely desensitize children to aggressive tendencies [4]. Children might learn to equate violence with heroism from Ben 10 and Spider-Man, who use violence as a restorative tool [6]. Although PJ Masks is grounded in friendship and heroism, the fast-paced action sequences may lower young viewers' abilities to sustain social attention over time, which is detrimental.

As a consequence of watching such action-oriented cartoons during leisure time, children might become inclined to respond to challenges impulsively, find it difficult to regulate their emotions, or resort to selfish indifference, traits that are important for positive peer interactions and academic engagement.

9. Conclusion

This study examined how the social behavior of children attending early childhood education centers in Osun State, Nigeria was impacted by cartoon exposure. The results indicated that children have access to a wide variety of cartoons and exhibited a particular preference for action and fantasy programs such as Tom & Jerry, Ben Ten, PJ Masks and Avatar. Social behavioral traits like cooperation, sociability and friendliness were noted with varying levels of observation. Miniature prosocial behaviors such as empathy, sharing and gratitude were observed among the majority of children with only a few prosocial exhibiting these behaviors.

Most importantly, the study found that there is a statistically significant correlation between the frequency of cartoon exposure and the positive social behaviors displayed. In other words, children are likely to engage in socially constructive behaviors to a greater extent as their exposure to cartoons decreases.

The findings show that while cartoons may distract or stimulate cognition, moderated content and frequency are needed to avoid hindering the development of emotional intelligence, moral judgment and social collaboration. Early childhood is a sensitive developmental period and unsupervised guide media can shift behaviors in ways that hinder children's constructive engagement in the classroom, interactions with peers and overall character development.

Hence the study states that watching cartoons does affect social behavior in children and said behavior is in direct relation to the content consumed whether it be positive or negative influences as well as the context in which it is interpreted.

10. Recommendations

Conclusions made during the study warrant the recommendations that a parent along with an early childhood educator have the responsibility of guiding when and how a child views cartoons particular to his or her age group. Whereas parents are expected to supervise, they should also engage children by watching together, discussing the content critically and helping the child discern reality and fantasy. All

educational stakeholders both in government and private institutions need to actively support the availability of age-appropriate developmental cartoons that promote empathy, cooperation, problem solving and moral reasoning. Developmental cartoons like Sesame Street, Barney & Friends and Dora the Explorer could be utilized in early childhood teaching as part of a media education program.

Foundational capabilities like media literacy should be included into the early years curriculum in Nigeria to help students critically analyze audiovisual materials. Through the use of cartoon characters, educators can showcase social norms, conflict resolutions among peers and other behavioral and discipline enforcement activities. Parents and guardians need to manage the amount of time spent on screens in accordance with international standards; for instance, the American Academy of Pediatrics suggests a maximum of one hour per day for preschool children. It is essential that children engage in physical play, creative activities and social interactions.

Nigerian media regulators like the National Broadcasting Commission (NBC) should monitor the compliance of television and streaming services with child-centered broadcasting policies. There should be categorization of content ratings and age-based scheduling to minimize children's access to violent or inappropriate cartoons. Subsequent research should focus on the impact of exposure to cartoons on personality development using a longitudinal approach, as well as evaluate the effects of culture and gender, family dynamics and other sociocultural elements on children's perception of media.

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