

**PERCEIVED INFLUENCE OF INSTRUCTIONAL CARTOONS (ANIMATION) ON
PUPILS' ACADEMIC PERFORMANCE AND SOCIAL ADJUSTMENT IN SELECTED
JUNIOR PRY SCHOOLS IN BARIGA, LAGOS STATE.**

By

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ABSTRACT

This study examined the perceived influence of instructional cartoons (animation) on pupils' academic performance in selected Junior primary schools in Bariga. Three research questions and two hypotheses were formulated respectively to serve as a guide in the conduct of the study. Descriptive survey research was adopted for the study. This target population comprised all pupils in Junior Private and public schools in Bariga Area of Lagos State. One hundred and Fifteen (150) respondents (both male and female) were randomly selected as sample for this study but at the end only One hundred questionnaires were retrieved. A structured questionnaire was constructed and administered on the respondents for data collection. The data were analyzed using percentages, frequency distribution tables. The research questions formulated were tested using mean and standard deviation while the null hypotheses 1 – 2 were tested using chi-square (X^2). The T-test was used to test hypotheses at 0.05 level of significance. The findings showed cartoons (animation) significantly influenced pupils' academic performance. The study recommended that the teaching-learning process should employ instructional cartoons in the educational activities and discourage rote learning. Cartoons should not be used only in the classroom but the pupils also should be encouraged to think and discuss about the subjects by hanging out the cartoons drawn by the pupils on the class and school board. Educational technologists should employ cartoon strip for self-study not only in the fine arts but in other subject areas.

Introduction

Television has become a significant social phenomenon in Nigeria and all over the world. Television viewing is generally believed to generate social force of undeniable influence. It is assumed to be the most popular entertainment mass media for children and women. It is this selection of daily programs, which gets full attention of the viewers. One might say, whatever impacts television has, it is because of various plays, films and musical shows that are relayed every day. It has long been accepted that using a variety of teaching styles and training media, is more likely to aid learning than reliance on one style or a limited range of media. It has long been recognized that keeping it light, simple and using humour are powerful tools to be included in any learning methodology (Fleischer, 2010). One teaching instrument which perhaps is seldom used is the cartoon.

A cartoon is any of several forms of art with varied meanings that evolved from one to another. Cartoons are drawings employed so as to state opinions on scientific concepts, and they also focus on issues that learners can experience in their daily life (Naylor & Keogh, 2010). Webb, Williams and Meiring (2008) define cartoons as a method which is made up of drawings, which makes the characters inside discuss in relation to science concepts of real life, and which thus encourages learners to think. Cartoon comes from Latin language “charta” which means paper because in that era cartoon meant painting onto large textile curtains or drawing patterns or pictures onto mirrors and making mosaics. There are seven types of cartoons namely: political cartoons, illustrated cartoons, gag, comic book or serial cartoons, commercial cartoons, feature length animated cartoons, and television cartoon. Animated cartoon therefore refers to a cartoon which is created by sequential photographs from drawn patterns and shows continuous movement (Dhangsubhuti, 2006).

Cartoon network is a main source of entertainment for children. Children keenly observe what cartoon is on air on cartoon network. They watch cartoons that are understandable in terms of language. Nigerian children therefore prefer to watch English version cartoons because English language has been adopted as a lingua-franca. When children see cartoons in easy and understandable language, they enjoy more and are involved more. Cartoons were initially so short because people would be watching these shorts in the movie theatres before their feature film. When cartoonists eventually showing their work TV, they began to get longer; creating the half hour block shows that are on Nickelodeon, Cartoon Network, and the Disney Channel today. Also, the cartoons had to become more “family friendly” so that more people would watch their show (Kapelian, 2009). Many Nigerian children have become very interested in cartoons and it (cartoon) has become a primary source of entertainment to them. Cartoons have recently been used across the world so as to provide an innovative learning-teaching strategy in the constructivist approach, which is available in the curricula of many countries (Keogh and Naylor, 2015). Learning process rather than learning outcome is in the centre, and learners rather than teachers are put in the centre in the curricula designed on the basis of constructivism. Therefore, learners think actively, they inquire, develop their upper order learning skills, they wonder, they research, they solve problems, they build new knowledge on the previous knowledge, and thus they make their learning permanent.

Cartoons are effective tools which are used in order to teach and advise; in addition they are funny. Cartoons can be easily detected by children. In the process of signification of the cartoons, learners first concentrate on the line in the cartoon, then think over every detail, make comments by establishing connection and weave a story in minds putting out the contrast and associations between objects. Thus, the students think in creative and critical manner (Özalp, 2006). As a result, studies concerning the contribution of cartoons to teaching process and academic achievement among multimedia researches have also intensified. It was observed in those researches that sound, graphics, texts and animations within such multimedia or cartoons generally attracted children's attention, effectively contributing to the learning process (Sinor, 2011).

Some researchers have drawn attention to the limitations of cartoons as well as their educational benefits. Irkin (2012) emphasized that cartoons with content of violence and sexuality make students develop negative behaviors. Mayer et al. (2001) stated that cartoons have a potential of misconception since they are a simplified version of a phenomenon in most cases and may prevent students from learning through imagination while forming their mental models. Ningsih and Sari (2012) suggested that use of slang and foreign words may affect children's linguistic development negatively, that watching cartoons excessively may hinder children's relationship with the social circle and cause them to lose their critical thinking skills. Yorulmaz (2013) stated that some cartoons have problematic contents with respect to the education of religion and values. Teachers who are to choose the most appropriate tool and material for students in use of technology at schools should have information about the educational effect of these resources. They therefore contribute much more to students' achievement by choosing course activities suitable for their technological levels (Conole and Alevizou, 2010).

The premises established so far have shown that using cartoons as a medium of teaching has both advantages and disadvantages. Therefore, in this study, efforts were made into the influence that animation as a teaching strategy has on learners' academic performance in the lower primary school in Bariga Area of Lagos State.

Statement of the Problem

Childhood is a delicate stage in human development when a solid foundation for the development of basic life skills is laid. Children are naturally active, playful and demanding answers to unlimited questions. It has been found that children tend to behave based on what they watch on television. There is no law that regulates what the children are to watch and as a result, they are exposed to all kinds of good and evil influences. It is observed that many aggressive behaviour exhibited by pupils' are learnt from the violent films they watch. The spread of this evil is uncontrollable as parents and guardians do not realise the implication of watching cartoons on their children's attitude. Watching violent cartoons on television create a permanent impression on the mind of children and it has certain implications on children's attitude. This research examined the extent to which instructional cartoons have any significant influence on pupils' academic performance in selected Junior Primary Schools in Bariga.

Purpose of the Study

This study examined the influence of instructional cartoons on pupils' academic performance in selected Junior Primary Schools in Bariga. The specific objectives were to:

1. examine the variety of instructional cartoons (animation) available to school pupils in selected Junior Primary Schools in Bariga;
2. examine the influence of instructional cartoon (animation) on pupils' academic performance;
3. determine the influence of instructional cartoons (animation) on pupils' social adjustment in selected Junior Primary schools in Bariga.

Research Questions

The following research questions were answered in this study:

1. What are the varieties of instructional cartoons (animation) available to pupils in selected Junior Primary schools in Bariga?
2. To what extent do instructional cartoons (animation) influence pupils' academic performance in selected Junior Primary schools in Bariga?
3. To what extent do instructional cartoons (animation) influence pupils' social adjustment in selected Junior Primary schools in Bariga?

Research Hypotheses

The following hypotheses were tested:

1. Instructional cartoons (animation) will not significantly influence pupils' academic performance in selected Junior Primary schools in Bariga.
2. Instructional cartoons will not significantly influence (animation) Pupils' social adjustment selected Junior schools in Bariga.

Significance of the Study

The result of this finding will help parents and teachers to assist children in making better decisions on the use of animation in the process of learning the curricula.

The research findings aims at helping children make better decisions on proper use of television to enable them achieve the set goals of parents, teachers and schools. The research would also give insights into what instructional cartoon watching entails and shed more light on better and effective use of television by children. In addition, the finding of this study would benefit parents by impacting an understanding of the role of television in education. It would as well enable parents and guardians to determine their children's exposure to cartoon network. It will help parents to understand the benefits of children's educational programs, and stresses the notion of parental co-viewing and interaction with their children in creating a context to discuss the content of the viewed show and optimize a better understanding of the presentation. More so, this study will educate teachers, policy makers, educationists, Ministry of Education and the government on the benefits that instructional cartoons can serve as an instructional materials or tools to facilitate teaching and learning in schools.

Methodology

The descriptive survey research design was adopted for this study. Purposive sampling technique was used in selecting both public and private schools in Bariga Local Government Area on the criteria that the schools were accessible and they had the characteristics of the students required for the study. From the schools, primary three intact classes comprising 115

pupils were also purposively selected for the study based on the criteria that they are familiar with the content of the study. A well validated instrument titled “Instructional Cartoons Effects on Pupils’ Academic Performance and Social Adjustment (ICEPAPASA)” was used for data collection. The ICEPAPASA contains two sections. The first section was based on demographic information of the pupils while the second section, was based on varieties of **instructional cartoons (animation) available to school pupils**. One hundred copies of the instrument were retrieved from the 115 that were administered on primary three pupils of the study. The data generated were subjected to reliability test using Kuder-Richardson formula and the instrument yielded reliability coefficient of 0.80. The researcher employed the service of five research assistants who assisted in administering the questionnaires on the selected school pupils. This was done for a period of two weeks. Data collected were analysed using both descriptive and inferential statistics. The descriptive statics used were frequency count, percentage, mean and standard deviation while that of the inferential statistic was T-test.

Question One: What are the varieties of instructional cartoons (animation) that are available to school pupils in selected Junior primary schools in Bariga?

The result of the analysis is presented in table 4.

Table 1: Analysis showing the varieties of instructional cartoons (animation) that are available to school pupils

S/ N	STATEMENTS	YES	NO
	VARIETIES OF INSTRUCTIONAL CARTOONS		
1	Do you enjoy watching cartoons on Disney channel, Cartoon Network and Nickelodeon?	100 (100%)	0 (0)
2	Do you enjoy watching Sesame Streets?	45 (45%)	55 (55%)
3	Do you enjoy watching Nickelodeon?	23 (23%)	77 (77%)
4	Do you enjoy watching Word World?	100 (100%)	0 (0%)
5	Do you enjoy watching Cyber Chase?	100 (100%)	0 (0%)
6	Do you enjoy watching Dora the Explorer?	100 (100%)	0 (0%)
7	Do you enjoy watching Super Why?	78 (78%)	22 (22%)
8	Do you enjoy watching Dinosaur Train?	100 (100%)	0 (0%)
9	Do you enjoy watching Bernstein Bears?	100 (100%)	0 (0%)
10	Do you enjoy watching Martha Speaks?	23 (23%)	77 (77%)
11	Do you enjoy watching cartoons on Cartoon Network and Nickelodeon?	100 (100%)	0 (0%)
12	Do you enjoy watching Daniel Tiger’s Neighbourhood?	79	21

		(79%)	(21%)
13	Do you enjoy watching The Wonder Pets?	57 (57%)	43 (43%)
14	Do you enjoy watching Jimmy Neutron?	100 (100%)	0 (0%)
15	Do you enjoy watching Dexter's Laboratory?	68 (68%)	32 (0%)

Source: Field survey 2018.

The table 1 showed that percentage level of each or different varieties of instructional cartoon the respondents are used to and that are available to watch in school. In conclusion, this analysis has shown that majority of pupils in these schools are familiar with the varieties of instructional cartoons listed above.

Test of Hypotheses

Two hypotheses were formulated in the course of this research to find between selected and measured variables. These hypotheses are tested using Chi-square (X^2) at 0.05 level of significance.

1. **Hypothesis One:** Instructional cartoons (animation) will not significantly influence pupils' academic performance in selected Junior Primary schools in Bariga.

Source of Variation	X	SD	N	Df	X_{cal}	X_{Tab}	Decision (0.05)
Instructional Cartoons (animation)	19.27	5.89	100	17	89.01	37.16	Reject H_0
Academic performance	12.75	4.16	100				

Table 2 :Chi-square (X^2) showing instructional cartoons (animation) and pupils' academic performance

Level of significance 0.05

significant levels with 17 degree of freedom. Since, the calculated Chi-Square value of 89.01 is From the table 2, the calculated Chi-Square value is 89.01 and the tabulated value is 37.16 at 0.05 greater than the tabulated value of 37.16; therefore the null hypothesis which states that there is no significant influence of instructional cartoons (animation) on pupils' academic performance in selected Junior Primary schools in Bariga is rejected, while the alternate hypothesis is accepted.

Hypothesis Two: Instructional cartoons will not significantly influence (animation) Pupils' social adjustment selected Junior Primary schools in Bariga.

Table 3: Chi-square (X^2) showing the result of instructional cartoons (animation) and pupils' social adjustment in selected schools in Bariga

Source of Variation	\bar{X}	SD	N	Df	X_{cal}	X_{Tab}	Decision (0.05)
Instructional Cartoons (animation)	19.27	5.89	100	9	51.02	23.59	Reject H_0
Social adjustment	10.48	3.07	100				

Level of significance 0.05

From the table 3, the calculated Chi-Square value is 51.02 and the tabulated value is 23.59 at 0.05 significant levels with 9 degree of freedom. Since, the calculated Chi-Square value of 51.02 is greater than tabulated value of 23.59; therefore the null hypothesis which states that there is no significant influence of instructional cartoons (animation) on pupils' social adjustment in selected schools in Bariga is rejected, while the alternate hypothesis is accepted.

Summary of Findings

Based on the results of the data analysis the following findings emerged:

1. Result showed the varieties of instructional cartoons (animation) available to Junior primary school pupils in Bariga. This analysis showed that majority of pupils in these schools were familiar with that varieties of instructional cartoons available.
2. The results showed that instructional cartoons has proven to improve pupils' academic performance in schools as instructional cartoons can be used as learning aids for pupils and help them retain information in their academic activities.
3. It shows the extent to which instructional cartoons (animation) influence pupils' social adjustment in selected schools in Bariga. In conclusion, this analysis influences pupils' social adjustment to their peers and the society at large. They get to interact and communicate with other people around them, by talking about the programs they watch on television.

Discussion of the Findings

The result of the study showed that instructional cartoons (animation) influenced pupils' academic performance in selected schools in Bariga. Mauro and Kubovy (1992) have demonstrated that the use of instructional cartoons during lessons significantly related to efficiency in education. Kılınç (2006) concluded that teaching using instructional cartoons positively contribute to students' academic achievement in history.

Another finding reported a significant influence instructional cartoons (animation) had on pupils' social adjustment. It is important to note that instructional cartoons are not the only source of influence on the children; other factors play important roles in development of children's social behaviour. Some of these factors as indicated by parents include the peer groups, the church, parental influences, the school, environment/culture, religion, books, etc. and this gives credence to McQuail (2005) who noted that television is rarely the only source of social learning and its influence depends on other sources such as parents, friends, teachers, etc."

Conclusion

There is a strong impact of instructional cartoon programs network on children which can be seen on their life style, dressing, aggressive and violent behaviour and their language. Children today are greatly influenced by instructional cartoon characters in day to day life in more than one way. Instructional Cartoon programs have both negative and positive impact on children's moral formation.

Recommendations

In view of the finding of this study, the following recommendations are here by presented:

1. Teaching-learning process and should be frequently used by teachers as educational activities to put an end to the education system based on rote-learning and to be able to occur permanent learning as required.
2. Instructional cartoons should not be used only in the classroom but the students also should be encouraged to think and discuss about the subjects by hanging out the instructional cartoons drawn by the students in the class and school board.
3. Educational technologist should employ instructional cartoon strips for self-study not only in the fine arts but in other subject areas.
4. Training programs could be organized for teachers on the use of instructional cartoon strips as a method of teaching.

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