IMPACTS OF SATELLITE TELEVISION CARTOONS ON SOCIAL BEHAVIOUR AMONG PRIVATEPRIMARY SCHOOL PUPILS IN ILORIN WEST LOCAL GOVERNMENT AREA, NIGERIA

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Keywords

Satellite Television Cartoons, Social behaviour, Private Primary School, Pupils

Abstract

This study examined the influence of satellite television cartoons on social behaviour among private primary school pupils in Ilorin West Local Government Area. The study was anchored by Cultivation theory. Survey research method was used while multistage sampling technique was adopted to select 263 respondents from the selected private primary schools in Ilorin West Local Government, Ilorin, Nigeria. Descriptive statistics with the aid of SPSS version 23 was used to analyse the data. Frequency tables and simple percentage were used to present the findings.The finding showed that pupils' exposure to cartoons has positively improved their social behaviour specifically, assertive behaviours. The study concluded that satellite television cartoons are instrumental to teaching and learning social behaviour such as assertiveness and friendliness at the elementary stages for children. The study contributed theoretically by complementing and advancing cultivation analysis theory by examining the consequences of the habit that primary school pupils cultivate from their exposure to satellite television cartoons on social behaviour. Contrary to previous findings that suggest that the content of television show has powerful effect on viewers especially, the children. This study demonstrated that this relationship is mediated by various factors such as types of programme, thereby

advancing cultivation analysis theory.The study recommended that the Nigerian government in collaboration with Nigerian Film Industry should embark on production of locally produced cartoons that can enhance teachings of morals and good social behaviour among children as this will promote the Nigerian culture and enhance national development.

Introduction

Child-centered television shows and animation movies (often loosely called cartoons) have, over several years, been entertaining children all over the world. Perhaps, the convenient escape it provides parents. At present, parents do encourage their children to consume animated content compared to children of previous years who largely engaged in daily outdoor activities. Children can watch cartoons from different channels such as *Disney Junior, CBeebies, PBS Kids, Nickelodeon, Cartoon Network, Boomerang.* Other streaming platforms where children can watch cartoons include *Netflix, YouTube, Hulu, Amazon Prime Video,* etc.These channels are displayed to children, especially primary school pupils through satellite television.

Satellite television is a broadcasting television programmes by means of a communications satellite that relays the signal back to earth, where it is picked up by individual satellite dishes (Merriam-Webster, 2023). Without doubts, Satellite television plays important role in the social behaviour of children compared to all other media of Mass Communication. This is because of the incomparable characteristics it possesses especially, the ability to combine audio with visual and being a major source of entertainment for children. In fact, there is no home completed without a television in this century (Olayinka, 2018). In some developing countries like Nigeria, Ghana, Togo, etc., satellite television is used to broadcast educational programmes to schools and communities that lack reliable internet access or terrestrial satellite television coverage that enables wider access to learning opportunities even in remote areas (UNESCO, n.d.). Satellite television can be accessed in Nigeria and across the world. This is possible because of the availability of the development in digital technology across the world. This includes; *Digital Satellite Television* (DSTV), *Go Television* (GOTV), *Telecom Satellite Television* (TSTV), *StarTimes, Metro Digital Television, Strong Television or MYTV*.

Literatures have examined cartoon contents and satellite television programmes. For instance, Wijethilaka (2020) examined "Effects of cartoons on children''. The study discovered that children are highly impacted by cartoons as they often engage in dysfunctional behaviour. The study, recommended further studies on cartoons and children. Similarly, Awinzeligoet al. (2020) examined "Impact of animation movies on Children's Behavioural and Language Development". The study showed that watching cartoons contributes to moldingchildren's behaviours. The study recommended researchers to investigate the effect of cartoons on children's moralbehaviour. Also, Arshad and Rafiq (2020) examined "Role and Impact of Cartoons on Children's Attitude at Primary Level". The study discovered that there was a strong impact of cartoons on school-going kids' lifestyle, dressing, aggressive and violent attitude, and use of foul language. The study recommended further studies on cartoons and school children.

In addition, Kparoboh et al. (2025) investigated the influence of television cartoon viewing on the mentoring prospects on behavioural and language development of primary school children in Delta State and discovered that children derived gratification from fun and entertainment. The study also recommended further investigation on children and cartoon.

It is obvious that studies have examined the effects of cartoons on the learning and children's behavioural development. Much need to be done on cartoons and social behaviour as the previous studies restricted their tentacles to television, education and general behaviour while the current study focuses on satellite television cartoons and social behaviour. Hence, this study examines the influence that satellite television cartoons on social behaviour among private primary school pupils in Ilorin West Local Government Area in order to empirically establish the effect that satellite television cartoons has on social behaviour of selected primary school pupils in Ilorin West Local Government area of Kwara State.

Research Objective

The study is guided by the following objectives:

i. To examine the level of exposure of private primary school pupils to satellite television cartoons,

ii. To determine the type of satellite Television Cartoon the private primary school pupils are exposed to; and

iii. To investigate the impact that the satellite television cartoon has on the social behaviour of the private primary school pupils in Ilorin West Local Government.

Theoretical Framework

The study adopted Cultivation Theory as a theoretical framework that underpins the study.The Cultivation Theory was propounded by George Gerbner, a Hungarian-American professor, in the 1960s (Perera, 2023). The theory examined long-term effects of television viewing on viewers' conceptions of social reality. The tenet of cultivation theory is that people who spend more time watching television are more likely to perceive the real world in a way as most commonly depicted in television messages, as compared to those who watch less television, but are otherwise comparable in major demographic features (Hermann et al., 2023). Cultivation Theory has been widely influential in understanding human behaviour. A major criticism of cultivation theory is that it portrays viewers as passive recipients of media messages (Johan et al. (2024). While criticising the theory, literatures such as Johan et al (2024), establish that audiences are active in interpreting and responding to media content, and their understanding is shaped by their own experiences, values, and cognitive processes. They also contend that the theory emphasizes long-term as subtle effects is difficult to measure definitively. The correlations that cultivation studies find between television viewing and certain beliefs may be due to other factors such as, individual differences, prior experiences, media literacy, social environment, among others (Perera, 2023).

Previous studies such as Johan et al (2024), Hermann et al. (2023), Perera (2023), among others used cultivation theory to study television and viewers while the present study uses the theory to examine satellite television cartoons and primary school pupils' behaviour.The theory is, therefore, relevant in examining the kind of effect that satellite television cartoons have on the social behaviour among private primary

school pupils in Ilorin metropolis as their exposure to cartoons makes them learn and cultivate new things that can either negatively or positively affect their social behaviour.

Satellite Television Cartoon and Social Behaviour

A cartoon is a type of visual art that is often humorous or satirical, typically created through illustration or animation. Cartoons can take many forms, including: comic strips, caricatures, editorial cartoons, webcomics, etc. (Simon, 2022). Maio (2024) viewed cartoon as a television show, usually intended for children, created from static drawings, models or objects posed in a series of gradual movements that are rapidly sequenced to give illusion of lifelike motion. Cartoons often aim to entertain, educate, or comment on current events, using visual storytelling and humour to engage audiences. Today, cartoons such as *Scooby Doo, Toy Story, Sponge Bob Square Pants, Tom and Jerry, Mickey Mouse, Dora the explorer, Cinderella, Beauty and the Beast, Cocomelon, Pj Mask, Boss Baby, Shrek, Barbie, Snow White and the Seven Dwarfs, The Lion King, Finding Nemo,Ninja Turtles, Ben Ten, Mighty Morphin, Paw Patrol, Bayblade, Dragon ball-z, Pinocchio, Gingerbread Man, Sleeping Beauty, etc*. are watched by children in other to entertain, educate and enlighten them (Maio, 2024).

Cartoons can be categorised based on various criteria. For instance, Kumi-Manu (2021) categorised cartoon into concept cartoon which includes mixtures, heredity, osmosis and diffusion. Maheshwari (2022) categorised cartoon based on information/education and entertainment cartoons. Educational and Entertainment types of cartoons are avenues where viewers can learn new things such as school subject related knowledge, social behaviour, emotional and psychological behaviour. Social behaviour is the way people interact with and influence other individuals, not only the way other people respond to the current situation, but also their future decisions (Staff & Staff, 2022). It is also 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 characterised as unacceptable. Hence,social behaviourdetermines 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 and group bullying, may also be defined as negative social behaviour, particularly in instances where other individuals within a peer group behave accordingly (Godwin,2011). Social behaviours of children include the manner in which they interact with other children, their teachers and their parents. (Tanet al., 2021) These interactions range from cooperation,responsiveness to sensitivity, among others. Cartoons depicting educational content can foster social behaviour among children. Such behaviour can be acquiredthrough 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 can learn to share, assist others or empathize through exposure to educational and entertainment cartoons. Hence, children can exhibit various types of behaviour as a result of their exposure to cartoons. Such behaviourinclude:

i. **Assertive Behaviour**

Assertiveness is a personality trait that enables individuals to express their thoughts, feelings, and needs in a clear, direct, and

respectful manner while maintaining healthy boundaries and respecting the rights of others (Bahrij&Yusri, 2019).Assertiveness also means believing in oneself and worth, clearly communicating needs, wants and feelings (Bennett, 2019).

ii. Aggressive Behaviour

Aggression refers to abehaviour or action that can result in both physical and psychological harm which can cause injury or domination over others, or objects in the environment (Hermann et al., 2023)..Aggressive behaviour centers on hurting another person either physically or mentally (MSED, 2022).

iii. Friendly Behaviour

Friendly behaviour refers to actions and attitudes that are kind and compassionate towards others (Mueller, 2016). In today's society, the words friend and friendship can refer to a wide range of different relationships or attachments.

It can therefore, be deduced from the review that satellite television cartoons affect children opportunity to lean various types of social behaviour that can make or mar their relationship with others.

Research Methodology

The study adopted a descriptive research design with survey research method.The total number of private primary schools in Ilorin West Local Government is **778** according to the information from Ilorin West Local Education Authority in June 2025. However, the total number of the pupils in each schoolcould not be scientifically accessed. Multi-stage sampling technique was adopted to select sample size. At the first stage of sampling, purposive sampling techniques was used to select one ward from the 12 wards that make up the local government:Adewole, Ajikobi, Baboko,Badari, BalogunAlanamu, MogajiNgeri,Oloje, Ogidi, Ojuekun/Zarumi,Oko Erin, Ubandawaki and Wrah/Egbejila/Osin that make up Ilorin West Local Government. The selected ward is Adewole. The choice of purposive selection of Adewole ward was based on higher concentration of private schools in the area according to the information from the Local Education Authority. At the second stage of sampling, purposive sampling technique was also used to select four (4) private primary schools that accessed satellite television cartoons from Adewole ward. The selected schools are: Adenike International Schools,Thots Cove Schools, Iqra Basic Schools and I-Tree International School. The third stage of sampling witnessed selection of pupils from upper primary classes; Basic 4, 5 and 6. The choice of Upper primary school was predicated upon their ability to exhibit lessons cultivated from satellite television cartoons.

The total population for these schools is listed in the table 1 below:

Key:

- AIS: Adenike International School
- TCS: Thots Cove School
- I-TIS: I-Tree International school
- IBS: Iqra Basic schools

Table1: Population Distribution for Selected Upper Private Basic Schools in selected schools at Adewole, Ilorin West Local Government Area

Class	AIS			TCS			I-TIS			IBS		Population
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Basic 3	20	30	**50**	06	14	**20**	12	14	**26**	60	46	**106**
Basic 4	24	32	**56**	11	11	**22**	18	08	**26**	35	43	78
Basic 5	12	26	**38**	01	07	**08**	-	-	**-**	38	40	**78**
Basic 6	-	-	**-**	-	-	-	12	06	**18**	-	-	
TOTAL	**56**	**88**	**144**	**18**	**32**	**50**	**42**	**28**	**70**	**133**	**129**	**262** **526**

Hence, simple random sampling, ratio 1:2 was used to select the sample size. Table 2 presents the sample distribution.

Table 2: Sample Distribution among the selected Schools

Schools	Population	Selected Population
Adenike International School	144/2	72
Thots cove School	50/2	25
I-Tree International school	70/235	
Iqra Basic schools	262 /2	131
TOTAL	526	**263**

Hence, the sampled size for this study is **263**

Questionnaire served as the instrument to gather data from the respondents. Therefore, closed-ended questions format was used to develop the content of the instrument. To ensure validity of the instrument, two copies of the questionnaire were vetted by two experts in Educational Technology and Information Communication Studies. Their suggestions were incorporated.Subsequently, a pilot test was carried out. This was done by distributing 20 copies of the instrument to primary school pupils at Mandate primary school, Adewole, Ilorin, Kwara, Nigeria. The copies were retrieved and analysed. The findings revealed that the instrument was valid as the pupils understood the questions and provided appropriate answers. To establish the reliability of the instrument, the study adopted a test-re-test method. This was done by re-administering 20 copies of the instrument to 20 selected pupils at Mandate primary schoolover a period of two weeks of pilot test. The copies were retrieved and analysed.The findings were consistent with the result obtained from the pilot test.

Thereafter, the researcher personally distributed the 263 copies of the questionnaires to the selected private primary school pupils in Ilorin West and waited for collection after responses had been given. Data collected were analysed using Statistical Package for Social Science version 23. Frequency tables and simple percentage were used to present the findings. Discussion of the findings follows immediately.

Results and Discussion

Table 3: Demographic Variables of the Respondents

Table 3: Demographic Data of the Respondents

Gender	Frequency	Percentage
Male	129	49.04%
Female	134	50.9%
Total	**263**	**100.0**
Age		
7 – 10 years	93	35.3%
10-13 years	158	60.0%
Above 14 years	12	4.56%
Total	**263**	**100.0**
School Type		
Adenike International School	72	27.3%
Thots Cove Schools Ilorin	25	9.50%
I-Tree International School	35	13.3%
Iqra Basic School	131	48.8%
Total	**263**	**100.0**
Class		
Basic 3	64	24.3%
Basic 4	67	25.4%
Basic 5	69	26.2%
Basic 6	63	23.9%
Total	**263**	**100.0**

Table 3 presents the demographic data of the respondents.Majority of the respondents representing 134(50.9%) were females, while 129(49.04%) were males. Majority of the respondents were femalesbetween 10 and 13 years age range158(60%), indicating a concentration of pre-teen respondents. The 7-10 years age range accounts for 93(35.3%) while those above 14 years make up a small percentage of 12(4.56%). The age distribution suggests that the sample primarily consists of young adolescents. Iqra Basic School has the largest representation 131(48.8%) of the respondents, followed by Adenike International School 72 (27.3%). Thots Cove Schools and Ilorin I-Tree International School have smaller representations; 9.51% and 13.3%, respectively.The variation in school types may indicate diversity in the sample. The distribution across classes is relatively even, with Basic 5 having the highest representation 69 (26.2%), basic 3 and basic 4 have similar percentages 64(24.3% and 67(25.4%), respectively), while basic 6 has the lowest percentage 63 (23.9%). The class distribution implies a balanced representation across different grade levels. This implies that the respondents were predominantly females within the age range of 10-13years.

RQ1: What is the level of exposure of private primary school pupils to satellite television cartoon?

Table 2: Level of exposure of private primary school pupils to satellite television cartoon.

Questions	Options	Response (f)	Percentage(%)
1. How often do you watch satellite television cartoons?			
	Daily	129	49.0%
	Weekly	90	34.2%
	Occasionally	20	7.6%
	Rarely19	7.3%	
	Never	5	1.9%
2. Average time spent watching satellite television cartoons per day			
	Less than 30 mins	68	25.9%
	30 minutes – 1 hour	40	15.2%
	1-2 hours	35	13.3%
	3 hours	10	3.8%
	More than 3 hours	110	41.8%
3. Which of the following satellite television channels do you most frequently watch for cartoons?			
	Cartoon Network	84	31.9%
	Nickelodeon	98	37.3%
	Disney channel	37	14.1%
	Jim Jam	18	6.8%
	Others (Boomerang)	26	9.9%

Table 4 shows that most pupils watch satellite television cartoons daily 129(49.0%) or weekly 90(34.2%). 20 (7.6%)watch occasionally, 19 (7.3%)rarely watch cartoons while 5 (1.93%) never watch cartoons. On average time spent watching satellite television cartoons per day, t110(41.8%) spend more than three hours watching satellite television cartoons. 35 (13.3%) spend between one and two hours daily, 40(15.2%) spent between 30 minutes and one hour while 68 (25.9%) spent less than 30 minutes. Only 10 (3.8%) spend exactly three hours per day. For the most frequently watched satellite television channels for cartoons, the table shows that Nickelodeon is the most preferred channel 98 (37.3%), followed by Cartoon Network 84 (31.9%), Disney Channel 37(14.1%), Jim Jam 18(6.8%), and others such as Boomerang 26 (9.9%) are less popular.

This implies that the respondentswatch satellite television cartoon on daily basis and spend a maximum of three hours on the cartoons per day. Nickelodeon is the most preferred channel, the Cartoon Network. Hence, it can be deduced from the findings from the question one

that is primary school pupils are highly exposed to cartoon as they always spend maximum of three hours and minimum of one hour on watching cartoon everyday..

RQ2: What type of satellite television cartoon are private primary school pupils exposed to?

Table3: Type of satellite television cartoon are private primary school pupils exposed to

Questions	Options	Response (f)	Percentage(%)
1. Cartoon genres mostly enjoyed watching on satellite television?			
	Action/adventure	143	54.4%
	Comedy	65	24.7%
	Educational	19	7.2%
	Fantasy	24	9.1%
	Other (please Specify)	12	4.6%
2. Which of the following cartoon character do you mostly watch on satellite television?			
	SpongeBob SquarePants	63	24%
	Sofia the First	34	13%
	Tom and Jerry	147	56%
	Ben10	10	4%
	Others (Henry Danger)	9	3.4%
3. Which genre of cartoons do you prefer?			
	Animated cartoons (e.g., SpongeBob, PJ Mask)	50	19.0%
	Live-action cartoons (e.g., Power Rangers, Teenage Mutant Ninja Turtles)	106	40.3%
	Both equally	33	12.5%
	Not sure	67	25.5%
	None	7	2.7%
4. In what language do you mostly watch satellite television cartoons?			
	English	257	98%
	French	2	0.8%
	Yoruba	1	0.4%
	Hausa	0	0
	Other Lang (Arabic)	3	1.1%

Table 4 showsthemost popular cartoon genreamong the respondents. For Action/Adventure (54.4%), followed by Comedy (24.7%).Educational (7.2%) and Fantasy (9.1%) genres are less popular. (4.6%) prefers other genres.Furthermore, the table shows that Tom and Jerry is the most watched character (56%), followed by SpongeBob SquarePants (24%). Sofia the First (13%), Ben10 (4%), and others (3.4%) are less preferred.

The table also revealed that Live-action cartoons are preferred by the majority (40.3%), Animated cartoons are preferred by (19.0%). 25.5% is not sure, while 12.5% prefers both equally. (2.7%) prefers none.

For the language of satellite television cartoons, English is the dominant language (98%) followed by French (0.8%), Yoruba (0.4%), and other languages (1.1%) are less common. Also, Action/adventure and Comedy genres are most popular among the respondents.

This implies that majority of the respondent watch Tom and Jerry the most, Live-action cartoons are preferred over Animated cartoons while English is the most preferred language of satellite television cartoons.

RQ 3: What is the impact of satellite television cartoon on social behaviour of private primary school pupils?

Table 5: The perceived effect of satellite television cartoon social behaviour

Questions	Option	Response	Percentage
1. What level of impact does satellite television cartoons have on your social behaviour?			
	High Impact	120	45.6%
	Average Impact	59	22.4%
	Low Impact	41	15.6 %
	Not sure	32	12.1%
	None	11	4.1%
2 How do you think watching satellite television cartoons affects your relationships with friends and family?			
	Improves relationships	126	48%
	Worsens relationships	80	30.4%
	Not sure	31	11.7%
	None	26	9.8%
3. How often to you imitate a behaviour towards your			

favourite satellite television cartoons?			
	More aggressive	22	8.4%
	More cooperative	95	36.1%
	More empathetic	77	29.2%
	Not sure	69	26.2%
	Other (please specify)	0	0
4.How often do you imitate a behaviour or action seen in a satellite television cartoon in a social situation?			
	Very often	102	39%
	Fairly often	78	29.6
	Not sure	62	23.5%
	None	21	7.9%
	Others 0	0	
5. How do you think satellite television cartoons affects your self-esteem or confidence in social situations?			
	Increases self-esteem	89	34%
	Decreases self-esteem	60	22.8%
	Not sure 48	18.2	
	None	15	5.7%
	Other (please specify)	0	0

Table 5 shows the Impact of satellite television cartoons on social behaviour. (45.6%) perceive a high impact of satellite television cartoons on their social behavior. Average impact (22.4%), low impact (15.6%), and not sure (12.1%) are also reported. (4.1%) perceive no impact. Furthermore, the table indicates the effect of the cartoons on relationships with friends and family. (48%) think watching satellite television cartoons improves relationships. However, (30.4%) of the respondents think it worsens relationships. Not sure (11.7%) and none (9.8%) are also reported. The Table also shows the imitation of behaviors from favourite satellite television cartoons on more cooperative (36.1%) and more empathetic (29.2%) behaviors are commonly imitated. More aggressive (8.4%) behaviors are less commonly imitated. Not sure (26.2%) is also reported. The Table also shows the imitation of behaviors in social situation among the respondents; very often (39%) and fairly often (29.6%) imitation of behaviors is reported. Not sure (23.5%) and none (7.9%) are also reported.

It can be deduced from the findings that the respondents' exposure to satellite television cartoons has positive impact on their social behaviour. Exposure to the cartoons enhances assertive and friendly relationships among the respondents, especially on relationship with

friends and family as respondents imitate more cooperative and empathetic behaviours from their favorite cartoons.

Findings

This study examined "Impacts of satellite television cartoons on pupils' social behaviour among private primary schools in Ilorin West Local Government Area". Findings showed that:

i. Private primary school pupils watch satellite television cartoon frequently,

ii. Majority of the respondents prefer to watch action/adventure cartoons on satellite television; and

iii. Exposure to satellite television cartoons has positively impacted the behaviour of private primary school pupils as it has improved pupils' relationships with friends and family and make them more assertive.

Discussion of the Findings

In respect to research question one; findings showed that private primary school pupils watch satellite television cartoon frequently. Also, the findings indicated that primary school pupils are highly exposed to satellite television cartoons. This findingcorroborates the submission of Wijethilaka (2020) that children are highly impacted by cartoons and consume cartoon frequently.Also, with respect to research question two, findings revealed that majority of the respondents prefer to watch action/adventure cartoons on satellite television. The findingaligns with the views of Arshad and Rafiq (2020) which showed that cartoons that children can easily resonate with are the most preferred cartoons by children. Lastly, with respect to research question three, findings indicated that exposure to satellite television cartoons has positively impacted the behaviour of private primary school pupils as it has improved pupils' relationships with friends and family and make them more assertive. This finding is in tandem with the submission of Kumi-Manu (2021); Bedekar and Joshi, (2020)who opined that cartoons have more impacts on the psychology and social development of children. This aligned with the cultivation theory that people do perceive real world as it is depicted in television. The depiction of confidence and honest expression of one's thoughts in the action or adventure satellite television cartoons that the primary school pupils are exposed to shaped the assertive behaviour of the pupils. This finding concurs to the submission of Johan et al. (2024) that established that factors such as experience, exposure, etc. shape the behaviour that people cultivate from their exposure to television contents. The finding aligns with the views of Kparohoh et al. (2025) that establishes that television cartoon is highly impactful on mentoring children as they cultivate the habits that are presented in the content. Hence,

Conclusion

This study examines the influence of satellite television cartoons on children's behaviour among private primary school pupils in Ilorin West LocalGovernment area. The study found that satellite cartoons positively impacted children's social behaviour as exposure to satellite television cartoons fosters better relationships with friends and fami ly. The study extends the understanding of television cartoon and social behaviour by extending the cultivation theory to social behaviour among primary school pupils in Ilorin, Kwara State. Television and children have been extensively reviewed. Little study exists on the impacts of satellite television cartoons and social behaviour. This study fills the gap by investigating satellite television cartoons and social behaviour. The study, therefore, provides

new insights into factors that mould social behaviour of young children. The study contributed theoretically by complementing and advancing cultivation theory by examining the consequences of satellite television cartoons on social behaviour among primary school pupils contrary to previous studies that suggest that the content of television show has powerful effect on viewers, especially, children. This study demonstrates that this relationship is mediated by factors such as types of programme; thereby, advancing cultivation theory. Hence, satellite television cartoons are critical in molding children social behaviour and inculcating positive attitudinal behaviour in children. This can foster peaceful society and national security.

Recommendations

Based on the findings of the study, the study recommends that the Nigerian government in collaboration with the Nigerian Film Industry should embark on production of locally produced cartoons that can enhance teachings of morals and good social behaviour among children. Educators such as teachers, facilitators should incorporate locally produced television cartoons, most especiallyeducative and entertainment cartoons as learning tools in the school's curriculum. Also, parents should actively monitor and regulate their children's cartoon viewing to ensure it is balanced with other activities. This can be achieved by establishing viewing schedules and setting limits on screen time. Regulatory bodies such as Nigeria Film and Video Censor Board (NFVCB) should enforce strict regulation of cartoon content that can aggressively affect the morals of children by setting and enforcing rules that can hinder children from gaining access to such contents. Future researchers should extend their tentacle to secondary school pupils to establish the impact that satellite television cartoons have on their academic behaviour. Further researcher should use a mixed method of quantitative and qualitative approaches to investigate the problem by content analyzing the content of selected cartoons and gathering data from those that are exposed to such cartoons.

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