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EFFECT OF LOCAL ANIMATED CARTOON ON PRE-PRIMARY SCHOOL CHILDREN INTELLECTUAL SKILL ACQUISITION IN KWARA STATE

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Abstract

Intellectual skill deficits have led to academic failure as a result of not being able to think, recognise, and identify. Therefore, researcher investigated effect of local animated cartoon on pre-primary school children intellectual skill acquisition in Kwara state. This study adopted the pre-test post-test quasi-experimental control group research design. Purposive sampling technique was used to select 2 pre-primary schools because of certain characteristics (Urban and Rural) which are relevant to the conduct of this study while random sampling technique was used to select 2 schools one in urban and one in rural with total number of 49 participant. Children's Intellectual Skill Rating Scales (CISRS) was used to obtain pretest and posttest scores. The instrument was validated by some lecturers in the department of Early Childhood and primary Education. Items therein were established using test-retest method. Therefore, the Pearson Product Moment Correlation (PPMC) was used to establish the reliability coefficient of the instruments at .74. Data gathered were analysed using Analysis of Covariance (ANCOVA). All the hypotheses were tested at 0.05 level of significance. It was found among other that, there was significant effect of local animated cartoon on pre-

primary school children's intellectual skill acquisition in Ekiti Local Government Area of Kwara State (F (1; 58) = 5.779, P < 0.05). It was concluded that local animated cartoon can enhance, facilitate, and enable the children to acquire some appropriate skills especially intellectual skill than the conventional method of teaching and learning. It was suggested among other that Caregivers should be enlightened on the effectiveness of local animated cartoon on children skills acquisition.
Keywords: Intellectual, local animated cartoon, and school location

Introduction

Intellectual refers to a skill important to human mental activity. On this note, intellectual skill has to do with how the children organise their minds, ideas, and thoughts to make sense of the world they live in. In the view of intellectual ability is a mental capacity or capability of an individual to perform diverse sets of tasks and operations in any given settings.

Intellectual skill acquisition is critical to an individual's overall development because it includes some of the brain's core functions like thinking, reading, learning, retaining information, and paying attention, which are used to solve problems, remember tasks, and make decisions (Zhang,2012). According to Drummond and Selvaratnam (2009), intellectual skill can be acquired through reading, playing games, and having prompt debate with other peers, as well as doing crossword puzzles. Ogundele, Oluwolara and Adegbemi (2011) posited that intellectual skills acquisition can be demonstrated by carrying out pleasure reading, engaging in physical activities, learning consistently, being imaginative, and expanding the horizons of thinking. Hence, an intellectual person could be considered as one who engages in critical thinking, research, and reflection about the reality of society. In addition, an intellectual person could be regarded as one who proposes solutions for the normative problems of society. Sengul and Dereli (2013) described intellectual skills refer to the ways of thinking and problem-solving used by the pupils in the classroom.

Despite that, it has been established that children could not recognise and remember and also make a link between two or more words and objects. All these may be as a result of inadequate intellectual skill acquisition which has not been properly transmitted in their childhood stage. The school and family become both a training ground for development of intellectual skill acquisition and places in which this skill is put to use. Intellectual skill deficit usually led to academic failure as a result of not been able to think, recognise, identify, and concentration difficulties, isolation from peers. Young children are naturally active, because their mode of learning is by play where they acquire intellectual skill with others. However, a general intellectual skill that is

important to all fields of study is critical thinking. Therefore, in order for pupils to improve their intellectual skills, it is very important for them to value creativity, curiosity, and lifelong learning through local animated cartoon.

Local animated cartoon typically refers to an animated television show or series that is produced and broadcast within a specific region or locality, rather than being created for a global or international audience. These cartoons often reflect the culture, language, and the sensibilities of the region in which they are produced, and they may address local issues, themes, or humour that resonate with the local population (Dalacosta, Kamariotaki-paparrigopoulou, Palyvos and Spyrellis, 2009). Local animated cartoons can be used to cover a wide range of genres and target audiences, including children's cartoons and adult-oriented animation. Local animation studios or networks are able to produce them and hire local talent for voice acting and production. The term "local" in this context refers to the geographical or cultural context in which the cartoon is created, and it is used to distinguish these cartoons from internationally renowned animated series produced by major studios and broadcast worldwide. Local animated cartoons can serve as a means to promote local culture, language, and creativity while also providing entertainment and education for the local audience. It contains some valuable life lessons because when they watched it, it could not only show how things function in real-life situations, but explain and give more feelings and relationships in a way that one can understand, how to deal with certain situations and people in any given context (Dalacosta, el tal, 2009).

Aye, Akobi and Chinedu (2022) investigated the effect of animated videos on preschoolers' cognitive development in Gboko Local Government Area of Benue State, Nigeria. Two research questions and three null hypotheses guided the study. The study adopted a pretest posttest quasi-experimental research design. The sample for the study consisted of 54 nursery two pupils in two intact classes drawn using simple random sampling technique. The cognitive Skills rating scale was the instrument used for data collection. Mean and standard deviation were used to answer the research questions while Analysis of Covariance (ANCOVA) was used to test the null hypotheses at 0.05 level of significance. Results showed that animated videos had significant effect on preschoolers' cognitive development, there was no significant gender difference on preschoolers' cognitive development. It was recommended among others, that teachers should use animated videos in teaching preschoolers in order to enhance their cognitive development.

Children are fast becoming interested in cartoons which tend to influence their conduct and intellectual skills in many ways. Harold, Emmanuel, Rolland and Nene (2022) conducted a study to find out the influence of watching cartoons have on

children's behaviour and their language acquisition in Ghana. A mixed method design was adopted using structured questionnaires, interviews, and observations to collect data from 100 sampled participants from Bolgatanga in Ghana. The study found that children spend an average of more than an hour daily watching cartoons and often without guidance or monitoring from parents or any adult persons. Overall, the study established that while cartoons may be a good medium to facilitate children's language development, they may also adversely influence their behaviour in Ghana.

The study of Adu-Gyamfi, K., & Mensah, A. (2021) submitted that location had no significant effect on the mean scores of primary three pupils exposed to cartoons. Urban pupils performed better than rural pupils. Urban and rural pupils taught with cartoons showed more interest than pupils taught with the conventional method. Local animated cartoons are a popular form of entertainment for children in many parts of the world, including developing countries where access to foreign cartoons may be limited. While the impact of animated cartoons on children's intellectual skill has been studied extensively, little research has been done on the effect of local animated cartoons and school location. Therefore, against this background, researcher investigated the effect of local animated cartoon on pre-primary school children's intellectual skill acquisition and to establish whether or not school location has effect on intellectual skill acquisition of the children using local animated cartoon.

Statement of the Problem

The school and the family become a field of formation for the development of the acquisition of skill and the places in which this skill is used. Intellectual skill deficits have led to academic failure as a result of not being able to think, recognise, identify, and concentration difficulties, isolation from peers. Young children are naturally active because their mode of learning is play, where they build intellectual skill with others. Researchers are still trying to figure out what best practices enhance the acquisition of intellectual skill in the same process for complex and application both in the school setting and at home. Traditional approaches have failed to capture intellectual as a reflection of skill acquisition. Thus, the researcher investigated effect of local animated cartoon on pre-primary school children's intellectual skill acquisition

Purpose of the Study

The main purpose of this study is to determine the effect of local animated cartoons on pre-primary school children's' skills acquisition in Kwara state. Specifically, this study tends to:

1. Determine the effect of local animated cartoon on pre-primary school children's'

intellectual skill in Kwara state

2. Determine the effect of location on pre-primary school children's intellectual skills in Kwara State
3. Determine the interaction effect of local animated cartoon and location on pre-primary school children's intellectual skills in Kwara State

Research Hypotheses

Research Hypothesis One: There is no significant effect of local animated cartoon on pre-primary school children's intellectual skill acquisition in Kwara State

Research Hypothesis Two: There is no significant effect of school location on pre-primary school children's intellectual skill acquisition in Kwara State

Research Hypothesis Three: There is no significant interaction effect of local animated cartoon and school location on pre-primary school children's intellectual skill acquisition in Kwara State.

Methodology

This study adopted the pre-test post-test quasi-experimental control group research design. Purposive sampling technique was used to select 2 pre-primary schools because of certain characteristics (Urban and Rural)which are relevant to the conduct of this study while random sampling technique was used to select 2 schools one in urban and one in rural with total number of 49 participants. Children's Intellectual Skill Rating Scales (CISRS) was used to obtain pretest and post test scores. This instrument was used as pre-test before the treatment was administered and also as post-test after the treatment. It was given to both experimental and control groups based on topics from the curriculum which pupils were exposed to. The instrument was validated by some lecturers in the department of Early Childhood and primary Education. Items therein were established using test-retest method. Therefore, the Pearson Product Moment Correlation (PPMC) was used to establish the reliability coefficient of the instruments at .74. The treatment lasted for 6 weeks and was carried by the researcher and the research assistants. The procedure adopted was to give the pre-test developed based on the topics chosen-reading of English alphabet and matching to the pupils before the treatment began. After this, those in the experimental group were taught the selected topics using local animated cartoon and control group were taught using conventional method. After the teaching and learning exercises, the test was administered to the two groups again. Data gathered was analysed using Analysis of Covariance (ANCOVA). All the hypotheses were tested at 0.05 level of significance

Results

Research Hypothesis One: There is no significant effect of local animated cartoon on pre-primary school children's intellectual skill acquisition.

Table One: Showing the summary of Analysis of Co-variance(ANCOVA) on significant effect of local animated cartoon on pre-primary school children's intellectual skill acquisition.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	5212.918[a]	4	1303.229	2.009	.105
Intercept	36065.289	1	36065.289	55.588	.000
Pre-test	128.068	1	128.068	.197	.658
Treatment	3749.415	1	3749.415	5.779	.019
School location	21.892	1	21.892	.034	.855
Treatment * School location	764.900	1	764.900	1.179	.282
Error	37629.939	58	648.792		
Total	316875.000	63			
Corrected Total	42842.857	62			

Table 1 shows the significant effect of local animated cartoon on pre-primary school children's intellectual skill acquisition in Ekiti Local Government Area of Kwara State. There was significant effect of local animated cartoon on pre-primary school children's intellectual skill acquisition in Ekiti Local Government Area of Kwara State ($F_{(1; 58)} = 5.779$, $P < 0.05$). The hypothesis is therefore rejected in the light of the result since the significant value (.019) is less than 0.05. This implies that local animated cartoon had significant effect on childrens' intellectual skill acquisition in Ekiti Local Government Area of Kwara State.

Table Two: Summary of Bonferroni's Post Hoc pairwise Comparison of the scores within the two Groups

Treatment	Mean Score	Experimental1	Control Group
Local animated cartoon	80.556	*	
Conventional Method	60.501		*

Table 2 reveals the significant main effect exposed by table 1 is as a result of the significant difference among: local animated cartoon and Conventional Group. local animated cartoon refers to experimental group and conventional method known as control group. This implies that those taught with local animated cartoon performed better than those taught with Conventional Method significantly.

Research Hypothesis Two: There is no significant effect of school location on pre-primary school children's intellectual skill acquisition.

Table 1 shows the significant effect of school location on pre-primary school children's intellectual skill acquisition in Ekiti Local Government Area of Kwara State. There was no significant effect of school location on pre-primary school children's intellectual skill acquisition in Ekiti Local Government Area of Kwara State ($F_{(1; 58)} = .034$, $P > 0.05$). The hypothesis is therefore not rejected in the light of the result since the significant value (.855) is greater than 0.05. This implies that school location had no significant effect on childrens' intellectual skill acquisition in Ekiti Local Government Area of Kwara State.

Research Hypothesis Three: There is no significant interaction effect of local animated cartoon and school location on pre-primary school children's intellectual skill acquisition.

Table 1 shows the significant interaction effect of local animated cartoon and school location on pre-primary school children's intellectual skill acquisition in Ekiti Local Government Area of Kwara State. There was no significant interaction effect of local

animated cartoon and school location on pre-primary school children's intellectual skill acquisition in Ekiti Local Government Area of Kwara State ($F_{(1;58)} = 1.179$, $P > 0.05$). The hypothesis is therefore not rejected in the light of the result since the significant value (.282) is greater than 0.05. This implies that local animated cartoon and school location had no significant effect on childrens' intellectual skill acquisition in Ekiti Local Government Area of Kwara State.

Discussion of Findings

One of the results emanated from this study revealed that there was significant effect of local animated cartoon on pre-primary school children's intellectual skill acquisition in Ekiti Local Government Area of Kwara State ($F_{(1;58)} = 5.779$, $P < 0.05$). This signify that local animated cartoon is one of the best approach and medium that have the potential which enable children to acquire skills especially intellectual skill. This was in agreement with the submission of Aye, Akobi and Chinedu (2022) who investigated the effect of animated videos on preschoolers' cognitive development in Gboko Local Government Area of Benue State, Nigeria. It was found that animated videos had significant effect on preschoolers' cognitive development. The result was also concurred with the submission of Harold, Emmanuel, Rolland and Nene (2022) who conducted a study on the influence of watching cartoons have on children's behaviour and their language acquisition in Ghana. It was revealed cartoons is a good medium to facilitate children's language development with or without monitoring. In contrary, it was also established that cartoon can negatively influence children's behaviours. This connotes that cartoon is a multifaceted approach and medium where children can learn both moral and immoral behaviours, henceforth to enable children to acquire appropriate skill that are developmentally appropriate, children should always be engage with educative local animated cartoon.

The result which also originated from this study stated that there was no significant effect of school location on pre-primary school children's intellectual skill acquisition in Ekiti Local Government Area of Kwara State ($F_{(1; 58)} = .034$, $P > 0.05$). This was in agreement with the findings of Adu-Gyamfi, K., & Mensah, A. (2021) who submitted that location had no significant effect on the mean scores of primary three pupils exposed to cartoons. Against the result stated above, it was established that urban pupils performed better than rural pupils. While urban and rural pupils taught with cartoons showed more interest than pupils taught with the conventional method. Therefore, local animated cartoons are a popular form of entertainment for children in many parts of the world, including developing countries where access to foreign cartoons may be limited for children to develop and acquire some of developmental milestones which are necessary for growth and development.

Conclusion

Based on the above discussion, it can be clearly stated that local animated cartoon can enhance, facilitate, and enable the children to acquire some appropriate skills especially intellectual skill than the conventional method of teaching and learning. It was also revealed that the children skill acquisition is not school location sensitive, it depends on the approach teacher used in the presentation of instruction.

Recommendations

In the light of this conclusion, the following recommendations were made:

1. Caregivers should be enlightened on the effectiveness of local animated cartoon on children intellectual skills acquisition.
2. Curriculum developer like, Federal and State Ministries of Education, school proprietors and Nigeria Educational Research and Development Council should incorporate local animated cartoon into the curriculum as one of the approaches that would be used as medium of instruction at pre-primary school level.
3. Children's skills acquisition should not be determined based on school-location because, it has been discovered that it is not a strong factor that hinder the acquisition of skills

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