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Local Animated Cartoon As A Determinant Of Preprimary School Social Skill Acquisition In Kwara-South, Nigeria

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Abstract: *Social skill deficits which led to children behavioural challenges in school, low self- esteem, and isolation from peers often stemming from insufficiently imparted skill during their early developmental stage. This might be as a result of inappropriate use of teaching methods by the teachers. It is against this background, that this study was conducted to investigate local animated cartoon as a determinant of preprimary school children social skill acquisition in Kwara-south, Nigeria. This study adopted quasi experimental research design with pre-test, post-test, and non-equivalent control group. Purposive sampling technique was used to select four pre-primary schools because of certain characteristics (Public and Private) which are relevant to the conduct of this study. The school were stratified into public and private from each stratum simple random sampling technique was used to select two public schools and two private schools with total number of 113 participants. Children's Social Skill Rating Scales (CSSRS) was used to obtain pretest and posttest scores. The instrument was validated by three lecturers in the department of Early Childhood and primary Education. Items therein were established using inter-rater method of reliability. Therefore, the Pearson Product Moment Correlation (PPMC) was used to establish the reliability coefficient of the instruments at 0.74. Data gathered was analysed using Analysis of Covariance (ANCOVA). All the hypotheses were tested at 0.05 level of significance. It was revealed that There was a significant effect of local animated cartoon as a determinant of preprimary school social skill acquisition* ($F_{(1;\ 276)} = 14.578$, *$P < 0.05$. It was concluded that, local animated cartoons are effective in enhancing children's social skill acquisition surpassing traditional instructional methods. It was suggested among other that the effectiveness of local animated cartoons in enhancing the acquisition of social skills has been established. Consequently, teachers should be educated on the efficacy of using local animated cartoons as a teaching tool for pre-primary school children through well-organised seminars and workshops.*

Keywords: Local animated cartoon, school-type and social skill

Introduction

Social skill is an interaction of an individual with others and the acquisition of the ability to behave in accordance with social expectations. It also encompasses several behaviours relating to attention, self-regulation, independence, and cooperation. For simplicity, the term learning-related social skills are used to describe behaviours such as listening and following directions, participating appropriately in groups (such as taking turns), staying on task, and organising work materials.

A growing body of research has underscored the importance of children's early social skills in school adaptation and achievement. Young children entering school with poor social behaviour often have a plethora of problems including peer rejection, behaviour problems, and low levels of academic achievement (McClelland, Morrison, & Holmes, 2000). Social skills as specific behaviours which enable the successful accomplishment of social tasks. Social skills are regarded as characteristics, skills, or strategies which enable people to communicate and connect successfully with others in their surroundings. Social skills are those specific skills the child uses to interact and communicate with others: resolving conflicts, communicating clearly, and following directions to accomplish educational goals (Botsford, 2013),

Despite that, it has been observed that children often display undesirable behaviours such as impatience, aggression, and disrespect. These behavioural issues stemming from a lack of proper skill development during their early childhood. Both the school and family environments play crucial roles as training grounds for social skill acquisition and as spaces where these acquired skills are applied. Deficiencies in skills have been linked to challenges in school behaviour, low self-esteem, academic struggles as well as social isolation from peers (Hnatiuk, Ridgers, Salmon, Campbell, McCallum, & Hesketh, 2012).

Local animation is a cartoon developed for use in classrooms, educational television shows, and other settings where people want to convey information in a clear, accessible, and informative manner to people of all ages. It has been widely accepted that animations can be used as an alternative to traditional teaching methods in many countries (Tversky and Morrison, 2002). In

furtherance, teachers can use educational animations in the classroom to give pupils a more engaging learning environment. Animations can also enhance learning experience by grabbing pupils' attention and retaining their interest. These animated productions often mirror the region's culture, language, and sentiments, tackling local issues, themes, or humor that align with the preferences of the local populace (Dalacosta, Kamariotaki-paparrigopoulou, Palyvos & Spyrellis, 2009).

Kabiru (2016) who assessed the impact of animation cartoons on the social skills and behaviour of primary school students in Kaduna Metropolis, Kaduna State, Nigeria. The study was directed by three research aims. The study used an ex-post-facto research method. Data were collected from a total of 381 upper primary school pupils in two Local Government Areas (Kaduna North and Kaduna South) within the Kaduna Metropolis using three different questionnaires: Aggression Scale, Assertive Scale, and Friendly Scale, all of which had Cronbach alpha reliability of 0.75, 0.79, and 0.81, respectively. The acquired data was analysed using the t-test inferential statistics. The study found that animation cartoons have a significant impact on social skill and aggressive behaviour, assertive behaviour, and friendly behaviour

Olusola and Kehinde (2014) examined the influence of cartoons on Nigerian children's social behaviour from the perspective of the parents and the children. Survey design was adopted in the study, in which, data were collected from 100 pupils and 50 parents through questionnaire, interviews and focus group discussion. In addition, percentages and chi-Square were used for data analysis. The findings showed that both children and parents share similar understanding on the influence of cartoons on children physical skills acquisition as being positive. While cartoons are said to have helped children's spoken English (communication skills), learned inventions and good morals, as well as kept children busy among other benefits, some parents expressed that some influence of cartoons could be negative and therefore some regulations required in mitigating those negative aspects of cartoons. It was recommended that parents should make a conscious effort to monitor the cartoons that their children watching to ensure that it is appropriate to their age.

The study of Urbani, Roshandel, Michaels and Truesdell (2017) who carried-out a study to determine the 21st-century skill acquisition among pre-service teachers. A total of one hundred and thirty-three (133) respondents from the seven (7) programmes of the Department of Teacher Education in the University of Mindanao, Digos College participated in the survey. Results show that respondents have an extremely prominent level of 21st-century acquisition in digital literacy, collaboration, social skills, creativity, while communication, critical thinking skills, and leadership show only a prominent level of acquisition. The overall result indicated that pre-service teachers of the institution have an extremely prominent level of social skills. However, when analyzed by profile, overall social skill acquisition of pre-service teachers showed no significant differences based on gender. In another study carried out by Lo, Mustian, Brophy, and White (2011), the results indicated that there was no significant difference between age and gender of children regarding their social skill acquisition using local animated cartoons. It is in contrary to this background that, the researcher investigated the local animated cartoons as a determinant of pre-primary school children's social skill acquisition in kwara-south, Nigeria as well as the consideration of whether local animated cartoon is school type sensitive.

School type encompasses both public and private educational institutions that vary in their educational philosophies, curricula, and governance structures. Montroy, Bowles, Skibbe, McClelland, and Morrison, (2016) who narrated that social skills can be influenced by school type. Private school children often exhibit better social skills, including cooperation, self-control, and conflict resolution, compared to their public-school counterparts. The smaller class sizes, more individualised attention, and emphasis on character development in private schools may contribute to these differences. Thus, the arguments established from the foregoing necessitated this study and to ascertained whether school type is a predictor of social skill acquisition among the children or not using local animated cartoons.

Statement of the Problem

Schools and families usually facilitate the acquisition of social skill. Social skill deficits have led to behavioural challenges in school, low self- esteem, and isolation from peers. Young children are naturally active because their mode of learning is play, where they build social, skill with others. Researchers are still trying to figure out what best practices enhance the acquisition of social skill because traditional approaches have not been able to capture social skill as a reflection of skill acquisition. Therefore, the researcher investigated local animated cartoon as a determinant of preprimary school social skill acquisition in Kwara-south, Nigeria.

Purpose of the Study

The primary purpose of this study is to investigated local animated cartoon as a determinant of preprimary school children social skill acquisition. While the specific purposes tend to:

1. Examine local animated cartoon as a determinant of preprimary school social skill acquisition in Kwara-south, Nigeria.
2. Establish local animated cartoons and school type as a determinant of preprimary school social skill acquisition in Kwara-south, Nigeria.

Research Hypotheses

Research Hypothesis One: There is no significant effect of local animated cartoon as a determinant of preprimary school social skill acquisition in Kwara-south, Nigeria.

Research Hypothesis Two: There is no significant interaction effect of local animated cartoons and school type as a determinant of preprimary school social skill acquisition in Kwara-south, Nigeria.

Methodology

This study adopted quasi experimental research design with pre-test, post-test, and non-equivalent control group. Purposive sampling technique was used to select four pre-primary schools because of certain characteristics (Public and Private) which are relevant to the conduct of this study. The school were stratified into public and private from each stratum simple random sampling technique was used to select two public schools and two private schools with total number of 113 participants. Children's Social Skill Rating Scales (CSSRS) was used to obtain pretest and posttest scores. This instrument was used as pre-test before the treatment was administered and as post-test after the treatment. It was given to both experimental and control groups. The instrument was validated by three lecturers in the department of Early Childhood and primary Education. Items therein were established using inter-rater method of reliability. Therefore, the Pearson Product Moment Correlation (PPMC) was used to establish the reliability coefficient of the instruments at 0.74. The treatment lasted for seven weeks and was carried by the researcher and the research assistants. The procedure adopted was to observe and fill Children's Social skill Rating Scale while children are playing as pre-test 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 traditional method. After the teaching and learning exercises, the Children's Social skill Rating Scale 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 as a determinant of preprimary school social skill acquisition in Kwara-south, Nigeria.

Table 1: Analysis of Co-variance (ANCOVA) on the significant effect of local animated cartoon as a determinant of preprimary school children social skill acquisition in Kwara-south, Nigeria.

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	395.777[a]	16	24.736	2.212	.005
Intercept	1135.250	1	1135.250	101.500	.000
Pre-test	.155	1	.155	.014	.906
Local Animated Cartoon	163.051	1	163.051	14.578	.000
Local Animated Cartoon * School type	7.300	1	7.300	.653	.420
Error	3086.987	276	11.185		
Total	40650.000	293			
Corrected Total	3482.765	292			

Table 1 illustrates significant effect of local animated cartoon as a determinant of preprimary school social skill acquisition. There was a significant effect of local animated cartoon as a determinant of preprimary school social skill acquisition ($F_{(1; 276)} = 14.578$, $P< 0.05$). The hypothesis was therefore rejected in the light of the result since the significant value (.000) was less than 0.05. This implied that local animated cartoon was a determinant of pre-primary school social skill acquisition in Kwara-south, Nigeria.

Table 2: Bonferroni's Post Hoc pairwise Comparison of the scores within the two Groups

Treatment	Mean Score	Experimental	Conventional Method
Local Animated Cartoon	12.211		*
Conventional Method	10.472	*	

Table 2 reveals the significant main effect exposed by Table 6 was because 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 implied that those taught with local animated cartoon (12.211) performed significantly better in social skill acquisition than those taught with conventional method (10.472).

Research Hypothesis Two: There is no significant interaction effect of local animated cartoons and school type as a determinant of preprimary school social skill acquisition in Kwara-south, Nigeria.

Table 1 shows the significant interaction effect of local animated cartoons and school type as a determinant of preprimary school social skill acquisition. There was no significant interaction effect of local animated cartoons and school type as a determinant of preprimary school social skill acquisition ($F_{(1; 276)} = .653$, $P>0.05$). The hypothesis was therefore not rejected in the light of the

result since the significant value (.420) was greater than than 0.05. This signified that local animated cartoon and school type had not a determinant factor of preprimary school social skill acquisition in Kwara-south, Nigeria.

Discussion of Findings

One of the results originated from this study stated that there was a significant effect of local animated cartoon as a determinant of preprimary school social skill acquisition ($F_{(1; 276)} = 14.578$, $P< 0.05$). This implies that children love to watch animated cartoons, thus it arose their interest to learn more through it. This was in relationship with the submission of Urbani, Roshandel, Michaels and Truesdell (2017) who investigated a study to determine the 21st-century skill acquisition among pre-service teachers. It was found that respondents have an extremely prominent level of 21st-century acquisition in digital literacy, collaboration, social skills, creativity, while communication, critical thinking skills, and leadership show only a prominent level of acquisition. The overall result indicated that pre-service teachers of the institution have an extremely prominent level of social skills. The result of this study was in marriage with the findings of Kabiru (2016) who assessed the impact of animation cartoons on the social skills and behaviour of primary school students in Kaduna Metropolis, Kaduna State, Nigeria. The study found that animation cartoons have a significant impact on social skill and aggressive behaviour, assertive behaviour, and friendly behaviour. In contrary, Lo, Mustian, Brophy, and White (2011), found that there was no significant difference between age and gender of children regarding their social skill acquisition using local animated cartoons

Moreso, other findings of this result stated that, there was no significant interaction effect of local animated cartoons and school type as a determinant of preprimary school social skill acquisition ($F_{(1; 276)} = .653$, $P>0.05$). This signified that social skill acquisition is not school type sensitive using local animated cartoon it depends on the kind of environment school provided. This was in contrary with the findings of Montroy, Bowles, Skibbe, McClelland, and Morrison, (2016) who fund that private school children often exhibit better social skills, including cooperation, self-control, and conflict resolution, compared to their public-school counterparts. The smaller class sizes, more individualised attention, and emphasis on character development in private schools may contribute to these differences.

Conclusion

It was concluded that local animated cartoons are effective in enhancing children's social skill acquisition surpassing traditional instructional methods. However, the study findings suggested that the impact of local animated cartoons on pre-primary school children's social skills acquisition is not significantly influenced by school type in Kwara State. This underscores that skill development is not constrained by school type, but rather depends on the teaching method, communication, and children's active participation in the learning process.

Recommendations

Based on the results of the study, the following recommendations were made:

1. The effectiveness of local animated cartoons in enhancing the acquisition of social skills has been established. Consequently, teachers should be educated on the efficacy of using local animated cartoons as a teaching tool for pre-primary school children through well-organised seminars and workshops.
2. Recognising that the effectiveness of local animated cartoons in fostering social skill acquisition is independent of whether children attend public or private schools, governmental bodies, curriculum developers (such as Federal and State Ministries of Education), school proprietors, and the National Educational Research and Development Council (NERDC) should encourage and sensitise the teachers to make use of the variants of all the methods prescribed in the policy in teaching children.

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