

**FOREIGN TELEVISION CARTOON PROGRAMS AND
CHILDREN'S SOCIAL BEHAVIOR IN KENYA**

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**Foreign Television Cartoon Programs and Children's Social
Behavior in Kenya**

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DECLARATION

This thesis is my original work and has not been presented for a degree in any other university

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This thesis has been submitted for examination with our approval as university supervisors

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DEDICATION

To my late brothers; Stephen Karanja Njiiri and Edward Kariuki Njiiri

No one deserves to die so young and at their prime; your untimely deaths have taught me to pursue greatness without fear of failure knowing that I only live once, to die trying!

To dad and mom; David Njiiri Karanja and Alice Njeri Njiiri

Your unwavering support, prayers and love to me throughout this period has been humbling. You have denied yourselves luxuries that I may excel. I am eternally grateful!

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OPERATIONAL DEFINITION OF TERMS

- Black colored cartoon characters:** are fictional characters in children television programs that have characteristics similar to those of Africans such as dark skin, curly, kinky and afro hair. Dark colored is also used in place of black colored in this research study
- Cartoon Character:** is a fictional character depicted in television programs specially designed for children
- Cartoon Content:** is the form in which the children television programs are packaged for their consumption
- Cartoon Viewership Patterns:** is the time devoted by children to watch television cartoons and the management of the time children spend watching the cartoon programs
- Developed Countries:** refer to independent states whose economies have highly progressed and possess great technological infrastructure compared to other nations. United Kingdom and United States of America have been referred to in this study
- Developing Countries:** in this research study are third world countries that rely heavily on developed countries especially for technological infrastructural support such as Kenya, Nigeria, Pakistan among others
- Foreign Television Cartoons:** imply cartoons produced overseas but broadcast in either pay TV or free to air

television channels targeting children audiences in Kenya

Kenyan Children:

are kids in their middle hood stage and aged 7-10 years

Social behavior:

means general mannerisms depicted by Kenyan children in terms of their social interactions, dressing code, food preferences, diction, and verbal utterances

White colored cartoon characters: in this study are fictional characters in children television programs that have characteristics similar to those of Europeans such as white skin, long silky hair. Fair skinned is also used in place of white colored in this research study.

ABSTRACT

This research study sought to establish the influence of foreign television cartoon programs on children's social behavior in Kenya. The social behavior of Kenyan children continues to mutate as opportunities to access a variety of children themed television programs increase in this digital era. With no set limit for television viewing in Kenya, the average time of watching television for a Kenyan child will most likely increase. The research study was therefore guided by four objectives which included; i)to investigate the influence of foreign cartoon programs content on children social behavior in Kenya, ii)to determine the influence of foreign television cartoon characters on children social behavior in Kenya, iii)to analyze the influence of foreign television cartoon viewership patterns on children social behavior in Kenya and iv)to examine the moderating effects of demographic factors on foreign television cartoon programs exposure and their influence on children's social behavior in Kenya. The study was guided by social learning theory and cultivation theory. The study population was children living and schooling in Murang'a County, Kiharu Constituency. The researcher applied purposive sampling where only private schools in Township Ward were considered for the study since this Ward has the highest electricity connectivity. The researcher targeted school going children aged 7-10 years enrolled in 5 identified private primary schools and applied simple random sampling technique to select targeted pupils from classes 3-5 who were included in the final research sample. The study applied cross-sectional research design and data was collected through questionnaires, in-depth interviews and focus group discussions. A quantitative sample of 343 pupils and a qualitative sample of 40 were studied. Using SPSS, quantitative data was analyzed utilizing descriptive statistics (mean, mode, cross tabulations and percentages) and inferential statistics (correlation coefficient, regression analysis, chi-square and ANOVA). Qualitative data was analyzed using emerging themes as narratives. Triangulation of quantitative and qualitative data was done. Firstly, the study concluded that television cartoon content influenced children social behavior. While age did not influence the content children preferred their gender influenced preference of violent themed content but not comedic themed cartoon content. Secondly, the study established that television cartoon characters influence children social behavior. Contribution of gender stereotypes in formation of gender related perceptions among children who also indicated that they largely related to heroic and branded cartoon characters as they tried to imitate them by trying to speak, act and dress like them while others requested to be bought cartoon themed accessories such as clothes, stationery and school bags. Thirdly, television cartoon viewership patterns influenced children social behavior. The study revealed emerging patterns of heavy television viewership tendencies as most of the children indicated to watching television cartoons for over four hours during weekends and holidays, a situation exacerbated by minimal or no parental mediation. Lastly, the study established that gender, age and class the child was in influenced their choice of cartoon content, cartoon characters and cartoon viewership tendencies. Gender influenced choice of violent themed cartoons as well as the cartoon characters that children chose to identify with. Age and class of the children mainly influenced their cartoon viewership habits with those in lower classes spending more time watching cartoons on weekdays and weekends.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Television has through the years proven to be an important socialization agent in children's lives; Prot, Anderson, Gentile, Warburton, Saleem and Groves (2015) affirm this and acknowledge that socialization is no longer reserved to the influences of family, peers and other people in children's immediate environment. According to Gonzalez-Mena (2009) television is the one medium with greatest socialization effects exceeding all other media in its influence on young children. As early as six months, a child starts watching television cartoons and by the age of two, children are enthusiastic viewers Sudha (2011). Further, Schiau, Plitea, Gusita, Pjekny and Iancu (2013) observe that the likelihood of young children to be exposed to television cartoons than other television genres is higher which provides diverse opportunities to learn about various issues that in turn influences their behaviors. As such Meyrowitz (as quoted in S.Nair & Thomas, 2012) concludes that "television escorts children across the globe before they even have permission to cross the street."

Television cartoons are a popular entertainment for children across the globe. Sudha (2011) attributes this cartoons popularity among children due to their fast paced nature characterized by high speed light flashes, rapid color variations and movements which captivates the child. Children are spending considerable amounts of time watching television cartoons. According to Hassan & Daniyal (2013) children's physical activities in this day and age have been restricted to excessive television watching more so cartoon watching. They further note that cartoon watching affects children's attitude and behavior which includes their likes and dislikes, way of talking and behaving with other children as well as on their language and their dressing mode and eating habits. Sullivan (2019) also notes that television programs present ideas to young children on how they should dress, behave, interact and even what they should believe.

Children's social behavior essentially describes the general mannerisms depicted by children within a society. Ideally it is that which is perceived conventional and essentially involves avoiding that which is classified otherwise. Social behavior determines how individuals will intermingle with one another within a group or in the society. According to Oyero & Oyesomi (2014) children social behavior is a totality of all the interactions that a child engages in ranging from his or her conduct to diction, dress sense and even preferences. Hartup as cited in Oyero & Oyesomi (2014) gives a technical definition of social behavior as activity elicited by stimuli emanating from people or activity which, in itself, possesses stimulus value for people. This study therefore sought to determine the influence of television on children's social behavior and the extent to which television has altered or augmented their social behavior. Though children can acquire both acceptable and unacceptable social behavior from various sources, it was imperative to find out the contribution of television and more so of cartoon programs which are specifically designed for the children.

According to Hancox (as cited in Ahinda, Murundu, Okwara, Odongo, & Okutoyi, 2014) children in developed countries such as Britain and United States of America watch an average of five to eight hours of television daily while in developing countries, they watch an average of three to five hours of television. The amount of time children spend watching television has been directly linked with anti-social behaviors such as bullying and improper verbal utterances (Brodeur, 2007). Recent research by Robertson, McAnally, & Hancox, (2013) also affirm this claim and further indicate that excessive television viewership during childhood is linked to long term antisocial behavior. In a study conducted in Kenya, Kidenda (2010) also found out that children in the middle hood age were spending at least 30 hours per week watching television cartoons which had an impact on their behavior, the researcher highlights incidences in focus group discussions where children pointed out use of abusive language and name calling in the animated cartoons they watched; similarly, according to the researcher, the children used words like "stupid" "dumb" with a lot of ease in the discussions which they had learnt from the television cartoon programs.

It would be safely assumed that being children content, television cartoons are the ideal option to keep children entertained with no need to supervise what they are watching. In Kenya, cartoons as a safe entertainment option for children has been questioned following introduction of two interracial gay characters in Nickelodeon's Loud House cartoon series which triggered fears that it would negatively affect the morals of Kenyan children (Ondieki, 2016). The Loud House cartoon series were thereafter banned by the Kenya Film Classification Board (KFCB) and stopped airing in June 2017 (Kasujja, 2017). Interestingly also, though most television cartoons are specially designed for children viewership, cartoon content cannot be said to be free of violent elements. Potter & Warren (1998) note that cartoon content is full of violence than serial plays and comedies. This exposure of violent content by children while watching cartoon programs regardless of their geographical location is bound to have some effect on their social behavior. Baran & Davis (2009) quip that whatever children learn while watching televised cartoons, they tend to act out thereby influencing their mode of socializing with other children and with the world in general.

Children are spending considerably long hours on the television with minimal parent supervision. According to Healthy Active Kids Kenya (2016) Kenyan children are spending more than two hours on weekdays and over ten hours during weekends on screen related activities. With parents entrusting their children with caretakers as they go to work to supplement the household income, media influence on children is likely to take its toll as they lack proper guidance on what is right and wrong. The United States based Parents Television Council (2006) note that parents often take it for granted that children programs are, by definition, child friendly which often, is not always the case. This assumption has led many parents to let their guard down and allow their children to spend hours watching television unsupervised. As observed by Gitahi (2011) this is not only a situation that characterizes parents in the developed countries but also in the developing countries where parents are increasing working for longer hours as they strive to keep the households running effectively leaving the older siblings to take care of the younger children or leaving the children with a caretaker. Further, according to Kirkorian, Wartella, & Anderson (2008)

children are vulnerable and learn social norms and behaviors readily from television as from their parents or friends. Parents therefore need to take supervision and mediation roles more keenly especially concerning television viewership by younger children

There is the danger too of children trying to emulate cartoon characters that they adore; Hassan & Daniyal (2013) state that cartoon related injuries are becoming a problem in America echoing Saturnine (2004) observation that due to strong affiliations with their cartoon characters, many children fall prey to serious injuries. Long hours of exposure watching television regardless the fact that it could be cartoon programs coupled with minimal parental supervision can be disastrous if the children try to imitate their hero cartoon characters. Though very few cases have been recorded from the developing countries on cartoon related injuries, parents need be informed of the importance of supervising the children when watching television and more so advising the children as they watch the programs that they don't emulate what they see as it is not real.

According to Strasburger, Wilson, & Jordan (2009) children's programming is more violent than all other program types and virtually all superhero cartoons as well as slapstick cartoons contain violence. In a study conducted by the U.S based Parents Television Council (2006) that entailed analysis of 443.5 hours of children's programming, there were 3488 instances of violence which translates to an average of 7.86 violent incidents per hour. Similar studies have shown a correlation of television violence exposure to aggressive behavior in some children. Similarly, exposure to offensive language and disrespectful attitudes is bound to negatively affect children. Children who watch television cartoon programs for long extended periods of time are likely to develop anti-social behaviors all the way through their teen and adulthood. Robertson, McAnally, & Hancox (2013) from their study reveal that young adults who spent more time watching television during childhood are actually more likely to manifest antisocial behaviors and personality than those who watched less television in their childhood years.

Cartoon programs may seem harmless to children because after all they are specially designed for children viewership often times, but with the information from previous studies conducted (Potter & Warren, 1998; Peters & Blumberg, 2002; Kirsh, 2008) that a lot of violence is contained in the cartoon programs it is probable that children exposed to such programming could be easily influenced and adopt unacceptable social behaviors. Huesmann, Moise-Titus, Podolski, & Eron, (2003) observe that in as much cartoon characters popular with children may seem harmless; it is such characters who seem justified and rewarded in their portrayals of violence on cartoon programs that could have long term negative effects on children. Findings from their study indicate that the more children view violent television programs especially those which the ‘good’ characters perpetrate violence, then the more likely they are to behave violently and aggressively not only in their childhood but through to their adulthood. Huesmann et al. (2003) state, “It is not always the bloodiest or goriest violence that has the most powerful effects on children. It can be completely sanitized violence portrayed in a positive light- as justified or awarded.”

Media effects on children are more adverse than on adults; the effects of television according to Ergün (2012) are much greater on children than on adults most especially because the purposes for watching television are different among children and adults. While the adults generally watch television for fun, children watch it for purposes of learning and recognition. Ergün critically notes that the most effective influence in the lives of children, after their parents is television yet special considerations and attention on the media content being produced for children are not emphasized. Additionally, Linder & Gentile (2009) reveal from their study that children’s programs contain similar amounts of indirect and verbal aggression as general programs but neither types of aggression are considered when creating ratings for children’s programs.

Content producers are being guided and motivated by the increased audience segmentation whose main aim is to ensure that advertisers come on board for revenue generation so there is little consideration if the content produced for the children is appropriate for their consumption or not. Animated programs and

cartoons according to Hassan & Daniyal (2013) are playing a vital role in increasing the profit of toys manufacturing companies as cartoons are a source of advertisement for corporate companies. Ergün (2012) further acknowledges that it is not only the toy manufacturers that have taken special interest on children but other firms dealing with clothes, shoes and a variety of other children accessories who are keen on producing a variety cartoon character themed accessories which are vital revenue generation opportunities.

Children television cartoons are also now being used by advertisers to market food and beverage products targeted for the children audience. Arcan, Bruening, & Story (2013) note that though various dynamics influence dietary behaviors and food choices of children; the two most powerful forces are television viewing and exposure to television food advertising as food advertising accounts for half of all advertising time in children's television programs. This excessive food advertising according to Cezar (2008) has affected children's food choices and affected their food consumption habits. According to Droog, Valkenburg, & Buijzen (2010) use of popular cartoon characters can increase demand for food products by children though it could apply for both healthy and unhealthy food choices. As such Children television cartoons have also become popular with food and beverage advertisers who are now using the children platforms and popular cartoon characters to advertise their food and beverage products. Children television cartoons therefore can no longer be considered as an exclusive entertainment platform for children but also a marketing and advertising platform for firms seeking to generate more revenue from their products and services.

1.2 Problem Statement

The social behavior of Kenyan children continues to mutate as opportunities to access a variety of children themed television programs increase in this digital age. With no set limit for television viewing in Kenya, the average time of watching television for a child based in Kenya is most likely to go up with switch from analogue to digital broadcasting which has seen the television content available considerably increase. Onywera, Adamo, Sheel, Waudo, Boit, & Tremblay (2012)

note that in Kenya, unlike many developed nations there is no recommended limit for screen time or television viewing for children while exposure and opportunities for screen time appear to be increasing which has led to physical activity transition and consequently to increased obesity cases among Kenyan children. According to Healthy Active Kids Kenya (2016) Kenyan children are spending more than two hours per day on screen related activities which indicates a decline in their physical activity and a possibility of alterations in other aspects of their social behavior such as changes in tastes and preferences of various items, vocabulary acquisition and interactions with their peers.

With digital broadcasting, audience segmentation has been enhanced and as a result most Kenyan children are now having greater access to cartoon programs mostly whose content is produced for audiences based in the developed countries. According to Ahinda, Murundu, Okwara, Odongo, & Okutoyi (2014) this has exposed the Kenyan child to foreign programs raising concern on the effect this has on their social behavior. Further, stifled with challenges of funds and infrastructure, Kenya has not been able to invest in children content production opting for already foreign produced children content. According to Chutel (2017) African animators have also found themselves trapped between a paucity of international imagination and lack of funding a situation that has resulted to limited production of cartoons for the African child. Studies conducted by various researchers across the globe have linked watching television cartoons by children with alterations in their behavior (Brodeur, 2007; Huesmann et.al, 2003; Robertson et.al, 2013) most of these studies have however, been conducted in developed countries with few conclusive studies (Kidenda, 2010; Gitahi, 2011; Gachuru, 2012) having being done in Kenya and other developing countries which are heavily relying on foreign media content and especially children related content.

In the advent of digitization process in Kenya, Nguru (2013) predicted that the limited capacity to produce content locally would lead to heavy reliance by the digitized television on foreign content further exposing the local audience to a tsunami of foreign programming that would destabilize and displace the rich local

values and heritage. With longer periods of exposure to foreign cartoon programs, social behavior of Kenyan children could be influenced to some extent thus it is important to consider the likely effects this could have in modifying their social behavior either positively or negatively. This study therefore sought to determine the likely media effects that could manifest in children based in Kenya resulting from extended periods of exposure to television content with a bias on foreign cartoon programs accessed via television platform.

1.3 Research Objectives

1.3.1 General Objective

To establish the influence of foreign television cartoon programs on children's social behavior in Murang'a County, Kenya

1.3.2 Specific Objectives

1. To investigate the influence of foreign television cartoon programs content on children social behavior in Murang'a County, Kenya
2. To determine the influence of foreign television cartoon characters on children social behavior in Murang'a County, Kenya
3. To analyze the influence of foreign television cartoon viewership patterns on children social behavior in Murang'a County, Kenya
4. To examine the moderating effects of demographic factors on foreign television cartoon programs exposure and their influence on children's social behavior in Murang'a County, Kenya

1.4 Research Questions

The research study sought to answer the following questions;

1. What is the influence of foreign television cartoon programs content on children social behavior in Murang'a County, Kenya?
2. What is the influence of foreign television cartoon characters on children social behavior in Murang'a County, Kenya?

3. What is the influence of foreign television cartoon viewership patterns on children social behavior in Murang'a County, Kenya?
4. What is the influence of moderating effects of demographic factors on foreign television cartoon programs exposure on children social behavior in Murang'a County, Kenya?

1.5 Research Hypotheses

The research study sought to test the following research hypotheses;

1. H₀₁: There is no significant influence of foreign television cartoon content on children social behavior in Murang'a County, Kenya
2. H₀₂: There is no significant influence of foreign television cartoon characters on children social behavior in Murang'a County, Kenya
3. H₀₃: There is no significant influence of foreign television cartoon viewership patterns on children social behavior in Murang'a County, Kenya
4. H₀₄: There is no significant influence of moderating effects of demographic factors on foreign television cartoon programs exposure and children social behavior in Murang'a County, Kenya

1.6 Significance of the Study

The research study sought to not only contribute to the knowledge base but also create awareness on the influence that foreign television cartoons programs have on Kenyan children whilst outlining impact on various stakeholders such as the content producers, policy makers, to the practice and media profession among others.

1.6.1 Content Producers

Kenyan children are a neglected audience with most content developers keen on more mature audiences with buying power. According to Communications Authority of Kenya (2017) the local television stations have failed to meet the children's content quotas with only four out of fifty one registered stations complying with the guideline requiring at least five hours of programming per week to be set aside for children's shows. New regulations also set up by Communications Authority of Kenya (2016) demand that television broadcasters increase local content by 60 per

cent excluding news and advertising in the next four years yet they have so far not met the previously set 40 per cent local content; investing in local programs targeting children is one area that has great potential that is yet to be tapped. This study established that Kenya largely depends on foreign television content for the children audiences and consequently, this shows need for the content producers to invest more in local content production for Kenyan children. Investing in content production will not only benefit the local television broadcasters reach the 60 per cent local content guidelines but also benefit Kenyan children augment their social behavior whilst appreciating their cultures and the diversity that comes with it.

1.6.2 The Academic and Research

Few studies conducted in developing countries have linked children television cartoons viewership and evident change in their social behavior. Oyero & Oyesomi (2014) in their study on 'Perceived Influence of Television Cartoons on Nigerian Children Social Behavior' established that the cartoons watched by children in Nigeria were largely foreign and played a big role in affecting the children's social behavior such as their diction, dressing, interactions. A similar study by Hassan & Daniyal (2013) on 'Cartoon Network and its Influence on School Going Children in Pakistan' also links cartoon watching with changes in children behavior such as dressing, aggression and language acquisition. With the backdrop that media effects are more adverse on children than on mature audiences, it is imperative that more studies based especially in developing countries be conducted to add more knowledge and general awareness of the media effects on children. The extant literature on media effects on children in their middle hood age in Kenya is limited therefore this research study adds value to existing literature on media effects on children who are easily manipulated by media. Though this study specifically focused on television effects on children, findings from this study show need for further research of effects on other media that children are exposed to and form a firm research base for researchers in the developing countries who are interested in studying media effects on children.

1.6.3 Government and Policy Makers

The study findings also inform the government and policy makers on the importance of investing in the Kenyan child by developing comprehensive policies on children programming that are in tandem with international laws such as the UN Convention on the Rights of the Child and the African Charter on Children's Broadcasting. This will in turn encourage investors from within and without to support content production of children programs in Kenya such as television cartoons.

1.6.4 Parents

The findings from this study enlighten parents and guardians in Kenya and other developing countries that in as much there are positive effects that emanate from children watching the foreign television cartoons such as acquisition of vocabulary and values such as sympathy, cooperation, sharing among others they can equally have long term negative effects on their social behavior such as being abusive or aggressive, altered race perceptions, preference of unhealthy food and obesity. There is a general lack of awareness that cartoon programs could actually influence children negatively. Recommendations from this research study inform parents and guardians the importance of guided supervision when children are watching television cartoons.

1.7 Scope

The population of study were children residing in Murang'a County, Kenya, the research therefore targeted school going children specifically those in lower classes (Std. 3-5) and in the middle hood age bracket of 7-10 years. The researcher opted to focus more on children in their middle hood as at this stage according to Vossen, Piotrowski, & Valkenburg (2014) they are active television viewers with a higher understanding level than the preschool children who may not fully understand what they watch and also have more time to watch the television cartoons unlike those in upper classes and in their adolescent stage as they are required to spend more time in their school studies. A majority of the school children in lower classes are day scholars and as such go back home at the end of day while most school children in the upper classes are likely to board at the schools and therefore have less access to

television. In addition, demographically, the study was also limited to children in private schools in Township Ward, Kiharu Constituency. Private schools were considered because a high proportion of those from high socio-economic household attend private schools (Ngware, Oketch, & Ezeh, 2008) thus had higher probability of owning television sets.

The research study geographically focused on Murang'a County, Central region of Kenya. Central region comprises five counties namely Murang'a, Nyeri, Kirinyaga, Nyandarua and Kiambu. In a county performance index conducted in 2015, Murang'a County took a lead amongst the other counties in Central region (Infotrack, 2015). In a National ICT survey undertaken by Kenya National Bureau of Statistics in 2010, though Central region came in second after Nairobi region with 46.5 percent of the population having access to a television, Nairobi region also took a lead with highest number of population having access to computers and internet. Murang'a County therefore was an excellent area to study as the children have limited options to the television platform to keep them entertained compared to their Nairobi region counterparts who have higher access to other entertainment options such as computers and internet. Murang'a County was also in the first phase of the digital migration process which saw the switch off of analogue television transmitters by 31st December 2014 (CA, 2015), there was therefore a likelihood of having more households that were accessing digital television broadcasting through free to air and pay television set top boxes.

The research study also focused on effects of the television medium as opposed to other media such as mobile phones, tablets and computers and focused on foreign television cartoon programs targeting the children population in Kenya. While there are many variables related to the foreign television cartoon programs that may affect children social behavior, the research focused on the cartoon content, cartoon characters and cartoon viewership patterns. The moderating factors considered in this study were the children's age, children's gender and the class they were in.

Theoretical scope of this research study was narrowed to social learning theory and cultivation theory where the principles and tenets of these theories were applied to

explain possible behavior alterations among Kenyan children as a result of watching foreign television cartoons. Cross sectional research design was utilized to collect data as it overcame the challenge of ethical issues which characterize other designs that are experimental in nature especially when dealing with children.

1.8 Limitations of Study

One major limitation of the study was that it was a correlational study and though it was able to establish a relationship between the study variables causation could not be established. The study was also limited to children who were aged 7 to 10 years old and classes 3 to 5 of private primary schools in Murang'a County, Kenya. The researcher also had to adhere to the strict guidelines and timelines issued by the school authorities before and during data collection. The data collection was carried out starting August 2017 and completed in February 2018. The researchers initial plan was to visit all the primary schools before closing for the December 2017 holidays but unfortunately the schools closed earlier than expected due to the 2017 elections re-run thus the data collection was pushed to the next year. Pushing the data collection to another term proved to be a further challenge as owing to the dynamic nature of schools, the researcher found out that the sample figures had to be recalculated since the enrollment in some schools had gone way up. The researcher also encountered challenges of few reference materials on similar studies carried out in Kenya and other African countries.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section reviews literature related to influence of television cartoon programs on children's behavior. Theoretical review is done and a conceptual framework outlined itemizing independent variables (cartoon characters, cartoon content and viewership patterns), intervening variables (age, gender and child's class) and the dependent variable (children social behavior). In-depth research on relevant literature on the guiding objectives is done as well as an empirical review of the literature. Critique of existing literature relevant to the study is done and research gaps analyzed to authenticate need for the research study.

2.2 Theoretical Review

This research was guided by social learning theory and cultivation theory. Both social learning theory and cultivation theory place emphasis on audiences' exposure to television (Aubrey & Harrison, 2009). In this research, social learning theory focused on effects on children emanating from the type of exposure from the foreign television cartoon programs they watch while cultivation theory focused on the amount of exposure by children to the foreign television cartoon programs and how it affected their social behavior.

2.2.1 Social Learning Theory

The power of cartoons in children's lives cannot be underestimated, children at every age learn a variety of things simply by watching cartoons; cartoons have an incredible effect in refining the cognitive aspects among young children. The effect on their social behavior cannot however be ignored. Children tend to emulate cartoon characters that they admire and replicate their behavior. This is affirmed by Ergün (2012) who supports this view that children identify with cartoon characters they choose as their role models and incorporate them into their social life relations and games which most times reflects in the positive or negative mannerisms that they portray. Also, research studies examining social learning theory (Baker & Raney, 2007; Bandura, 2002) have consistently confirmed that children can imitate

characters and behaviorisms viewed on television particularly those portrayed in television cartoon programs.

With this understanding that children imitate cartoon characters they admire, this research was guided by the social learning theory by Albert Bandura which posits that learning is a cognitive process that takes place in a social context and can occur purely through observation or direct instruction even in the absence of direct reinforcement (Bandura, 2002). According to social learning theory, people learn by observing other people, considering apparent consequences experienced by those people, rehearsing (first mentally) what might actually happen in their own lives if they followed other peoples' behavior and finally comparing their experiences with what happened to the other people.

In context of this research study, it was likely that Kenyan children when watching television cartoons observed and imitated cartoon characters who were their role models, if these models for instance portrayed behavior (either positive or negative) such as sympathy, friendliness, bullying or abusing then there was an increased likelihood that the Kenyan children would probably develop a desire to act in the same manner and in their social interactions with other children act as their 'models' when motivated. Consequently, if their actions in any event presented a tendency to make them revered by their peers then the probability would be high that these behaviors (either positive or negative) become deeply ingrained in their lives.

To further review Bandura's experiment, three groups of preschool children were exposed to a live model, a filmed model and the model dressed as a cartoon character respectively, physically and verbally abusing a doll. The children imitated not only the physical acts but the verbalizations of the acts as well. Later studies on the same children by Hicks cited in Tan (1985) found out that these acts were performed by children up to six months after first observing the model even when the acts were not shown to them again. Tan raises concern on indication that children are more likely to imitate aggressive acts than other behaviors. Considering the number of violent acts that a child can observe in television on any given day, at least some of these acts will be learned. This research study however will not only focus on negative

behaviors that could be learned but also positive and indifferent behavior that could be learnt by Kenyan children from watching the foreign television cartoon programs.

Children may not be able to entirely make a distinction between reality and fiction (Gökçearsan, 2010) and thus the tendency to imitate what they see in cartoon programs is quite high. According to Habib & Soliman (2015) there is a form of learning process taking place while children are watching cartoons. Baran & Davis (2009) support these views further noting that what the children learn while watching they tend to act out ultimately influencing their mode of socializing with other children and with the world at large. Social learning theory therefore formed a very crucial basis on which this study relied on more so in establishing how cartoon characters influenced children social behavior.

2.2.2 Cultivation Theory

The research was also guided by cultivation theory which focuses on media effects specifically television effects developed by George Gerbner during the 1970s and 1980s (Baran & Davis, 2009) which postulates that frequent viewing of television portrayals leads viewers to “cultivate” television information by integrating it into their real-world perceptions and judgments. Cultivation theory is also referred to as cultivation hypothesis or cultivation analysis and grew out of studies of media portrayed violence and its influence on children which was largely based on the work of Gerbner in the violence commission report (Lowery & DeFleur, 1995).

Research by Nielsen (2014) shows that children specifically from the developed countries; spend more time watching television than any other waking activity with an average of 19 hours per week on the tube. With the 24 hour children television programming spilling over in the developing countries, children from these countries have also increased the time spent watching television which could alter their perceptions about the social world more consistent with the televisual depictions. Gerbner, Gross, Morgan, Signorielli, & Shanahan (2002) note that the systematic storytelling approach of television enables cultivation of social reality view among heavy viewers that is rather dissimilar from what others encounter every day. Subsequently, the more and the longer an individual views television, the more they

are presented with television's view of reality; over time and with steady exposure, the individual social reality view may start to reflect the version of reality portrayed on television.

Cultivation could occur in two ways. First from mainstreaming where, especially for heavy viewers, television's symbols monopolize and dominate other sources of information about the world and secondly from resonance, when viewers see things on television that are most congruent with their own everyday realities. A child watching television therefore could be 'cultivated' from either mainstreaming or resonance or both. It was worthy therefore to consider in this research study which method of cultivation largely influenced children as they viewed television cartoon programs.

According to Huesmann & Taylor (2006) exposure to television has major impacts on children's behavior, beliefs and achievements in their early years. They note that children learn aggressive behaviors from viewing television violence and that what they learn influences their behavior as adults. This is in line with a major assumption underlined by Gerbner, Gross, Morgan, Signorielli, & Shanahan (2002) that the television's major cultural function is to stabilize social patterns and cultivate resistance to change; that it is a medium of socialization and enculturation. Baran & Davis (2009) outline a four step process relied on by cultivation researchers to scientifically demonstrate their view of television as a culturally influential medium which will to some extent was utilized in this research study.

First step is message system analysis which is a detailed content analysis of television programming to assess its most recurring and consistent presentation of messages, themes, values and portrayals. The second step is the formulation of questions about viewers' social realities. The third step is to survey the audience posing the questions formulated in step 2 and the fourth step entails comparing the social realities of light and heavy viewers. In view of these steps, in order to demonstrate television as an influential medium to the Kenyan children, the researcher in this study first picked out five top rated cartoon programs that are frequently broadcasted in Kenyan television stations (Sponge Bob Square Pants,

Sofia the First, Spiderman, Doc McStuffins and Lion Guard) while noting their recurrent themes/messages. Focus was made on the gender of the lead character, language used, comedic/humor elements used, values portrayed, and if they were education or entertainment themed. Secondly, questions were formulated to understand the children's views on how interacting with their favorite television cartoon programs influenced their behavior. Thirdly, surveys were done using the formulated questions. Children in their middle hood age (7-10 years) were targeted. Finally, evaluations were then done to establish the differences in alterations of children behavior depending on their viewership patterns among other demographic factors such as their gender and age.

2.3 Conceptual Framework

Children social behavior could be influenced by many factors such as parents, peers, teachers and so forth but of important consideration is the extent to which the electronic media especially television plays a role in influencing their behavior. In this particular research study, the researcher was specifically interested in finding out the role television cartoon programs play in influencing children behavior having emerged from a number of research studies as children's favorite programs (Hassan & Daniyal, 2013; Oyero & Oyesomi, 2014; Gitahi, 2011). The television cartoon programs in this conceptual framework as the independent variable were broken down in this study as cartoon characters (gender, race, stereotypes), cartoon content (educational/entertainment, vocabulary, comedic and non-comedic elements) and viewership patterns (heavy/moderate/light, mediated). The intervening variables (age, and gender) were also considered as factors that could cause differences in children's social behavior.

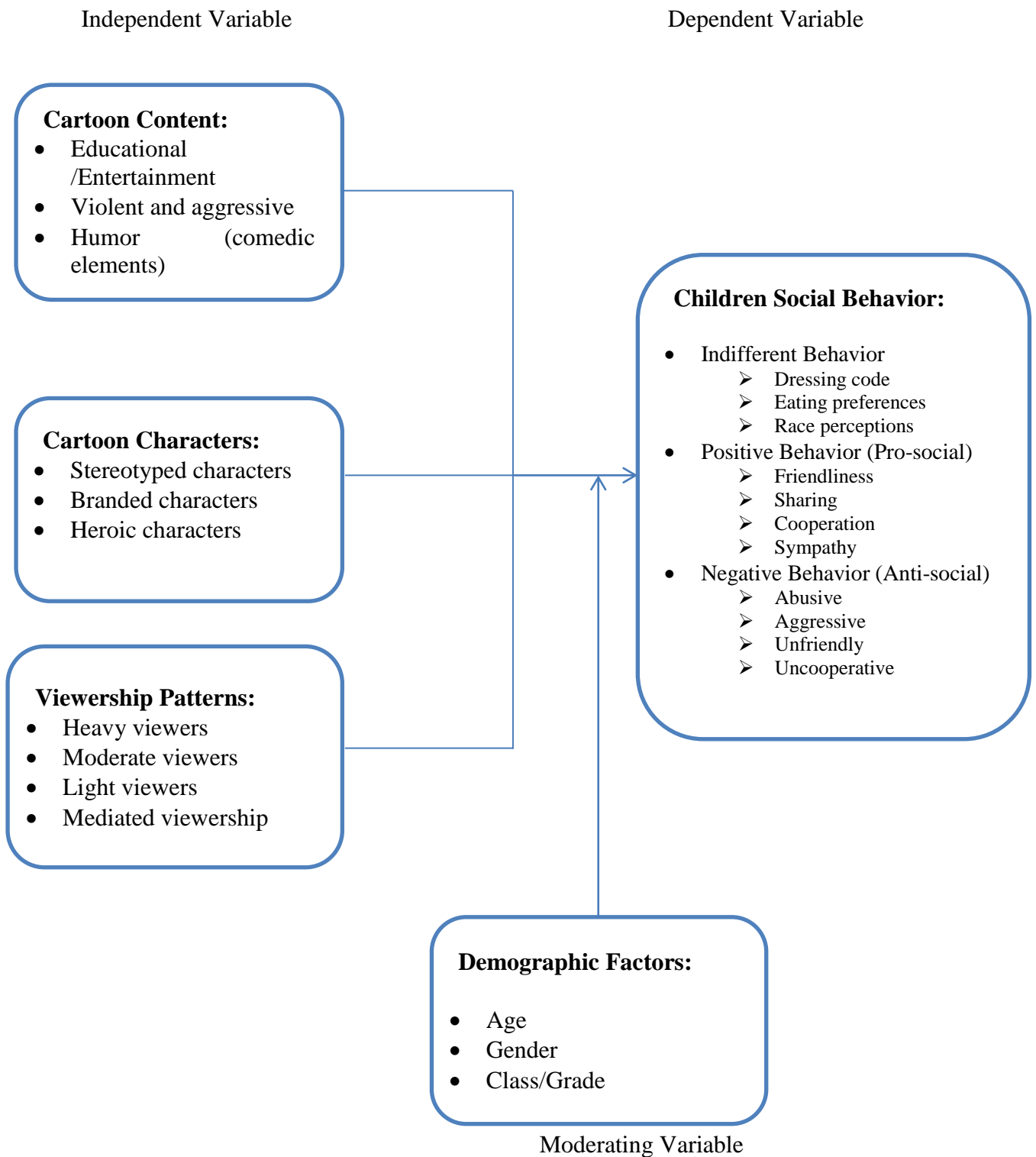


Figure 2.1 Conceptual Framework

2.3.1 Foreign Television Cartoon Programs Content

The kind of content children are exposed to when viewing television cartoons is an essential consideration in how it influences their social behavior. According to Kirkorian, Wartella, & Anderson (2008), the content children watch on television is at least important as, and probably more important than, how much they watch. Wilson (2008) also concludes that media influence on children is dependent more on the type of content they are exposed to than on the time they spend in front of the screen. The contribution of foreign television cartoon content in influencing social behavior of Kenyan children therefore was considered.

Foreign television cartoon programs could be broadly categorized as educational or entertainment while some producers have gone further and blended the two to have edutainment cartoon programs. In the developing countries there is minimal production of education themed children programs and children are more exposed to entertainment themed programs majorly imported from developed countries (Bryant, 2007; Osei-Hwere, 2011; Hendriyani et al, 2011). According to Ivrendi & Özdemir (2010), children's imitation of positive or negative behaviors is essentially affected by the type of programs they watch. Schmidt & Vandewater (2008) also hold this view that children television programs' content matters and that quality educational programs' positively influence children's learning while entertainment content negatively influences their learning. Study by Zimmerman & Christakis (2007) also link high exposure to entertainment themed content before the age of three with attention problems five years later while similar exposure to educational themed content wasn't linked with subsequent attention problems. Rideout & Hamel (2006) further affirm that children who spend more time watching educational programs are more likely to mimic positive behavior than children who mainly watch entertainment programs. Kirkorian, Wartella, & Anderson (2008) recap that children learn from educational designed programs and that children television programs specifically designed to instill academic or social skills can be effective with potentially long-term effects.

One distinct characteristic of the television cartoon programs is the repetition of episodes. Media effects research studies conducted have shown that children gradually interact with the content as the television episodes are repeated; Kirkorian, Wartella, & Anderson (2008) note that the major reason why children television programs can be powerful instructional tool is that content can be easily and cheaply repeated and further conclude that literal repetition of these episodes augment understanding and subsequent learning among children. A longitudinal research study by Anderson, Bryant, Wilder, Santomero, Williams, & Alisha M, (2009) on preschoolers who viewed 'Blue Clues' which was a social and cognitive problem solving skills animated children program aired on Nickelodeon 1996-2006 and one that extensively used repetition to reinforce its curriculum revealed that, children who watched repeated episodes of the program had better comprehension than those who saw only one episode.

Violent elements cannot be said to be free from foreign television cartoon programs. Strasburger, Wilson, & Jordan, (2009) observe that children spend many hours in front of a television screen and that much of what they see depicts violence. Further, Potter & Warren, (1998) note that violence in cartoons is an integral part of cartoon content its frequency surpassing live-action dramas or comedies. Regardless whether the children television cartoons are educational, entertainment themed or combination of both, they could contain violent elements which could influence their social behavior. Interestingly, according to Ivrendi & Özdemir, (2010) while violent content influences children's behaviors, contents that don't include violent scenes with low quality educational value may also negatively impact children's attention and cognition. Children exposed to violent and aggressive content exhibit increased likelihood of hitting and arguing with their playmates, breaking set rules, impatience and leaving assigned tasks incomplete compared to children exposed to non-violent programs (Sudha, 2011).

The foreign television cartoon programs content whilst violent could contain comedic or non-comedic elements. Of importance is how the comedic or non-comedic elements ingrained in the children television cartoons influences their social

behavior. Kirsh, (2006) notes that field experiments conducted over the years have consistently shown that physical and verbal aggressive behavior towards peers as well as object-oriented aggressive behavior tends to increase after watching non-comedic violent cartoons. It's hypothesized however, that comedic elements in the television cartoons disguise animated violence thus minimizing negative effects of violent imagery on aggressive behavior. According to Kirsh, though comedic violence seems disconnected to aggressive behavior, additional research suggests that it could increase aggressive thoughts and desires.

Though prominence is put on the anti-social aspects of children television cartoon programs content and their negative impact on children's social behavior, it's equally important to consider the pro-social aspects of children television cartoon programs content and their positive influence on children's social behavior. Wilson (2008) agrees to this view remarking that if television can impart antisocial behavior such as violence and aggression in children then it can as well teach them beneficial behavior such as altruism, friendliness, cooperation and sympathy. A National Television Violence Study (1998) conducted in America on other hand, revealed that concentration of altruistic behaviors is lower than that of violence with altruism occurring about four times an hour and violence occurring approximately fourteen times an hour in children programming. Though pro-social aspects are present in children cartoon programs, the anti-social aspects according to previous research surpass them thus it was imperative to consider the effects likely to manifest in children social behavior.

The language used in the children television cartoon programs is of interest; in the same way children imitate what they see on the television cartoon programs is the same way they pick up words they hear on the television cartoon programs and integrate them in their vocabulary. Research studies done over the years on language acquisition have demonstrated that children aged 2 and above years can readily learn vocabulary from television programs (Kirkorian, Wartella, & Anderson, 2008; Kondo & Steemers, 2007). A content analysis of children television programs conducted by Parents Television Council (2006) reveals that offensive, abusive and

trashy language is largely integrated children's programs; from their analysis, there was an average of 1.93 instances of abusive language such as "stupid" "idiot" "loser" per hour and an average of 0.56 instances of offensive language such as "ass" "hell" "butt" "damn" per hour. The U.S based Parents Television Council notes that time spent on children playgrounds in America indicate that words such as "loser" "dork" "stupid" are the common insults children hurl at each other just as in the television cartoons they watch. Exposure to such abrasive language in the television cartoon programs is likely to negatively affect children's social behavior. With Kenyan children exposed to the foreign cartoon programs content then it's probable that alterations in their vocabulary could occur thus it was important to study what influence this could have on the social interactions with their peers.

2.3.1.1 Review of Select Foreign Television Cartoon Programs Content

The Kenya Film Classification Board issued a statement on 15th June 2017 indicating that 6 foreign television cartoon programs (Loud House, Hey Arnold, The Legend of Korra, Clarence, Steven Universe and Adventure Time) airing in Pay television channels, Nickelodeon and Cartoon Network channel contained inappropriate content which had homosexual innuendos and called for their immediate banning. It was crucial therefore to have a review of some cartoon programs content which Kenyan children are exposed to. Further reviews on select popular foreign television cartoon programs content were done based on previous analyses done by research firms and researchers.

Some popular television cartoon programs among children as outlined by International Licensing Industry Merchandisers Association (2014) include; Sponge Bob Square Pants, Spiderman, Sofia the First and Doc McStuffins. Additionally, Lion Guard, Sofia the First and Doc Mc Stuffins have been rated as the top three best Disney Junior cartoons (Courbois, 2019). Sponge Bob Square Pants has aired in Nickelodeon in the last two decades and still is highly ranked (Tedesco, 2018). These are some of the cartoons that Kenyan Children watch too via pay television channels and free to air channels which cut across various themes. A review of Sponge Bob Square Pants, Spiderman, Sofia the First, Doc McStuffins and Lion

Guard is done to establish their content. Loud House cartoon which was banned from being viewed in Kenya is also reviewed.

To establish the kind of television content young children are exposed to Sullivan (2019) advises adults keen on what their children are watching to rely on background checks by reading reviews and ratings online. Sullivan recommends Common Sense Media (www.commonsensemedia.org) as an excellent resource for guiding parents and guardians on what is best for their children to watch as it has quality ratings and reviews which are done by experts and supplemented with parents and childrens views as well. The researcher therefore referred to Common Sense Media reviews among other available reviews to analyse the content of the selected cartoon programs that would be utilised in the research study to deduce the influence they had on children social behavior.

A Common Sense Media review done by Emily Ashby (2007) on Sponge Bob Square Pants Cartoon indicates that the program is targeted to children who are 6 years and above, is entertainment themed and contains satirical humor with lack of positive messages. The cartoon program exhibits fantasy violence which is often used to resolve conflicts in the program and is laced with abusive language and name calling of words such as ‘loser’ ‘stupid’ and ‘idiot’

According to Ashby (2012), Sofia the First cartoon program contains both entertainment and educational themes and it portrays positive social behaviors such as friendship, high self-esteem, compassion, honesty, perseverance and coping skills. The program has neither violent stances nor abusive language present. Villano (2013) highly recommends Sofia the First as it offers valuable life lessons that children can be able to relate to in their social interactions.

The Ultimate Spiderman cartoon review by Ashby (2012) indicates that it is an entertainment themed cartoon program though it offers children friendly themes about friendship, teamwork and using your unique talents. The cartoon program has violence and scariness elements with the villains and superheroes attacking each other, cars crashing and buildings tumbling down. Ultimate Spiderman has some

abusive language as there are name calling instances such as ‘jerk’ ‘dork’ ‘butt’ ‘silly’. Parents reviews on the Common Sense Media website reveals concerns on the abusive language use by the superhero.

A review done by Ashby (2012) reveals that Doc McStuffins cartoon program is educational themed, has no violence or aggression scenes or abusive language but is laced with positive messages to kids about imaginative play, caring for others and problem solving skills. According to Kristin (2016) the Doc McStuffins cartoon has rich and believable dialogue; Additionally, Grace-Leitch & Foster (2016) indicate that Doc McStuffin has cues to healthy behaviors in the episodes aired which could be useful to increase health literacy among children and their parents.

Lion Guard cartoon program contains both entertainment and educational elements. Ashby, (2016) notes that in as much that Lion Guard is entertainment themed, yet the children get to learn about the sights and sounds of the Savannah and get the basic knowledge of different animals and how they interact. The cartoon program has positive messages on responsibility, problem solving, teamwork and respect. It has no abusive language present but there is a bit of violence as there are exchanges between animals battling for dominance.

Loud House cartoon program according to Ashby (2016) is an entertainment themed cartoon laced with humor and has abusive language such as ‘jerk’ ‘twerp’. Ashby reports that this cartoon has strong themes of empathy and communication and recommends the cartoon to children aged 6 years and above, a view parents refute as they raise concerns on adult themes and homosexuality scenes which they feel are quite inappropriate for such young children.

2.3.2 Foreign Television Cartoon Characters

Children are likely to identify with heroic cartoon characters which could subsequently lead to imitation of the characters’ behaviors. According to Lamraoui (2016), cartoon heroes have great influence on children who almost always try to play the role of those heroes in the actual world. Animated cartoon characters according to Klein & Shiffman (2006) help in forming children’s initial notions of

what it means to be pretty, handsome, ordinary-looking or unattractive. It is imperative therefore to understand how foreign television cartoon characters could impact on the social behavior of Kenyan children.

Stereotyped characters are a distinctive feature of foreign television cartoons; gender role stereotypes in Aubrey & Harrison (2009) view, are generally significant since they aid define what it means to be female or male for children. Gender role stereotyping in television cartoon programs is necessary to quickly introduce the cartoon characters and their roles to enhance understanding of the storyline. Though Baker & Raney (2007) reckon that stereotypical portrays within television programs are a necessity they also caution that stereotypes as standardized or generalizations especially those based on misconceptions can deleteriously influence children. According to Gökçearsan (2010) television is one of the most effective factors in children's internalization of gender stereotypes. Gökçearsan notes that many children television cartoon programs consolidate gender discrimination intensively with male cartoon characters dominating female cartoon characters. According to Baker & Raney (2007) chances of female characters being given lead roles in children cartoon programs are low and are usually depicted as vulnerable, impassive and highly dependent on the male characters who are depicted as independent, tough, and with violent streaks; with consistent viewership of such stereotypical gender representations over extended periods, children according to Baker and Raney are likely to identify with those stereotypes as ideal and emulate attitudes and behaviors consistent with those perceptions.

Representations of male and female cartoon characters in children cartoon programs across the globe according to Götz, Hofmann, Brosius, Carter, Chan, Donald (2008) are disproportionate with more than twice as many male characters than female characters. The phenomenon isn't any different with animal cartoon characters where the proportion of females is even lower. Further studies consistently reveal that females are largely underrepresented and tend to appear less active than males in children cartoon programs (Baker & Raney, 2007; Gotz & Lemish, 2012). Gender portrayals in view of Signorielli (as cited in Kirsh, 2005) are a cause of concern

because of the importance of media in the socialization process of children who have tendencies to imitate same gender characters than opposite gender characters. Schiau, Plitea, Gusita, Pjekny, & Iancu (2013) state that this underrepresentation of female characters in children's television cartoons may suggest to the young viewers that males are more important or rather it's socially desirable to be a boy than a girl.

In the children television cartoons, the white cartoon characters dominate colored cartoon characters. Götz, et al., (2008) affirm this noting that the dominant color of the main characters in children cartoons is white. According to Lacroix, (2009) media images of animated cartoon characters contribute to the centering of white experience as normal and natural. Klein & Shiffman, (2006) acknowledge that American animated cartoons have a long history of underrepresenting racial minority groups such as African American, Latinos and Native Americans and recommend that greater representation of such groups is needed for viewers construe them as valued and equal contributors to the American culture. According to Klein & Shiffman (2006), television cartoons provide children with some of their "earliest notions regarding race-related standards and expectations" and are likely to be "influential in the initial stages of developing beliefs and attitudes about different racial groups." This limited representation of minority characters could suggest to children that whites are more important than minorities, with majority of African countries including Kenya, relying on foreign television cartoon programs for their children audiences where there are no African cartoon characters that they can identify with, children are likely to identify with foreign cartoon characters they deem ideal which could consequently influence their social behavior not only in the short term but long term.

Foreign television cartoon characters are not only being utilized in entertaining children but also in marketing and advertising various products and services in the Kenyan market. Branded cartoon characters such as Sofia the First, Sponge Bob, Spiderman among others are increasingly being used to market various things to children including clothes, range of accessories, fast food and soft drinks. According to Calvert (2008), privileges to use popular television cartoon characters such as

Nickelodeon's SpongeBob Square Pants, who are licensed for a fee to various companies, help sell products ranging from cereals to vacations. By associating the products and activities they want to sell with entertaining cartoon characters, marketers are successful in increasing interest in those products. Droog, Valkenburg, & Buijzen (2010) in their research, conclude that branded cartoon characters increase children's liking of and purchase request intent for fruit compared to candy. Another study by Baldassarre & Campo (2015) on the influence of branded cartoon characters on children's preference for healthy food, children were presented with fruits and vegetables with and without stickers showing an image of their favorite cartoon characters. The study findings revealed that the cartoon characters strongly influenced children food choices as they selected the fruits and vegetables branded with their favorite cartoon characters including those who were averse about them. Similar marketing through use of cartoon characters they identify with to endorse various products is likely to influence Kenyan children choices such as dietary and dressing preferences.

Branded cartoon characters are increasingly being used to market various things to Kenyan children including clothes, range of accessories, fast food and soft drinks. Brookside Dairy Limited, a Kenyan firm and Walt Disney Company have recently entered into a strategic partnership to provide new range of dairy fresh milk products featuring Disney, Disney-Pixar and Marvel cartoon themed characters such as Sofia the First, Spiderman among others branded on packs (BusinessToday, 2017).

2.3.2.1 Review of Select Foreign Television Cartoon Characters

From the reviews done on popular foreign television cartoon programs content, the lead cartoon characters of the selected cartoon programs (Sponge Bob Square Pants, Spiderman, Sofia the First, Doc McStuffins, Lion Guard and Loud House) were additionally reviewed based on previous analyses done by research firms and researchers. Ratings and reviews from Common Sense Media are referred to as well as other available researcher reviews so as to analyze the cartoon characters.

A Common Sense Media review by Emily Ashby (2007) indicates that the cartoon character Sponge Bob is a huge commercial franchise with merchandise, games,

clothes, toys and much more branded with his image. In addition, Kraak & Story (2014) note that Sponge Bob cartoon character is licensed through contractual agreements that allow it to be used in cross promotions and merchandising opportunities. According to International Licensing Industry Merchandisers Association (2014) Sponge Bob is an established property well recognized by children between 0 and 14 years with over a decade since it was launched which is a strong achievement. Sponge Bob therefore is a recognized brand character that continues to be used to widely market various products and services.

The cartoon character Spiderman is portrayed to be a heroic character that fights off villains. According to Ashby (2012) the lead character, Spiderman is presented as a great role model who always puts others first to protect them from any harm. However, parents' reviews on the Common Sense Media website express concern that a superhero who uses abusive words is not a role model for their children. Spiderman is a heavily marketed brand associated with various merchandise, animations, live action films and comic books (Aldama & González, 2016). Spiderman branded accessories targeting children such as t-shirts, beddings, water bottles, school bags, stationeries among other items dominate the Kenyan market. Various industries in Kenya such as Kartasi Industries and Brookside Dairy firm have signed a license deal with Walt Disney Company-Africa to use images of Spiderman cartoon character among others in bid to attract children (Business-Daily, 2016; Buliro, 2017)

The cartoon character, Sofia the First is a role model who demonstrates independence and courage. According to Ashby (2012), Sofia is a heroine who greatly balances royal expectations with her individuality to the princess role and in the process teaches other children about the joys of overcoming new challenges inspiring belief that if one is true to self then there is no limit to what you can do. Sofia the First branded merchandise such as school bags, stationery and snacks proliferate the Kenyan market. The Brookside Dairy firm is utilizing the image of Sofia the First cartoon character to market their yoghurt to Kenyan children following a license deal with Walt Disney- Africa (Business-Today, 2017).

The cartoon character, Doc McStuffins is a positive role model who plays doctor in a desire to follow her mom's footsteps (Ashby, 2012). Doc McStuffins is a black cartoon character and a great example of a character that promotes diversity, problem solving skills and non-traditional gender roles (Guerra, 2014; Sullivan, 2019). Doc McStuffins has not been commercialised as much to market merchandise in the Kenyan market compared to other cartoon characters such as Sofia the First, Spiderman and Sponge Bob Square Pants.

According to Ashby (2016) Kion, the lead character of the cartoon program Lion Guard is a leader whose task is to defend the circle of life in the Savanna along with the other appointed members of the Lion Guard. Ashby's review notes that Kion demonstrates that he is a role model who is eager to learn and seek counsel of his elders. Lincoln Loud on other hand is the main character of the Loud House cartoon program along with his ten sisters. Ashby (2016) observes that Lincoln Loud is a positive role model as he is able to creatively handle challenges that arise in the Loud household. Both the lead cartoon characters, Kion and Lincoln Loud have not been commercialized much to market merchandise in the Kenyan market.

2.3.3 Foreign Television Cartoon Programs Viewership Patterns

The media scene in this digital age has transmuted intensely with children even in the developing countries having access to a variety of electronic gadgets such as tablets and mobile phones, nevertheless, the television still takes the leading share of children's "screen time." According to Common Sense Media (2013) television viewing is the most popular form of media exposure for young children notwithstanding the increasing exposure to other multiple forms of screen technology. Roberts & Foehr (2008) also note that the time children dedicate to watch television exceeds other media they can access. According to Rideout & Hamel (2006) children under the age of six spend more time on television screens than they do playing outside. The time a child spends watching television has been closely linked with alterations in their behavior. Most research studies on effects of television on children have been conducted in the developed countries with very few conclusive studies having been done in developing countries. It was important

therefore to examine Kenyan children foreign television cartoon viewership patterns and how this influenced their social behavior.

The average time that children watch television in developed countries over the years has been rated greater than in developing countries; in the past decade however, the average time a child watches television has considerably gone up in the developing countries. Previous research studies conducted in the past decade indicate that a child based in developed countries views television between 4 to about 5 hours daily on average (Nielsen, 2014; Rideout, Foehr, & Roberts, 2010). Estimates of the time children view television in the developing countries are not definite as few research has been undertaken; research conducted in South Africa Healthy Active Kids South Africa Report Card (2014) indicates that children there watch an average of 3 hours of television per day. Though scanty information is available on the average children television viewership time in a majority of African countries, it is expected that with the digital migration that has recently been adopted in Africa, the time an African child spends watching television and especially the cartoon programs has considerably gone up. A National Television Violence Study (1998) conducted in America concludes that a child who views on average of 3 hours per day of children's television programming will see 4,380 acts of altruism and 15,330 acts of violence per year.

Children television viewers could be categorized in three major profiles as heavy television viewers, moderate television viewers and light television viewers. According to Gerbner, a heavy viewer watches television more than 4 hours, a light viewer watches television less than 2 hours while a moderate viewer watches television for not less than 2 hours but not more than 4 hours. Studies done in developed countries specifically America and Britain indicate that children are watching not less than 4 hours television daily (Nielsen, 2014; Childwise, 2015) thus essentially classifying them as heavy viewers. While this cannot be said of children based in developing countries largely because of scanty research, it cannot be overlooked. Few research studies in African countries such as Nigeria and South Africa reveal that compared to a decade ago, children are spending a considerable

amount of time watching television (Oyero & Oyesomi, 2014; Healthy Active Kids South Africa Report Card, 2014) which could spell out an emergence of heavy viewership tendencies. According to Healthy Active Kids Kenya (2016) Kenyan children are spending more than two hours per day on screen related activities which accentuates the need to assess the television cartoon viewership patterns by children in Kenya.

Heavy television viewership is likely to negatively influence children's social behavior; results from a survey more than 2000 elementary and middle school children by Singer, Slovak, Frierson, & York (1998) revealed that heavy television viewing was strongly linked with self-reported symptoms anxiety, psychological trauma and aggressive behaviors. Recent research also links excessive television viewing by children with subsequent antisocial behaviors in their adulthood (Robertson, McAnally, & Hancox, 2013). According to Kirkorian, Wartella, & Anderson (2008) children categorized as light and moderate television viewers tend to watch more educational themed children programs while children who are heavy television viewers watch more of entertainment themed children programs. Educational programs usually portray more pro-social content while entertainment programs portray high levels of anti-social content; according to Rideout & Hamel (2006), children who spend time viewing educational programs are more likely than children who mostly view entertainment programs to imitate positive behaviors.

Mediated viewership by parents of children watching television cartoons could mitigate potential negative effects in their social interactions; mediation could be passive or active with parents either setting up rules pertaining television viewing or actively watching the television programs with their children. Parental or guardian intervention while children are watching television is not however popular with many children left to watch television unsupervised; studies done over time suggests that very few parents impose television viewing limits or get actively engaged in discussing television content with their children whatever their ages (Schmidt & Vandewater, 2008). According to American based Parents Television Council (2006), many parents often take it for granted that children programs are by default

‘child friendly’, an oversight that has led many parents let down their guard allowing their kids to spend hours watching television unsupervised.

Lack of mediated viewership, is not only a situation that characterizes parents in developed countries but also in the developing countries where parents are increasing working for longer hours as they strive to keep the households running effectively leaving the older siblings to take care of the younger children or leaving the children with a caretaker. Kabiru & Njenga (2007) note that parents in Kenya as in other developing countries are away from home most of the day in order to supplement family income. This is strong indication that parents and guardians don’t monitor the amount and content of exposure to foreign television programs on their children. Further research by Gitahi (2011) affirms that majority of Kenyan parents don’t watch television programs with their children and entrust them in the hands of caretakers and other older siblings.

Mediated viewership is beneficial to children as it puts on check the time a child spends watching television and able mitigate negative effects of television on children’s behavior. Research study by Rideout, Foehr, & Roberts (2010) reveal that children whose parents set television viewing rules watch at least 40 minutes less television each day compared to parents who set no rules. Active mediation too where parents watch television with their children and discuss about content viewed has been found to be effective in enriching comprehension. According to Kirkorian, Wartella, & Anderson (2008) parents and caregivers could play a vital role in increasing effectiveness of educational media by drawing attention of the children to the most important aspects of programs watched and extending lessons presented which could have lasting effects on their performance.

2.3.4 Moderating Effects of Demographic Factors on Social Behavior

Some studies of media effects (Bandura, 2002; Robinson, 2001; Wilson, 2008) suggest that a variety of viewer characteristics, including but not limited to age, gender, socioeconomic status, intelligence levels, can mediate the effects of media especially television on social behavior.

One essential factor in the association between television viewing and social behavior may be the age of the child. Wilson (2008) acknowledges that children may not necessarily be influenced by media in the same way and that age plays a crucial role with younger children being more vulnerable to media influence than older children. Of the same view is Meyers, (2002) who states that young children are presumed to be at higher risk for being affected by what they see on the television than are older children due to differences in cognitive maturity where the later can be able to interpret what they watch better than younger children. According to Strasburger, Wilson, & Jordan (2009) empathy is a developmental skill as when exposed to a clip of a threatening stimulus or a characters fear in response to a threatening stimulus that was not shown directly; younger children were less physiologically aroused and less frightened by the characters fear than by the fear-provoking stimulus while older children responded emotionally to both clips shown.

A child's gender could also influence how television viewing ultimately affects their social behavior. Calvert & Kotler, (2003) in their study found out that girls liked educational/informational based programs compared to the boys who liked entertainment themed programs; from these programs, Calvert and Kotler deduce that girls compared to boys learn socio-emotion lessons. Previous research by Bandura, (2002) indicated that boys performed more aggressive acts than girls after viewing televised violence; Tan (1985) attributed this to cultural norms that permit more aggression from males than females and to the reason that boys are more likely to have been rewarded in the past for being aggressive while girls are more likely to have been punished.

Television cartoon viewing may have varying effects on children from diverse socio-economic groups. According to Hutson, Watkins and Kunkel (as cited in White,

1999) watching television is part and parcel in the lives of low income and minority families due to lack of alternative activities. Children from families of lower economic status as outlined in are more likely to act aggressively than children from higher income families regardless of television viewing. Similarly, Comstock and Paik (as elaborated in Kirkorian, Wartella, & Anderson, 2008) reiterate that, children from lower-income homes are likely to spend more time watching television and as a result score lower on measures of academic achievement compared to their equals from higher-income homes. Research study by Robinson (2001) also reveals that children from lower socio-economic homes spend more time watching television and at a higher risk of being classified as obese. Ribner, Fitzpatrick, & Blair (2017) further note that children from low income families were more likely to be exposed to television for longer hours and as a result had lower school readiness particularly their math and executive function

2.3.5 Children Social Behavior

Children social behavior basically is the general mannerisms displayed by children in their social interactions within a community; it could broadly be classified as prosocial (positive) or antisocial (negative). A child acquires social behavior through the process of socialization which according to Prot, et al. (2015) is no longer reserved to the influences of family, peers and other people in the children's immediate surroundings but also to the media. Research on television viewing and children's socialization indicates that television has a great influence on children's lives (Witt, 2012). Özera & Avcıb (2015) also hold the view that the influencing power of television on behavior which can either be positive or negative is greater on children than on adults.

According to Eisenberg, Fabes, & Spinrad (2007) prosocial behavior is any voluntary behavior intended to benefit another person. In line with this definition, prosocial behavior among children would have to manifest naturally while interacting with their peers. Wilson (2008) outlines depictions of prosocial behavior to be such as; altruism, friendliness, sharing, cooperation, sympathy and inclusiveness. The

research focused on identifying the aforementioned prosocial behavior depictions among Kenya children in their social interactions.

According to Gale Encyclopedia of Children's Health: Infancy through Adolescence (2006), antisocial behavior can be identified in children as young as three or four years of age. Gale Encyclopedia defines antisocial behavior as, “disruptive acts characterized by covert and overt hostility and intentional aggression toward others.” Connor & Fraleigh (2010) also hold the same premise and define antisocial behavior as conduct interfering with society beginning in childhood or adolescence and often continuing in to adulthood and can be categorized as aggressive, non-aggressive and covert aggressive behaviors. This research focused on overt or observable disruptive behaviors by Kenyan children in their social interactions such as; aggressiveness towards peers, verbal abuse, bullying and hitting.

Children social behavior in Oyero & Oyesomi (2014) point of view is an entirety of all the interactions that children engage in ranging not only from their conduct but also diction, dressing and preferences. Hassan & Daniyal (2013) reveal that cartoon watching not only affects attitudes and behavior of children but also their language, way of dressing and dietary preferences. Kidenda (2010) also found out that exposure to animated cartoon characters impacted on the language, dressing styles and attitudes of Kenyan children towards gender role types. This study in addition to investigating the general conduct of Kenyan children in their social interactions also sought to establish preferences they have adopted in their dressing, accessories and eating habits.

2.4 Empirical Review of Literature

Very few conclusive research studies have been conducted in Kenya to address media effects on children specifically children designed programs such as cartoons and their influence on children social behavior. Furthermore, the few studies done were carried out before completion of digital migration implementation process at a period when children programs were broadcasted an hour on the weekdays and on Saturday mornings unlike currently where there are 24 hour stations broadcasting

children programs such as Nickelodeon, Cartoon Network, Disney Junior and Jim Jam among others.

Exposure to cartoon content has been linked to alterations in children behavior. In the study 'The Influence of Television Viewing on Preschoolers' Sociability in Play in Juja Division, Thika West District' Gitahi, (2011) found out that in terms of programs that children aged between 3 and 6 years old watched most on the television, cartoons ranked the highest. The researcher observed that a majority of children under study especially boys exhibited physical aggression in their play, used abusive language and shouted at their playmates. Gitahi partially links these attributes observed to the television programs the children watched such as cartoons which contain violent elements and also to lack of parental supervision and guidance as the children. She recommends set time limits on television watching and parents supervision/guidance to the children as they watched their favorite programs.

Similarly, in the study 'The Effects of Television on Academic Performance and Social Behavior of Pre-School in Tiriki East Division, Hamisi District' Ahinda A. A. (2010) also found out that the 3-6years old pre-school children modeled aggressive behavior towards their peers and siblings, an attribute he links to exposure to violent laced television programs such as cartoons which the children under study professed to love watching. Further, Ahinda established that television watching influenced language acquisition as children sampled pronounced some words in American English accent. He also recommends parental guidance to children as they watch television programs.

Similar studies done link cartoon characters and influence on children behavior; In the study 'An Investigation of the Impact of Animated Cartoons on Children in Nairobi,' Kidenda, (2010) found out that children (7-11years old) in Nairobi were spending not less than 30hours per week on television screens watching predominantly foreign animated cartoons with minimal parental supervision. The animated cartoon characters had an impact on the language, dressing styles and attitudes of the children towards gender role types. The researcher highlights incidences in focus group discussions where children pointed out use of abusive

language and name calling in the animated cartoons they watched; similarly, according to the researcher, the children used words like “stupid” “dumb” with a lot of ease in the discussions. This study mainly focused on the animated cartoons content and it established that non-African ideals of beauty and image dominated which influence children to construct their worldview and create perceptions alien to Kenya.

Cartoon viewership patterns also are linked to alter behavior of children. A research study titled ‘Effects of Television Programming on Pre-School Children’s Social Development in Westlands District, Nairobi’ Gachuru (2012) revealed that children were spending considerable amount of time watching television programs which affected how they interacted socially. The children that participated in this research indicated to get angry when told by their guardians or parents to go to bed indicating a reliance on television programs to a large extent. The study also revealed that most parents did not watch television with their children which could potentially mitigate negative effects that could emanate from watching television. Another research study ‘Influence of Television Viewing on Children’s Social Development among Pre-Schoolers in Thogoto Zone, Kiambu County, Kenya’ Ng’ethe, (2014) revealed heavy television viewership tendencies among children in Kenya which altered their social realities and limited their creativity streak.

The studies analyzed (Ahinda A. A., 2010; Gitahi, 2011; Gachuru, 2012; Ng’ethe, 2014) lack specificity, the researchers broadly focus on general television viewership by the children rather than on viewership of specially designed children programs. Notably is that the reviewed studies were carried out away from major city centers and before the digital migration was implemented, at a time when children programming was limited to a few hours yet link television viewing among children to alteration in their behavior.

2.5 Critique of Existing Literature Relevant to the Study

Media effects studies have over the years been able to establish alterations in children behavior across the globe following extended exposure. According to Huesmann & Taylor, (2006) empirical and cross sectional studies focusing on

children watching television programs in their natural settings provide strong support that there are long term effects on children aggression behavior. Huesmann and Taylor note that though cross sectional and longitudinal non-experimental studies cannot establish causation, when coupled with results from experiments their results provide strong support for extending the causal conclusion demonstrated by the experiments.

Cartoon content has been established through cross sectional and longitudinal studies have influence on children's behavior. A longitudinal study conducted in the period of 1977-1992 Huesmann, Moise-Titus, Podolski, & Eron, (2003) shows strong linkage of violent television content exposure and aggression in childhood and into adulthood. The study conducted on 6 to 10 year olds viewing violent television content establishes that violent tendencies manifest in their young adulthood regardless their gender. Content analysis of children programming (ParentsTelevisionCouncil, 2006) reveals inappropriate content in children's programs such as violence, bullying, verbal abuse and sexual innuendos that ultimately have consequences in their behavior.

Cartoon characters also have great impact on children's behavior. According to Peduk (2012), children almost always imitate the role of their favorite cartoon characters therefore, violence and aggression viewed is likely to manifest in their behavior when interacting with their peers. The gender of television cartoon characters that children are exposed to is imbalanced with more male characters than female characters. A content analysis on the television cartoon characters gender representation Hentges & Case (2013) revealed an imbalance which could counter gender stereotypical expectations. According to Baker & Raney (2007) cultivation research contends that children especially those that are heavy viewers are likely to adopt the values, beliefs and perspectives of the cartoon characters that they resonate with and as a result increase the likelihood of being influenced by those cartoon characters either positively or negatively.

Cartoon viewership patterns are of concern as they influence children behavior. According to Lamraoui (2016) children should not watch television without supervision as some contain inappropriate content such as verbal abuse, aggression and sexual content which could negatively impact them. Parents therefore ought to actively mediate by asking and clarifying questions that children could have in regards to what they are watching so as to mitigate any issues before they get out of hand. Oyero & Oyesomi (2014) also note that extended exposure to television is likely to influence a child's behavior either negatively or positively depending on the kind of cartoon content that they are exposed to.

2.6 Research Gaps

There generally lacks conclusive research in developing countries including Kenya linking television and alterations in children behavior. Though few research studies conducted in developing countries (Oyero & Oyesomi, 2014; Hassan & Daniyal, 2013) link television viewing and children behavior changes, they cannot be said to be representative; the bulk of research studies done and referred to linking television viewing and subsequent alterations in children behavior have been done in developed countries (Robertson, McAnally, & Hancox, 2013; Anderson, Bryant, Wilder, Santomero, Williams, & Alisha M, 2009).

Further, the research conducted on television viewing and children behavior changes is mainly comprised of short term research rather than long term research studies. According to Robertson, McAnally, & Hancox (2013) few longitudinal studies have examined the relationship between childhood television viewing and subsequent antisocial behavior. Though relation between television violence viewing and aggression in childhood has been clearly demonstrated, Huesmann, Moise-Titus, Podolski, & Eron (2003) note that only few longitudinal studies have examined this relation from childhood to adulthood. (Landhuis, Poulton, Welch, & Hancox, 2007; Christakis, Zimmerman, DiGiuseppe, & McCarty, 2004) also note lack of long term studies associating television viewership in childhood and subsequent attentional problems. Both cross-sectional and longitudinal studies lack in the developing

countries to elaborate media effects in children so this study will be essential in forming a baseline to further studies in future.

It is worthy to note that even while the research studies on television influence on children behavior have been done in the developed countries, the television content the children have been exposed to is specially produced for them and they can relate to it unlike in the developing countries where the children are largely relying on foreign content. Oyero & Oyesomi (2014) for instance, reveal that the television cartoons watched by children in Nigeria are foreign based and have content differing from their culture in terms of morals, values, language/diction and dressing a phenomena they attribute to lack of locally produced cartoons. While it is evident from previous research that television viewing modifies children behavior, the findings cannot be completely said to be representative of children based in developing countries.

Most research studies done focus more on negative influence of television viewership on children behavior rather than on positive influence. Kondo & Steemers (2007) reckon that many discussions of television's impact on children focus majorly on its negative influence with the positive impacts downplayed. According to Wimmer & Dominick (2011), the antisocial effect of viewing television is one of the most heavily researched areas in all mass media studies; the impact of prosocial content in Wimmers and Dominick's view is a newer area that has grown out of the recognition that the same principles underlying the learning of antisocial activities ought to apply to more positive behavior.

2.7 Summary

From the literature reviewed in this section, there emerges a strong link of television viewing and alterations in children social behavior; most studies however, that show this causal link is based in studies conducted in developed countries. This section has in depth analyzed previous studies done and elaborated on parameters that researchers have in the past considered when carrying out similar research. The review done establishes need to have similar studies conducted in developing countries especially at a time they are experiencing an influx of foreign television

content as digital migration takes root. Children are a vulnerable television audience and as such it's imperative to consider measures that could mitigate potential long term effects emanating from media related exposure.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter lays out the research design applied in this research study. It also discusses the site of study, the population of study and outlines the criteria used to draw out the target population. It describes the sampling frame, the sample and sampling technique. Additionally it explains the instruments used in this research, data collection procedure, pilot test, data processing and analysis.

3.2 Research Design

This research applied the cross-sectional research design while utilizing both quantitative and qualitative methods to collect research data. The researcher opted to use this research design as it is associated with high external validity which allows research findings to be generalized to larger populations. Nachmias & Nachmias (2006) indicate that cross sectional studies permit researchers to make statistical references to broader populations and generalize their results to real-life situations as a result increasing external validity of the study; this is due to the fact that cross sectional studies are conducted in their natural settings whilst allowing researchers to employ random probability samples. Additionally, Neville (2007) notes that cross-sectional studies are done when time or resources for more extended research such as longitudinal studies are limited. Also only one group is used, data is collected only once and multiple outcomes can be studied making it a relatively cheap method of research.

Cross-sectional study according to Escobar-Chaves & Anderson (2008) is also referred to as an observational or correlational study and assesses the variables of interest only once, usually at the same time and can test whether there is an association between variables of interest in our case television cartoon viewing and children social behavior further allowing test of some key alternative explanations that could emanate in course of research. Many cross sectional studies done in developed countries over the years have linked television viewing and alterations in

children behavior (Escobar-Chaves & Anderson, 2008; Landhuis, Poulton, Welch, & Hancox, 2007) the researcher therefore applied cross sectional research design to find out if television viewing alters children behavior particularly those based in Kenya.

A major benefit of cross-sectional study in Mann (2003) view is that study subjects are not deliberately exposed to conditions being scrutinized hence there are seldom ethical difficulties. This research study entailed collecting data from children between the ages of 7 and 10 thus applying the cross sectional research design was able to mitigate matters concerning ethical considerations because the children were not being deliberately exposed to conditions being investigated thus minimizing ethical difficulties.

3.3 Site of Study and Population

The site of study was Murang'a County which has seven constituencies namely; Kangema, Mathioya, Kiharu, Kigumo, Maragua, Kandara and Gatanga. Geographically, these constituencies are spread to either Murang'a North or Murang'a South. Murang'a North hosts (Kiharu, Mathioya and Kangema constituencies) while Murang'a South hosts (Maragua, Kandara, Kigumo and Gatanga constituencies). The administrative center is found in Murang'a North which is also more urbanized compared to Murang'a South. According to Uwezo (2012) almost all children from Murang'a County aged 6-16 years were enrolled in school with only 2.6% out of school; Murang'a North had the highest learning levels while Murang'a South had the lowest in the County. Murang'a North also according to data from KNBS/SID (2013) has highest electricity use with Kiharu Constituency taking a lead among other Constituencies at 19% electricity use which is 5% above the county average. The researcher therefore focused on Kiharu Constituency. Kiharu Constituency hosts six wards (Wangu, Mugoiri, Mbiri, Township, Murarandia and Gaturi). Township ward recorded 66% electricity use which is 52% above the County average. High electricity use is linked to high likelihood of owning a television set in the country (KNBS, 2010)

The population of study was male and female children attending primary school in Kiharu Constituency, Murang'a County. Every child in Kenya if of age has a basic right to receive quality education; the researcher therefore conducted the research from the primary schools. The researcher therefore targeted school going children specifically those enrolled in private primary schools in Township Ward, Kiharu Constituency in classes 3-5 and in the age bracket of 7-10 years (middle childhood). According to Vossen, Piotrowski, & Valkenburg (2014) middle childhood involves children between 7 and 11 years old and that at this stage they incorporate media into their daily lives at a very high rate. Huesmann & Taylor (2006) further note that media exposure can affect children more especially those in middle childhood as it is a critical period since the child's social cognition has fully developed and is capable of processing implied media messages which can have lasting effects through adolescence and young adulthood.

The research study focused on privately schooled children. According to Ngware, Oketch, & Ezeh (2008) household characteristics are important determinants of schooling decisions such as type of school (public or private) a child attends. Kyallo, Makokha, & Mwangi (2013) also observe that children from low socio-economic households attend predominantly public schools while a high proportion of those from high socio-economic households attend private schools. Children from high socio-economic households are likely to have access to television. Guided by this information, the target population therefore consisted of 692 children enrolled in 5 private primary schools, spread across Township Ward, Kiharu Constituency. Private schools that are boarding schools starting from class 4 or 5 and those only catering for preschool children were excluded from this study as the children enrolled in these institutions were not adequately representing the targeted age bracket of children between 7 and 10 years old.

Table 3.1: Number of Std. 3-5 Pupils enrolled in Selected Private Schools, Township Ward, Kiharu Constituency in 2018

School Name	No of Children			Total
	Std. 3	Std.4	Std. 5	
1. Benedito Highway Complex	60	62	61	183
2. Green Cottage Academy	33	35	34	102
3. St. James Primary School	54	58	56	168
4. Bishop Kairo Academy	53	60	58	171
5. Murang'a Elite Academy	21	23	24	68
TOTAL	235	225	232	692

3.4 Sampling Frame

Since the target population for the research study was school children, the sampling frame that was utilized were the school registers for enrolled pupils in class 3, 4 and 5 which were obtained from the respective class teachers for the five private primary schools that were sampled.

Television program guides (DSTV/GoTV, Zuku TV, StarTimes and KTN) were used to identify the foreign cartoon programs to be sampled. DSTV/GoTV, Zuku TV and Startimes are the top rating digital decoders in Kenya (Kenyabuzz, 2015) while KTN is rated among the top three free to air televisions in Kenya (Geopoll, 2015) and more so, broadcasts television cartoons on weekdays and Saturday mornings.

Additionally, the researcher also utilized the 2013 Kenya Inequalities Report by Kenya National Bureau of Statistics (KNBS) and Society for International Development (SID) to single out the Wards in Kiharu Constituency for the research; specifically the researcher focused on livelihood parameters of education and electricity connectivity which are outlined at the County, Constituency and Ward Levels.

Table 3.2: Sampling Frames Utilized

Target	Sampling Frame	Parameters considered	Source
School Children	Class Registers	Class 3-5	Respective class teachers
Television cartoon programs	Television program guides	Top rating digital decoders Top rating free to air stations	Geopoll
Area of research study	Kenya Inequalities Report: Murang'a County	Livelihood parameters of education and electricity connectivity	KNBS/SID

3.5 Sample and Sampling Techniques

3.5.1 Sample Size

Various scholars agree that determining an adequate sample size is one of the most controversial aspects of sampling (Kothari & Garg, 2014; Wimmer & Dominick, 2011). This research study therefore applied the approach of specifying the precision of estimation desired and then determined the sample size necessary to insure it. According to Kothari & Garg (2014), in a general way to estimate μ in a population with standard deviation σ with an error no greater than 'e' by calculating a confidence interval with confidence corresponding to Z_a^{2x} the necessary sample size, n, can be calculated using the formula:

$$n = \frac{Z_a^2 / 2 \sigma^2}{e^2}$$

This is similar to (Smith, 2013) simplified formula:

$$\frac{(Z\text{-Score})^2 * \text{StdDev} * (1\text{-StdDev})}{\text{Margin of Error}}$$

Margin of Error

Where;

Z-Score also referred to as confidence was calculated at 95% which is 1.96

Standard deviation= 0.5

Margin of Error also referred to confidence interval is at +/-0.05

$$\frac{(1.96)^2 \times 0.5(1-0.5)}{0.05^2}$$

$$=384.16$$

According to Mugenda & Mugenda (2003) if the target population is less than 10,000, the required sample size will be smaller. In such cases, the final sample estimate (nf) is calculated using the following formula:

$$nf = \frac{n}{1 + (n/N)}$$

Where:

nf= the desired sample size (when the population is less than 10,000)

n= the desired sample size (when the population is more than 10,000)-384

N= the estimate of the population size (692)

The sample size therefore was:

$$nf = \frac{384}{1 + (384/692)}$$

$$nf = 248$$

The minimum quantitative sample for this research study therefore was 248 pupils randomly selected from the five private primary schools. However, to cater for any non-response encountered in course of carrying out the research, the researcher oversampled. According to Singh & Masuku (2014) researchers commonly add 10% to the sample size to compensate for persons that they're unable to contact. The sample size is also often increased by 30% to compensate for non-response. The researcher therefore oversampled to achieve a 70% response rate, therefore;

$$70\% \text{ of } 248 = \frac{248 \times 100}{70}$$

$$70$$

$$nf = 354$$

A total of 354 pupils spread across 5 private primary schools were the quantitative sample for this research study. In addition, 40 informants were purposively selected as the qualitative sample; 30 as participants in five focus group discussions held in each of the five private primary schools and 10 as key informant interviewees comprising of parents/ guardians. According to Guest, Bunce, & Johnson (2006) a sample of 6 interviews may be sufficient to enable development of meaningful themes and useful interpretations therefore the 10 key informants were sufficient for this research study. Prot, et al. (2015) note that most children are not raised exclusively by television without support from parents, guardians, and other care givers; thus to authoritatively determine the influence of foreign television cartoons, the researcher conducted these key in-depth interviews.

Foreign television cartoon programs broadcast in both pay TV and free to air television programs were sampled; the pay TV considered in this study were DSTV, Zuku TV and Startimes while the free to air television channel considered was KTN since it broadcasts foreign television cartoons throughout the week. A total of 5 highly ranked foreign television cartoon programs picked from Nickelodeon, Disney and Cartoon Network channels were sampled (nickandmore, 2017). It's worthy to take note that the cartoons broadcast in KTN are picked from the Nickelodeon, Disney and Cartoon Network channels. Nickelodeon, Disney and Cartoon Network channels were chosen as they have been rated severally as the most popular children television channels (FutonCritic, 2016).

The researcher purposively picked 5 popular cartoon programs to be used for reference purposes during data collection and that aired in both the pay TV and the free to air television channels. The overall criteria used to pick the cartoon programs included; that they had aired for over three years, targeted middle-hood children (7-10 years) and that they were produced in developed countries. Additionally, to single out the key cartoon programs utilized in the research study, the researcher focused on the program aspects such as if comedic/humor elements were used, if they were education/entertainment themed, gender of the lead character and the values they portrayed.

Table 3.3: Overview of Selected Television Cartoon Programs

Name of Cartoon Program	Gender of lead character	Theme of program	Channel	Premier Date
Sponge Bob Square Pants	Male	Entertainment	KTN, Nickelodeon	May 1999 [Approx. 18 years]
Sofia the First	Female	Edutainment	KTN, Disney Junior	November 2012 [Approx. 6 years]
Lion Guard	Male	Edutainment	Disney Junior	January 2016 [Approx. 3 years]
Doc Mc Stuffins	Female	Educational	Disney Junior	March 2012 [Approx. 6 years]
Ultimate Spiderman	Male	Entertainment	KTN, Disney XD	April 2012 [Approx. 5 years]

3.5.2 Sampling Techniques

To sample the site of study, Kiharu Constituency, purposive sampling was applied where private primary schools in Township Ward were considered for the study as the (KNBS/SID, 2013) data reveal that it has highest level of electricity use at 66% compared to other wards. Households connected to electricity have higher likelihood to own television sets (KNBS, 2010). From the private schools identified, the researcher established a representative sample (total no. of pupils/no. of pupils to be sampled*sample size) from each school as indicated below;

Table 3.4: Number of Pupils to be Sampled

Name of School	Total no. of pupils (Std. 3-5)	No. of pupils to be sampled (Std. 3-5)
Benedito Highway Complex	183	94
Green Cottage Academy	102	52
St. James Primary School	168	86
Bishop Kairo Academy	171	87
Murang'a Elite Academy	68	35
Total	692	354

The researcher then applied simple random sampling to select pupils per class in each stream that took part in the research. Lottery method of sampling was used to randomly select pupils who participated in the research. Since the researcher already had the list of pupils provided by the respective class teachers, the researcher first assigned each pupil a number where then the numbers were individually written on small slips of paper as the per the number of pupils in that class which were then put and mixed in a small box and the decided number of slips as per the sampled numbers per school were drawn out (See Table 3. 5)

Table 3.5: Final Sample Sizes drawn out from the random sampling method

Name of School	Std.3	Std.4	Std.5	Total
Benedito Highway Complex	31	32	31	94
Green Cottage Academy	17	18	17	52
St. James Primary School	28	29	29	86
Bishop Kairo Academy	27	30	30	87
Murang'a Elite Academy	10	13	12	35
Total	113	122	119	354

3.6 Data Collection Instruments

The researcher collected quantitative and qualitative data; according to Nachmias & Nachmias (2006), to minimize the degree of specificity of certain methods to particular bodies of knowledge, a researcher can apply triangulation which entails use of two or more methods of data collection to test hypothesis and measure variables. Single data collection poses risk of personal biases, therefore three instruments were designed to assist in collecting data namely; structured questionnaire, interview schedule and focus discussion guide.

3.6.1 Structured Face to Face Questionnaire

A structured face to face questionnaire with closed ended questions (see Appendix 2) was utilized taking into consideration the bulk of the population being studied were children. The researcher therefore made effort to ensure that the questions designed therefore were not lengthy and were straightforward. The researcher opted to utilize a

face to face questionnaire administration method as it would enable the researcher to explain or clarify any complex questions the children encountered (Bird & Dominey-Howes, 2008). According to Kothari & Garg (2014) one benefit of collecting data through questionnaires is that large samples can be made use of and thus the results can be made more dependable and reliable. The questionnaire was essential in provision of quantitative data for this research.

3.6.2 Interview Guide

Semi structured interview guide (see Appendix 3) was used to collect data from parents/guardians who closely interact with children between the ages 7 and 10 to have their point of view on the influence of foreign cartoons on their social behavior. As such, the researcher designed questions as per the variables being studied. The conversations were recorded using a tape recorder.

3.6.3 Focus Groups Discussion Guide

The focus group discussion guide (see Appendix 4) contained sets of questions as per the study objectives that the researcher used to probe and elicit discussions among the children so as to elaborate further, aspects that had not been fully covered by the structured questionnaires. The focus group discussions were also important to establish if the children were familiar with the cartoon programs selected and the lead cartoon characters. The researcher recorded the children conversations during the focus group discussions.

3.7 Data Collection Methods and Procedure

Having established the data collection instruments to be used for the research study, the methods and procedures that the researcher applied to ensure successful collection of data in the field included; survey, key informant interviews and focus groups discussions.

3.7.1 Survey

From the identified sample size of 354 the researcher with help of respective class teachers issued the questionnaires to randomly selected children aged 7-10 years old

and in std.3-5 in the 5 identified private schools that participated in the research after obtaining permission from the relevant authorities (see Appendix 9-14). Since the researcher already had the list of pupils provided by the respective class teachers, the researcher first assigned each pupil a number where then the numbers were individually written on small slips of paper which were then put and mixed in a small box and the decided number of slips as per the sampled numbers per school were drawn out. As the researcher was overseeing the survey process, the following guidelines were taken in account before the questionnaire was administered;

The researcher built rapport with the pupils by introducing herself, explained what the research study was all about and why it was important for the pupils to take part in it. The pupils were also at this point told that answering the questions would take about 20 minutes. Additionally, the researcher made sure to inform the pupils that no harm would come to them as a result of participating in the research while assuring them that it was an exam and therefore there was no right or wrong answer. It was also explained to the pupils that it was not a must for them to take part in the survey and those that took part were informed of their right to anonymity and right to not to answer any question that they were uncomfortable with.

After ensuring that the children were comfortable and that any queries they had were adequately resolved, each child was issued with a questionnaire to fill with the researcher and class teachers on standby to observe order during the process and to clarify any questions they had. The questionnaires were collected immediately on completion; it took the children an average of 20 minutes to complete filling the questionnaire.

3.7.2 Key Informant Interviews

To get in depth information on the influence of foreign television cartoons on children social behavior, the researcher interviewed 10 purposively selected parents/guardians who had children aged 7-10 years old enrolled in the 5 identified private primary schools that were studied. The researcher got referrals to the parents through the help of the class teachers. Two parents were identified from each school

and the researcher then called the parents to explain to them about the research study and ask them if they were interested to participate. Once a parent agreed to be interviewed, the researcher asked where they preferred to be interviewed from then a date and time was proposed.

Before the interview took place, the researcher ensured that rapport was established with the parents by the researcher explaining why she conducting the study and why it was important for the parents to take part in it, the parents were asked which language they were comfortable doing the interview and if it was okay to record the conversation. Where concerns were raised why a recorder was being used, the researcher assured the parents that it was for ease of reference during data analysis and would not be shared with any other party. The researcher then informed the parents that the information they provided would be treated confidentially and that the information they gave would not be used against them or be used to ridicule them in whichever way. It was ensured that that the parents were informed that their names would not be disclosed and they had a right not to answer any question they felt uncomfortable with. A structured interview guide was used to collect information. All the interviews were conducted by the researcher herself.

3.7.3 Focus Group Discussions

Group dynamics help in narrowing down to the most important topics and it is fairly easy to assess the extent to which there is consistent and shared view about a particular issue. According to Wimmer & Dominick (2011) focus group is a research strategy for understanding audience attitudes and behavior where 6-12 people are interviewed simultaneously. Five focus group discussions each comprising of 6 children were held in the five identified private primary schools participating in the research. Children were purposively selected with the criteria that they did not participate in filling in the questionnaire while factoring their age, gender and the class they were in (Std. 3, 4 or 5). The focus discussions were planned in conjunction with the respective school head teachers and it was agreed that they would take place at the respective schools after the last lesson in the afternoon just before the children left for home at about 3.30pm to 4.30pm.

As with the survey, the researcher built rapport with the pupils by introducing herself, explained why and how the focus group would take place. At this point the children were told they would watch selected cartoon trailers for about 20 minutes and a few questions would be asked after from the cartoon trailers they watched. The children were informed that there were no right or wrong answers and it was not a must for them to respond to questions that they felt were uncomfortable to them. The children then were invited to also introduce themselves by telling the other group members their name, class and which cartoon they loved watching. Candies were given after the introductions in preparation to watch the cartoon trailers.

To determine if children were familiar with the cartoon programs, the children in the focus group discussions watched pre-selected popular cartoons running for 20 minutes from which the discussions stirred from to know their favorite cartoon characters and the cartoons the children chose to identify with based on their gender while observing how they interacted with their peers and if they resonated with the content that they were watching.

3.7.4 Ethical Considerations

Permission was sought from the National Commission for Science, Technology and Innovation as required (See Appendix 5 and 6). A letter of introduction was also given from the university. Having met these key requirements, permission was requested from the school authorities in each of the private school identified to take part in the research. According to Noret (2012) it is expected that if conducting research in a school setting, the researcher will need to obtain the consent of the person in charge of that setting. The researcher therefore sought permission with the respective head-teachers (Appendix I) where after consultations with the relevant authorities (school board and Parents Teachers Association representatives) they granted the researcher permission to collect data (See Appendix IX-XIII). As per the request in some schools, the researcher was directed to commit herself in writing that the data collected would be used only for academic purposes. The researcher also ensured that the dates and times allocated by the schools for data collection were adhered to.

Redmond, Clearly, Meaney, Archer, Keenaghan, Hanafin & Felzmann (2012) note that the USA National Commission for the Protection of Human Subjects recommends that children over the age of 7 should be asked for their assent to participate in research, as the children being targeted were in the age bracket of 7 to 10 years, the researcher ensured that before starting the data collection process that she informed the pupils that she was collecting research data on the cartoon programs they watched and enquired of their interest to take part in the same. It was made clear that it was not must for the children to take part in the exercise and they were assured that they would not be victimized if they chose not to participate. All attempts therefore were made to minimize and where possible eliminate negative effects to participants by ensuring confidentiality was upheld. The researcher made sure to explain to the children and their parents/guardians carefully that the information they gave would not be used against them or to ridicule them from the views obtained especially in the interviews and questionnaires.

3.8 Pilot Test

Pilot test could be used in two different ways in social science research. It could refer to trial run or viability study conducted before the major study (Polit, Beck, & Hungler, 2001) or it could be trial of a particular research instrument (Baker T. L., 1999). According to Teijlingen, Rennie, Hundley, & Graham (2001) one major benefit of conducting a pilot test is that it could provide prior caution on where the main research study could fail, where research protocols may not be adhered to or whether the proposed methods or instruments are appropriate or too complex.

To mitigate potential risks, this research study conducted a pilot test to particularly check out the effectiveness of the questionnaire designed for the research. According to Johanson & Brooks (2010) 30 representative participants from the population of interest is a reasonable minimum recommendation for a pilot study. With that information, 30 children aged between 7 and 10 years were purposively selected from Kenya National Service Library located in Murang'a Town and issued with questionnaires to determine if they were appropriate for the target population which helped identify a number of areas specifically the number of cartoon programs and

characters which greatly improved the instrument. The children who participated in the pilot study were not part of the final sample.

3.8.1 Reliability analysis

Since the questionnaire utilized for the research study had Likert scale questions, Cronbach’s analysis test was run via SPSS. According to Gliem & Gliem (2003) it is important to determine the Cronbach’s alpha coefficient when using Likert-type scales failure to which reliability of the instrument items would be unknown and possibly low. The researcher therefore calculated the Cronbach’s test for the Likert scale questions only as Cronbach’s alpha doesn’t provide reliability estimates for single items. (See results as indicated in Table 3.3)

Table 3.5: Cronbach’s Alpha Values

Variable Construct	Number of Items	Cronbach's Alpha
Cartoon Content	11	.660
Cartoon Characters	13	.699
Cartoon Viewership	8	.768

According to George & Mallery (2003) a Cronbach Alpha value above 0.6 is acceptable. The findings in Table 3.3 indicate a good internal consistency of the items in the scale as the Cronbach’s Alpha values were all above 0.6. The questionnaire was therefore deemed consistent and adopted for the survey.

3.9 Data Processing and Analysis

For the quantitative data collected through the questionnaire, a coding scheme was designed to classify responses from data collected through the questionnaire and thereafter the data was keyed in Statistical Package for Social Scientists (SPSS) and analyzed using descriptive statistics (mean, mode, percentages and cross tabulations) as well as with inferential statistics (correlation coefficient, regression analysis and ANOVA). According to Nachmias & Nachmias (2006) descriptive statistics enable researcher to summarize and organize data in an effective and meaningful way and provide tools for describing collections of statistical observations as a result reducing

information to an understandable form. Inferential statistics enabled the researcher to generalize the results from the sample to the population being studied.

Pearson correlation coefficient (r) was used to establish association between the various independent variables (cartoon content, cartoon characters and cartoon viewership) and the dependent variable (social behavior). Chi-Square test of association was used to establish the relationship between the independent variables and the intervening variables (age, gender and grade of child) and finally link them with the dependent variable. To analyze the respective relationships outlined in the conceptual framework, linear regression analysis was performed using the following general models;

$$Y = \beta_0 + \beta_1 X_1 + e \dots \dots \dots \text{Model 1}$$

Where;

Y= Social Behavior

X_i = Independent Variables

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e \dots \dots \dots \text{Model 2}$$

Where;

Y= Social Behavior

X₁ = Cartoon Content

X₂ = Cartoon Characters

X₃ = Cartoon Viewership Patterns

While β_0 is a constant; $\beta_1 - \beta_3$ are slope coefficients representing the influence of the associated independent variables over the dependent one and e - Standard error.

The moderation effects of demographic factors (age, gender and class) was tested using Moderated Multiple Regression analysis where combined relationship between the independent variables X₁*Z, X₂*Z and X₃*Z where ('Z' was the moderator) and dependent variable was tested.

$$Y = \beta_0 + \beta_1 X_1 * Z + \beta_2 X_2 * Z + \beta_3 X_3 * Z + e \dots \dots \dots \text{Model 3}$$

Where;

Y= Social Behavior

X_1 = Independent Variables

Z = Moderating variables (Age, Gender, Class)

β_0 = is the constant (Y-intercept) which is the value of dependent variable when all the independent variables are zero

β_i = are regression constants or the rate of change induced by $X_1 \cdot Z$, $X_2 \cdot Z$ and $X_3 \cdot Z$

e = is the standard error term

So as to test the hypotheses of the regression model and establish whether there was significant relationship between the independent variables and the dependent variable, Analysis of Variance (ANOVA) was used. Further, ANOVA was used to test the relationship between independent variables and to also test the goodness of fit of the regression model, that is, to establish how well the model fits the data.

The qualitative data collected from the in-depth key interviews with the parents and the focus group discussions with the children was transcribed and coded as per the emerging themes in view of the outlined study objectives and research questions. Key themes and texts were then isolated and merged with quantitative data and then presented in narrative form. These were then merged with the quantitative data to further explain phenomenon's emerging from the research study (Kelle, 2008).

3.9.1 Tests of Assumptions

It was imperative to test the assumptions that would be applied in the research analysis so as to determine if the researcher could concretely infer from the research findings. Test assumptions are the requirements that must be fulfilled before conducting data analysis. The tests conducted included; test of sampling adequacy, test of normality, test of linearity and multicollinearity diagnostics.

3.9.1.1 Sampling Adequacy Test

To analyze sample adequacy, the researcher utilized Kaiser-Meyer-Olkin (KMO) and Bartlett's Test of Sphericity which according to Peri (2012) plays an important role for accepting the sample adequacy and is also a measure that is recommended to check case to variable ratio for the analysis being conducted. Basically, the KMO and Bartlett's Test provides a reliable measure to provide checks on how suited

research data is for factor analysis which is used to investigate if variables of interest are linearly related. The researcher therefore applied Bartlett’s Test of Sphericity and the Kaider-Meyer-Olkin Test of Sampling Adequacy which according to Beavers, Lounsbury, Richards, Huck, Skolits, & Esquivel (2013) are commonly used to provide more complex measures for assessing the strength of the relationships and suggesting factorability of the study variables.

Table 3.6: Tests of Sampling Adequacy-KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.721
Bartlett's Test of Sphericity	Approx. Chi-Square	779.214
	df	6
	Sig.	.000

While the KMO ranges from 0 to 1, the world-over accepted index is over 0.6 Peri (2012). The study findings revealed a KMO measure of 0.721. The Bartlett’s P value was 0.000 which is less than 0.05 indicating validity and suitability of the responses collected to the research problem being investigated through the research study.

3.9.2.2 Tests of Normality

Normality tests were done to establish whether sample data had been drawn from a normally distributed population. According to Kristin L. Sainani (2012) it is important for researchers to be aware if their variables follow normal or non-normal distributions as this information influences how their research data are described and analyzed. The Shapiro-Wilk test was therefore utilized to test the normality of data collected as it has been proven to be the most powerful test for all types of distribution and sample sizes (Razali & Wah, 2011)

Table 3.7: Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Cartoon Content	.129	350	.000	.910	350	.000
Cartoon Characters	.068	350	.001	.945	350	.000
Cartoon Viewership	.035	350	.200*	.994	350	.222

a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

The Shapiro-Wilk test rejects the hypothesis of normality when the P-Value is less than or equal to 0.05. As indicated in the Table 4.67 the cartoon viewership independent variable passed the test of normal distribution as its P-Value was 0.222 which is greater than 0.05 while the other two independent variables- cartoon content and cartoon characters deviated from a normal distribution therefore the researcher opted to transform these variables using the Log10 transformation option so as to be able to apply parametric measures specifically Pearson correlation, ANOVA and regression analysis to further analyze the data.

3.9.2.3 Tests of Linearity

The researcher conducted tests of linearity on all the three independent variables prior to performing regression analysis so as to establish if cartoon content, cartoon characters and cartoon viewership patterns were linear or not. If the value significant- Deviation from Linearity is greater than 0.05 then the relationship between the independent and dependent variable is linear. The P values of deviation from linearity for all the independent variables and the dependent variable were greater than 0.05 (Cartoon Content-0.454; Cartoon Characters-0.052; Cartoon Viewership-0.018) thus they were linear. It was appropriate therefore to apply correlation and linear regression analysis.

3.9.2.4 Multicollinearity Diagnostics

Where there are very high inter-correlations among the independent variables then, multicollinearity is said to be present and considered as a type of disturbance in the

data. The researcher therefore ran a collinearity diagnostics to assess if the data presented any cases of multi-collinearity which if present would render the statistical inferences made about the data unreliable. The multi-collinearity would be detected through help of tolerance and its reciprocal-the Variance Inflation Factor.

Table 3.8: Collinearity Statistics

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
Cartoon Content	.481	2.077
Cartoon Characters	.466	2.144
Cartoon Viewership	.944	1.060

a. Dependent Variable: Social Behavior

Tolerance values of less than 0.2 and VIF values of 10 and above indicate multi-collinearity. The research findings revealed tolerance values of; Cartoon Content (0.481), Cartoon Characters (0.466) and Cartoon Viewership (0.944) and VIF values of; Cartoon Content (2.077), Cartoon Characters (2.144) and Cartoon Viewership (1.060) thus the statistical inferences made from the data findings could be deemed as highly reliable.

3.10 Measurement of Variables

The dependent variable of the research study was children social behavior and was assessed by three independent variables (cartoon content, cartoon character and carton viewership patterns) and a moderating variable (demographic factors of the children specifically their age, gender and the class they were in). The measurement of the independent and moderating variable(s) against the dependent variable is illustrated below on Table 3.6

Table 3.9: Measurement of Variables

Variable	Variable Type	Measurement Parameters	Measurement type
Cartoon Content	Independent	-Education themed	-Pearson Correlation
		-Entertainment themed	-Linear Regression
		-Vocabulary used	-ANOVA
		-Violent and aggressive	
		-Comedic elements	
Cartoon Characters	Independent	-Heroic characters	-Pearson Correlation
		-Stereotyped characters	-Linear Regression
		-Branded characters	-ANOVA
Cartoon viewership patterns	Independent	-Heavy viewership	-Pearson Correlation
		-Moderate viewership	-Linear Regression
		-Light viewership	-ANOVA
		-Mediated viewership	
Demographic factors	Moderating	-Age	-Chi-Square
		-Gender	-Phi & Cramers V
		-Class	
Children Social Behavior	Dependent	-Indifferent behavior	
		-Positive behavior	
		-Negative behavior	

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents findings of data collected to establish the influence of foreign television cartoon programs on children social behavior in Kenya. Critical examination of the findings in view of the guiding research objectives is done in order to comprehensively answer the research questions. Both descriptive and inferential statistics are used to analyze the data. The descriptive statistics utilized are mean, mode, median, percentages and cross tabulation and the data is presented using tables, charts and graphs. The inferential statistics used are the Pearson Correlation, Analysis of Variance (ANOVA), Linear Regression analysis, the Chi-Square test and the Phi and Cramers V test. Quantitative data obtained from the questionnaires is merged with qualitative data acquired from interviews and focus group discussions to augment the findings.

4.2 Response Rate

A total of 354 pupils (class 3, 4 and 5) spread across 5 private primary schools in Kiharu constituency, Murang'a County was the quantitative sample for this research study. As such, 354 questionnaires were issued, out of these, 343 were sufficiently completed as summarized in Table 4.1. This represented a 96.89% response rate; this high response rate was realized as a result of the researcher issuing and collecting the questionnaires herself.

Table 4.1 Distribution of Survey Respondents

Primary School	Targeted Respondents	Actual Respondents	Percentage%
Green Cottage	52	50	14.6
Benedito Highway	94	93	27.1
St. James Academy	86	84	24.5
Bishop Kairo Academy	87	85	24.8
Elite Academy	35	31	9.0
Total	354	343	100.0

Qualitative data was collected from 40 participants; 30 were pupils who participated in 5 focus group discussions while 10 were key informants specifically parents/guardians who were interviewed by the researcher.

Table 4.2 Distribution of Study Informants

	Targeted Respondents	Actual Respondents
FGDs Informants	30	30
Interview Key Informants	10	10
Total	40	40

The 10 parents/guardians interviewed comprised of 7 women and 3 men (Table 4.2). All the 5 FGDs comprised of six children (3 boys and 3 girls) picked from class 2, 3 and 4 in the five private primary schools that participated in the research.

4.3 Demographic Information of Respondents

Presentation of findings for this study started by an examination of the demographic information obtained from the 343 respondents specifically their age, gender, class and television ownership.

4.3.1 Age of Respondents

The table below gives an overview of the age bracket of the respondents who took part in the research study.

Table 4.3 Age of Respondents

Age of Pupils	Frequency (n)	Percentage %
7	15	4.4
8	73	21.3
9	127	37.0
10	128	37.3
Total	343	100.0

The target population was children in the middle hood stage (7-10 years). Research shows that children at this stage incorporate media into their daily lives at a very high rate to (Vossen, Piotrowski, & Valkenburg, 2014) thus the keen interest by the researcher to narrow down to school children in that bracket. As illustrated in Table 4.3, a majority of the respondents at 74.3% were 9 and 10 years while 25.7% were 7 and 8 years old; as such the mean age of those that partook in the research study was 9 years.

4.3.2 Class of Respondents

The research targeted children aged between 7 and 10 years old. Children in class 3, 4 and 5 were therefore targeted by the researcher. The result findings below give an overview of the distribution of the children who participated in the research.

Table 4.4 Class of Respondents

Class	Frequency(n)	Percentage (%)
3	85	24.8
4	143	41.7
5	115	33.5
Total	343	100.0

A majority of the respondents at 75.7% were enrolled in class 4 and 5 while only 24.8% were enrolled in class 3 (Table 4.4). This variance as explained by head teachers was due reduced enrolment caused by laptop project rolled out by the government in the public primary schools in course of the year 2017 which saw parents prefer to enroll their children in the public schools than in the private ones.

4.3.3 Gender of the Respondents

Both boys and girls were involved in the research. The table below gives an overview of the gender representations of the respondents who took part in the research study.

Table 4.5 Gender of Respondents

Gender	Frequency(n)	Percent (%)
Girl	155	45.2
Boy	188	54.8
Total	343	100.0

A majority of the respondents were boys with a representation of 54.8% while 45.2% were girls (Table 4.5), which was a fair representation of the both genders. Though the aim of the study was to have an equal representation of boys and girls it was challenging as in two schools (Elite Academy and St. James Primary Schools) a majority of the pupils were boys. In Elite Academy for instance in class 4, there was only one girl in a class of 25 pupils.

4.4 General Information of Respondents about Television Cartoons

Besides establishing if television cartoons influenced children's behavior, the research also sought to establish if the children taking part in the research study loved watching cartoon programs and the television channels that they watched the cartoon programs from.

Table 4.6: Love Watching Television Cartoons

Love Cartoons	Frequency(n)	Percentage (%)
Yes Very Much	337	98.3
Yes I Guess	6	1.7
Total	343	100.0

All the children that participated in the research study confirmed that they watched television cartoons. An overwhelming majority of the children at 98.3% admitted that they loved watching television cartoons very much (Table 4.6); popularity of television cartoon programs among children as revealed in the research study means that they are constantly interacting with them thus its worthy to consider the influence of cartoon programs content on their social behavior.

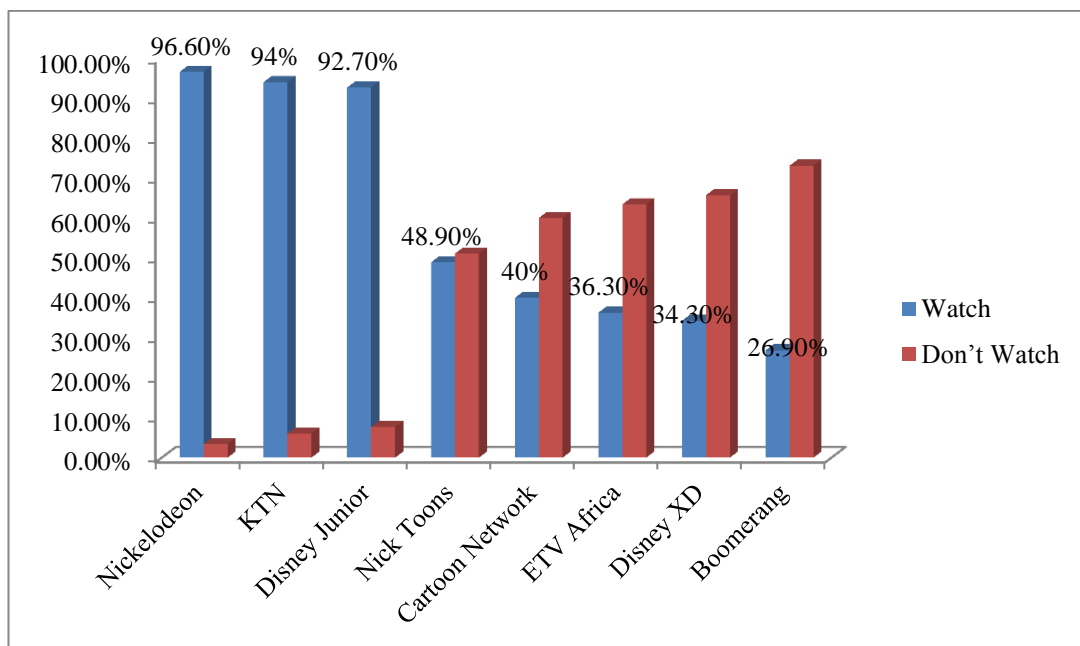


Figure 4.1: Television Channels Children Watch Cartoons From

From the research findings, a majority of the children revealed that they watched cartoons predominantly from Nickelodeon (96.6%), KTN (94%) and Disney Junior (92.7%) ranked in that order (Figure 4.1). The high ranking of Nickelodeon could be attributed to the fact that it airs Sponge Bob Square Pants cartoon which was also ranked as the best cartoon program by the respondents (Table 4.7); Nickelodeon was also ranked the top most television channel for kids networks in the year 2017 while Disney Channel came in second the same year (Nickandmore!, 2017; FutonCritic, 2017). KTN, a local television channel came in close to Nickelodeon and could be attributed the fact that it is a free to air channel which can be accessed easily coupled with the fact that it airs cartoons from the Nickelodeon, Cartoon Network and Disney channels. Kidenda (2010) conducting similar study also found out that KTN was a favorite among Kenyan children for watching animated cartoon programs. Boomerang, Disney XD, Cartoon Network and Nick Toons were not as popular among the children with 73.1%, 65.7%, 60% and 51.1% respectively of the respondents indicating that they did not watch those channels. This could be explained by the fact that they are aired in superior pay TV packages thus are not as easily accessible. The parents' interviews also confirmed Nickelodeon and KTN television channels as the most favorite among the children.

4.5 Analyses of Study Variables

Descriptive and inferential statistics were used to present and analyze quantitative data derived from the questionnaire study variables under the study objectives. Emerging narratives from interviews and focus group discussions were merged in the discussion of results to elaborate the findings.

4.5.1 Foreign television cartoon programs content

The first objective sought to investigate the influence of foreign television cartoon programs content on children social behavior in Kenya. It was imperative to determine if the children interacted with cartoon content that was educative or entertaining, comedic themed or violent and aggressive and how such content influenced their social behavior. To understand the kind of cartoon content that

Kenyan children are exposed to, six highly ranked foreign television cartoons were picked to assess their popularity amongst Kenyan children (Loud House, Sponge Bob Square Pants, Sofia the First, Lion Guard, Doc Mc Stuffins and Spiderman). The cartoons were predominantly picked from Nickelodeon, Disney Junior and Kenya Network Television (KTN) channels. Loud House aired in Nickelodeon and had been banned by the Kenya Film and Classification Board during the process of undertaking the research study and was therefore included to see how popular it was before it ceased airing in the Kenyan market. Sponge Bob Square Pants has aired in Nickelodeon in the last two decades and still is highly ranked (Tedesco, 2018). Lion Guard, Sofia the First and Doc Mc Stuffins were rated as the top three best Disney Junior cartoons (Courbois, 2019). Spiderman cartoon was aired in KTN as well as Sofia the First and Sponge Bob Square Pants cartoon (See Appendix 13)

4.5.1.1 Entertainment and Education Themed Cartoon Content

Alteration of a child's behavior positively or negatively has been credited to whether they watch entertainment or education themed cartoon programs. Various scholars (Ivrendi & Özdemir,2010; Schmidt & Vandewater 2008) postulate that children television programs' content matters and that quality educational programs' positively influence children's learning while entertainment content negatively influences their learning. Care was therefore exercised when selecting the cartoons so that from the six preselected cartoon programs there were entertainment themed cartoons (Sponge Bob Square Pants, Ultimate Spiderman), education themed cartoon (Doc Mc Stuffins) and edutainment themed cartoons (Lion Guard, Sofia the First). This selection would enable determination of the preference of children and how it ultimately influenced their behavior.

Table 4.7: Popularity of Selected Cartoon Programs

	Loud House	Sponge Bob Square Pants	Sofia the First	Lion Guard	Doc Mc Stuffins	Spider man
Like Very Much	60.9%	86.6%	76.1%	83.1%	53.1%	73.2%
Like Somehow	5.0%	5.0%	4.7%	3.2%	5.5%	4.1%
Not Sure	17.5%	2.0%	3.5%	6.7%	14.0%	3.2%
Don't Like	11.7%	4.7%	8.7%	5.0%	15.7%	8.2%
Don't Like at All	5.0%	1.7%	7.0%	2.0%	11.7%	11.4%

As indicated in Table 4.7, Sponge Bob Square Pants cartoon was the most popular cartoon amongst the respondents with 86.6% of the children indicating that they liked it very much which was closely followed by Lion Guard, Sofia the First and Spiderman with 83.1%, 76.1% and 73.2% respectively of respondents claiming they liked them very much. Even after 18years of broadcast, Sponge Bob Square Pants cartoon still tops the charts in the world today as the most popular cartoon (Elena, 2018) which is in tandem with the study finding that it is the most favorite among the respondents. Loud House and Doc Mc Stuffins cartoons did not rank as highly with 60.9% and 53.1% of the respondents indicating that they liked them very much; interestingly, the two cartoons ranked highest with most of the respondents indicating that ‘they were not sure’ if they liked the two cartoons at 17.5% and 14% respectively. The study findings indicate that children preferred entertainment themed cartoons compared to education themed cartoons as Sponge Bob Square Pants was the most favorite among the respondents while Doc Mc Stuffins was the least favorite.

4.5.1.2 Violent and Aggressive Content

Studies done indicate that children television cartoons contain violent elements; Strasburger, Wilson, & Jordan (2009) note that children’s programming is more violent than all other program types. Similarly, a television cartoon content analysis conducted by the U.S based Parents Television Council (2006) revealed that there are

at least 7 violent incidents per hour in children programming. It was crucial therefore to determine if the respondents interacted with violent and aggressive content as they viewed cartoon programs.

Table 4.10: Love violent elements

	Frequency	Percent
True	244	71.1
Not Sure	34	9.9
False	65	19.0
Total	343	100.0

To find out if children watched violent and aggressive content, question was formulated to establish if they loved scenes where the hero fought off the villains. 244 of all the respondents at 71.1% indicated that they liked it when their favorite cartoon characters fought off the bad guys while only 19% didn't like seeing such violent elements and 9.9% were not sure if they liked it or not (Table 4.10). Further, it was important to know how gender generally affects the preference of watching violent elements. This is illustrated in table 4.11 which reveals that a majority of the boys at 79.8% were more inclined to watch their favorite toon characters fight off the bad guys compared to only 60.6% of the girls. This is in tandem with Ergün (2012) observation that male children prefer violent-oriented cartoons especially where the characters exhibit super powers.

Table 4.11: Gender comparison of love of violent elements

		True	%	Not Sure	%	False	%	Total
Gender	Girl	94	60.6%	17	11.0%	44	28.4%	155
	Boy	150	79.8%	17	9.0%	21	11.2%	188
Total		244		34		65		343

Some parents interviewed did confirm that their boys did love watching cartoons where the lead characters beat off the villains as elucidated by the excerpts below;

Parent 1: *"....It is true that some cartoons my son watches contain violence and aggression. Among his favorite programs is Spiderman where there are a*

lot of fights. He will even act like Spiderman when playing with his friends...

Parent 2: *"...My son loves watching cartoons which have violence and scariness. They will sometimes fight over the remote with the sister as they conflict on which channel to watch as they have different preferences when it comes to watching the cartoons..."*

4.5.1.3 Comedic/Humor Laced Content

The study also sought to establish if comedic elements were ingrained in the television cartoon programs that children watched. According to Kirsh (2006) comedic elements in children television cartoons disguise animated violence which minimizes negative effects of violent imagery on aggressive behavior.

Table 4.9: Love cartoons with comedic elements

	Frequency	Percent
True	316	92.1
Not Sure	11	3.2
False	16	4.7
Total	343	100.0

To find out if cartoons with comedic themes were popular among the children, the researcher posed the question if the children preferred cartoons that made them laugh than sad. A majority of the respondents at 92.1% indicated that they loved watching cartoons that made them laugh other than those that made them sad (Table 4.9) meaning that the children loved immensely comedy themed cartoons. According to Vossen, Piotrowski, & Valkenburg, (2014) children in middle-hood stage have higher preference to entertainment themed cartoon programs as opposed to educational themed ones and enjoy characters they can psychologically relate with such as those with an attractive sense of humor. This could clarify why most children (both male and female) indicated that they liked Sponge Bob Square Pants cartoon very much as it engrains comedic elements in it. Interviews from the parents also revealed that children preferred to watch comedic laced cartoon programs to those with non-comedic elements.

4.5.1.4 Language Used

The language used in the children television cartoon programs was of interest as research studies done indicate that children pick up words they hear on the television cartoon programs and integrate them in their vocabulary. Research studies done over the years on language acquisition have demonstrated that children aged 2 and above years can readily learn vocabulary from television programs (Kirkorian, Wartella, & Anderson, 2008; Kondo & Steemers, 2007). The researcher was particularly keen on finding out if the children admired the language used in the television cartoons which would help establish the probability of them picking it up and incorporating it in their interactions.

Table 4.12: Think language used by cartoon characters is cool

	Frequency	Percent
True	290	84.5
Not Sure	32	9.3
False	21	6.2
Total	343	100.0

A majority of the children at 84.5% thought that the language used by cartoon characters is cool (Table 4.12). It is highly likely that if the children admired the language their favorite characters used then they would incorporate it in their vocabulary; this is true as 76.1% of children revealed that they tried to speak like their favorite cartoon characters (Figure 4.2, Pg.68). This is as posited by Al-Harbi (2015) that language exposure of children via television can lead to acquisition of passive vocabularies which can be activated through social interaction with other children.

Interviews from some of the parents did confirm that exposure of children to cartoon programs did augment their English language as in the excerpts below;

Parent 1: “...I would say that the cartoons my son watches are helping him improve his language. He is able to learn new vocabulary by watching them. They help him better his English language...”

Parent 2: *“...Though my son majorly watches entertainment themed cartoons, his grammar has improved greatly which is as a result of watching cartoons. They are good as they are helping him improve his English...”*

Parent 3: *“...My girl though in class 3 can fluently speak English which has been enabled by watching cartoons. I would say these cartoons are helping my child and recommend to any parent wanting their children to speak proper English to let them watch cartoons...”*

Content analysis undertaken by American Parents Television Council (2006) on children television programs revealed that offensive, abusive and trashy language was highly incorporated in them. Further, the Council reports that time spent in children playgrounds in America indicate words such ‘dork’ ‘stupid’ ‘loser’ among others are common insults children hurl at each other. The researcher therefore, during focus group discussions asked children popular invectives their friends used when playing or interacting with their friends; some of the responses to the question are as outlined below;

Child 1: *“My friend likes using the word ‘booty’ just like King Julian of the Penguins of Madagascar cartoon. He also likes shaking his booty just like King Julian”*

Child 2: *“Dammit’ is not a bad word. When something doesn’t turn out as I want it to be then I say ‘dammit’ I can’t remember where I learnt it from.” I have heard Donatello of Teenage Mutant Ninja Turtles using the term ‘dumb’ no, I don’t use it.*

Child 3: *“When I do something that my friend doesn’t agree with, he calls me ‘dumb’. I have heard the term again in cartoons I watch; I heard it specifically from ‘Pig. Goat, Banana and Cricket’ cartoon. Banana also uses the word ‘loser’ which I hear a lot from other kids”*

Child 4: *“I have heard some children call each other ‘stupid’ when they disagree. I have heard it in the cartoon ‘Bunsen is a Beast’ where Amanda also uses the word ‘dork’.”*

Child 5: *“In the cartoon Sanjay and Craig, they keep on using the word ‘fart’ and ‘loser’. I also hear my friends use those words regularly. I don’t think those are inappropriate words to use.”*

Child 6: *“My brother likes using the word ‘darn it’. I think he picked it from Sponge Bob Square Pants cartoon. I’ve also heard SpongeBob use the word ‘stupid’ yes I hear all the time from my friends when we are playing.”*

4.4.1.2 Foreign Television Cartoon Content and Children Social Behavior

Having established the kind of content that children watched and their specific preferences, it was imperative to link how that content influenced children’s social behavior either positively or negatively.

Table 4.13: Learn Fight Moves from Violent and Aggressive Cartoons

	Frequency	Valid Percent
Strongly Agree	241	73.2
Agree	14	4.1
Not Sure	11	3.2
Disagree	28	8.2
Strongly Disagree	39	11.4
Total	343	100.0

A majority of the children at 73.2% strongly agreed that when they watched violent and aggressive cartoons such as Spiderman, they learnt fight moves that they could use when interacting with their friends (Table 4.13). According to Kirsh, (2006), field experiments conducted over the years have consistently shown that physical and verbal aggressive behavior towards peers as well as object-oriented aggressive behavior tends to increase after watching violent and aggressive cartoons. It is true that violent and aggressive content therefore influences children’s behavior.

Table 4.14 Learn Abusive Words from Comedic Cartoons

	Frequency	Valid Percent
Strongly Agree	296	86.3
Agree	17	5.0
Not Sure	8	2.3
Disagree	16	4.7
Strongly Disagree	6	1.7
Total	343	100.0

A majority of the children at 86.3% revealed that they heard abusive words such as stupid or loser by watching comedic cartoons such as Sponge Bob Square Pants, and as such, learnt words they could use when interacting with their friends (Table 4.14). Comedic cartoon programs from this research highly resonated with children thus it is important to consider their effects on children behavior especially when laced with inappropriate content such as violence or abuse. According to Huesmann & Taylor (2006) it is not necessarily the violent and aggressive content that has most powerful effects; it could be completely sanitized abusive content portrayed in a humorous way especially that seems justified.

Table 4.15: Learn Vocabulary from Television Cartoons

	Frequency	Valid Percent
Strongly Agree	261	76.1
Agree	16	4.7
Not Sure	12	3.5
Disagree	30	8.7
Strongly Disagree	24	7.0
Total	343	100.0

From the research findings, it emerged that a majority of the children at 76.1% learnt new vocabulary by watching television cartoons such as Loud House or Sofia the First that they could use when interacting with their friends (Table 4.15). This is in tandem with previously done research on language acquisition which demonstrate that children aged 2 and above years can learn new vocabulary from television programs (Kirkorian, Wartella, & Anderson, 2008; Kondo & Steemers, 2007).

Table 4.16: Learn from Entertainment Cartoons

	Frequency	Valid Percent
Strongly Agree	285	83.1
Agree	11	3.2
Not Sure	23	6.7
Disagree	17	5.0
Strongly Disagree	7	2.0
Total	343	100.0

From the findings, majority of the children at 83.1% admitted that they liked watching entertainment themed cartoons such as Lion Guard because they learnt how to be friendly and cooperative when with their friends (Table 4.16). According to Vossen, Piotrowski, & Valkenburg (2014) children in middle-hood stage have higher preference to entertainment themed cartoon programs as opposed to educational themed ones and enjoy characters they can psychologically relate with such as those with an attractive sense of humor, thus it is expected that children were readily eager to learn from entertainment themed cartoon content.

Table 4.17: Learn from Educational Cartoons

	Frequency	Valid Percent
Strongly Agree	181	52.8
Agree	20	5.8
Not Sure	48	14.0
Disagree	54	15.7
Strongly Disagree	40	11.7
Total	343	100.0

Compared with entertainment themed cartoons, educational cartoons emerged less popular content utilized by children as only 52.8% admitted to learn social behavior such as caring and sympathetic when interacting with their friends by watching educational cartoons such as Doc Mc Stuffins (Table 4.17). Educational programs usually portray more pro-social content while entertainment programs portray high levels of anti-social content; according to Rideout & Hamel (2006) children who

spend time viewing educational programs are more likely than children who mostly view entertainment programs to imitate positive behaviors.

4.4.1.3 Correlation analysis for Cartoon Content and Children Social Behavior

A correlation analysis was conducted to find out how cartoon content interrelated with children’s social behavior. As indicated in Table 4.18, the Pearson correlation coefficient was ($r=0.853$, $p=0.000$) which indicates that cartoon content has a statistically significant strong positive correlation with children’s social behavior since $p<0.05$. These findings denote a positive linear relationship between cartoon content and children’s social behavior. According to Ergün (2012) the most effective influence in the lives of children, after their family is television, so further long term experimental research on media content exposure and alterations in children behavior needs to be conducted to find out the extent of television influence in children lives.

Table 4.18: Correlation analysis for Cartoon Content and Children Social Behavior

		Cartoon Content	Social Behavior
Cartoon Content	Pearson Correlation	1	.853**
	Sig. (2-tailed)		.000
	N	343	343
Social Behavior	Pearson Correlation	.853**	1
	Sig. (2-tailed)	.000	
	N	343	343

** . Correlation is significant at the 0.01 level (2-tailed).

4.4.1.4 Regression analysis for construct Cartoon Content

The overall model for construct cartoon content was tested as indicated in Table 4.19, linear regression analysis was used to test if cartoon content significantly predicted children’s social behavior.

Table 4.19: Regression Analysis Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.853 ^a	.728	.728	.37905

a. Predictors: (Constant), Cartoon Content

The results of regression analysis in Table 4.19 indicate that there is a relationship between cartoon content and children social behavior in which the adjusted R^2 is 0.728 implying that 72.8% of the variation of children’s social behavior can be explained by cartoon content. The remaining 27.2% variation in children’s social behavior can be explained by other variables which are not in this model.

Table 4.20: Regression Analysis Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.113	.060		18.602	.000
	Cartoon Content	.497	.016	.853	30.241	.000

a. Dependent Variable: Behavior

As indicated in Table 4.20, the test of beta coefficient reveals that cartoon content significantly predicted children’s social behavior ($\beta_1=0.497$, $P=0.000$) thus the model is statistically significant. The model was defined as $Y=1.113+0.497X_1$, indicating that an increased exposure to cartoon content leads to 0.497 increase in social behavior change. This implies that cartoon content does indeed influence children’s social behavior.

4.4.1.5 ANOVA for construct Cartoon Content

The results of Analysis of variance (ANOVA) for regression coefficients were analyzed to establish whether the model was significant and consequently to establish if cartoon content had any influence on children’s social behavior.

Table 4.21: ANOVA for construct Cartoon Content

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	131.398	1	131.398	914.539	.000 ^a
	Residual	48.994	341	.144		
	Total	180.392	342			

a. Predictors: (Constant), Cartoon Content

b. Dependent Variable: Social Behavior

The results of Analysis of variance (ANOVA) for regression coefficients as shown in Table 4.21 were; $F(1,342)=914.539$, $P=0.000$ indicating that the model is significant since $P<0.05$. The F-Statistics value, 914.539, is greater than the critical value of 6.70 at 1% significance level while the P value is 0.000 which is less than 0.05 meaning that the relationship between cartoon content and children social behavior is significant, thus the null hypothesis that foreign television cartoon content has no influence on children social behavior was rejected. It is true therefore to conclude that television cartoon content has influence on children's social behavior.

4.5.2 Foreign Television Cartoon Characters

The second objective was to determine the influence of cartoon characters on children's social behavior in Kenya. Of importance was how stereotyped cartoon characters, branded cartoon characters and heroic cartoon characters influenced children behavior. To achieve this objective, a number of questions were asked to find out the extent to which Kenyan children identify with selected high ranking cartoon characters derived from the cartoon programs sampled in this study.

Table 4.22: Overview of favorite cartoon characters among children

Cartoon Character	Like Very Much	Like Somehow	Not Sure	Don't Like	Don't like at all
Lincoln Loud House	60.3%	5%	15.2%	9.9%	9.6%
Sponge Bob Square Pants	88.6%	5.2%	0.6%	3.5%	2.0%
Sofia the First	73.7%	4.7%	4.4%	7.9%	9.6%
Kion (Lion Guard)	81.9%	4.4%	4.7%	4.4%	4.7%
Doc Mc Stuffins	49.6%	9.3%	12.2%	15.2%	13.7%
Spiderman	72.8%	3.5%	2.9%	7.6%	13.5%

From the six selected cartoon programs, the researcher picked out the lead cartoon characters to find out their popularity from the respondents. Children are likely to identify with outstanding cartoon characters which could subsequently lead to imitation of the characters' behaviors thus it was imperative to find out the popular cartoon characters among the respondents. From the findings, as indicated in Table 4.22, the most favorite cartoon characters among the respondents were Sponge Bob Square Pants, Kion-Lion Guard, Sofia the First and Spiderman with 88.6%, 81.9%, 73.7% and 72.8% respectively, indicating that they liked very much the cartoon characters. The least favorite cartoon characters among the respondents were Lincoln Loud House and Doc Mc Stuffins with 60.3% and 49.6% of the respondents indicating that they liked the toon characters very much.

4.5.2.1 Stereotyped Characters

Stereotyped characters are a distinctive feature of foreign television cartoons. Gender role stereotyping according to Baker & Raney (2007) is necessary so as to introduce the cartoon characters and their roles so as to enhance understanding of the storyline. Of concern however is how generalized misconstrued stereotyped characters can negatively influence children. It was crucial to find out how children identified with cartoon characters based on their gender and skin color to establish if this had potential to influence their behavior ultimately.

Table 4.23: Cartoons that girls should watch

	Should Watch		Shouldn't Watch	
	Frequency	Percent	Frequency	Percent
Spiderman	2	0.6%	341	99.4%
Doc Mc Stuffins	279	81.3%	64	18.7%
Sponge Bob Square Pants	78	22.7%	265	77.3%
Sofia the First	329	95.9%	14	4.1%

The possibility of contribution of gender stereotypes in formation of gender related perceptions among children who participated in the research manifested. The researcher selected four cartoon programs where 2 had male lead characters and the other 2 had female lead characters; the respondents were to select any two that were preferably suitable for girls (Table 4.23) and any two that were preferably suitable for boys (Table 4.24). The respondents at 81.3% and 95.9% respectively indicated that the cartoons girls should watch are Doc Mc Stuffins and Sofia the First which have female lead cartoon characters. Similarly, 99.1% and 98.5% respectively of the respondents indicated that the cartoons boys should watch are Spiderman and SpongeBob Square Pants which have male lead cartoon characters.

Table 4.24: Cartoons that boys should watch

	Should Watch		Shouldn't Watch	
	Frequency	Percent	Frequency	Percent
Spiderman	340	99.1%	3	0.9%
Doc Mc Stuffins	3	0.9%	340	99.1%
Sponge Bob Square Pants	338	98.5%	5	1.5%
Sofia the First	5	1.5%	338	98.5%

According to Signorelli (2001) gender role stereotypes are integral for social learning process due to the guileless manner they repetitively depict behavior and thus when they are regularly viewed over an extended period of time, children become more susceptible to perceive those stereotypes as reality and are thus more likely to demonstrate behaviors consistent with those perceptions. As in the findings that gender of lead cartoon character influence the choice of cartoon programs among children, previous research has also linked gender role stereotyping on television as influencing preference for things such as toys, games and books among children.

Table 4.25: Preference of black cartoon characters to white cartoon characters

	Frequency	Percent
True	26	7.6%
Not Sure	54	15.7%
False	263	76.7%
Total	343	100.0

To examine further how cartoon characters influenced children’s social behavior, the researcher sought to find out if the skin color of toon characters to any extent mattered to the children while watching the television cartoons (Table 4.25). Only 7.6% of the children indicated to preferring black cartoon characters compared to 76.7% who preferred white cartoon characters while 15.7% were not sure if they preferred black or white colored cartoon characters. According to Baker & Raney (2007), compared to white toon characters in children’s programming, racial minority characters appear minimally. Additionally, Gotz & Lemish (2012) note that the white toons are more often than not depicted more positively than the later; this subtly implies to children that whites are more superior than minorities which could explain why a majority of the children preferred white cartoon characters as they have been conditioned to see ‘white’ as the norm through the foreign television cartoon programs. This could further explain why the Doc Mc Stuffins was the least popular among the cartoon programs selected for this study as the lead character is dark skinned.

4.5.2.2 Branded Characters

Branded cartoon characters are increasingly being used to market various things to Kenyan children including clothes, range of accessories, fast food and soft drinks. Brookside Dairy Limited, a Kenyan firm and Walt Disney Company have recently entered into a strategic partnership to provide new range of dairy fresh milk products featuring Disney, Disney-Pixar and Marvel cartoon themed characters such as Sofia the First, Spiderman among others branded on packs (BusinessToday, 2017). The research therefore sought to establish what the children adored about their favorited

cartoon characters and what they imitated and incorporated in their interactions with other children ultimately influencing their behavior.

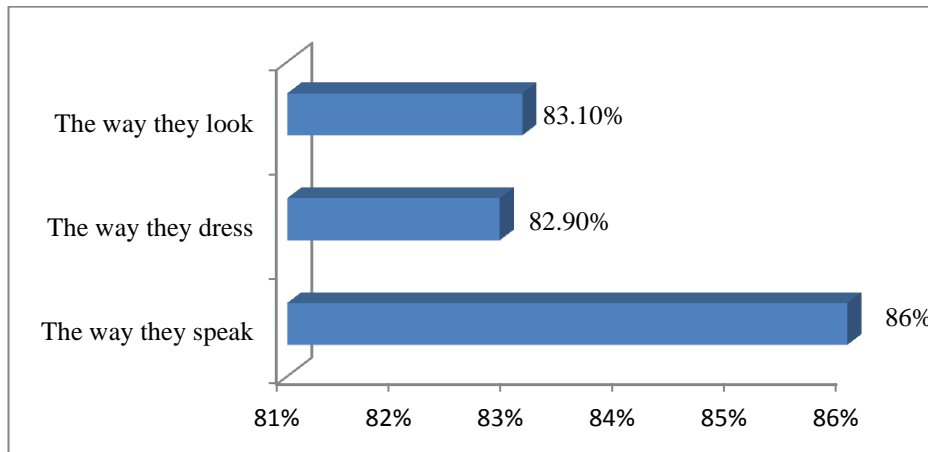


Figure 4.2: What children like about their favorite cartoon characters

It was imperative to find out what the children liked about the cartoon characters they identified with. As illustrated in Figure 4.1, a majority of the children at 86%, 82.90% and 83.10% respectively, indicated that they loved the way their favorite characters spoke, dressed and how they looked. When asked to expound about what they liked about their favorite cartoon characters in the focus group discussions, some of the children gave the following responses;

Child 2 (Girl): *“I like Sofia the First better than Doc Mc Stuffins because she is so beautiful and wears princess like dresses. I’d rather be a princess than a doctor.”*

Child 3(Boy): *“I like Sponge Bob very much because he makes me laugh. He is always happy and does funny stuff.”*

The findings are further supported by the parents’ interviews which indeed confirmed that children did imitate their favorite cartoon characters and even requested their parents to purchase them the toon characters themed snacks, clothes, toys and other accessories. The parents also confirmed that the children preferred snacks that were cartoon branded. The excerpts below reveal some of the parent’s views;

Parent 1: *“I have seen my son imitate his favorite cartoon characters countless times.... I prefer not to go for shopping with him as he always requests to be bought various cartoon themed accessories such as clothes, stationery, beddings and snacks especially sweets/chewing gum that has his favorite cartoon characters stickers which he has plastered all over his bedroom. I have even bought him a Spiderman themed school bag.”*

Parent 2: *“Yes, I have. My child tries to imitate how the cartoon characters talk and act, he even dresses up like his favorite cartoon characters. He even nicknames himself after the toon characters. He has crammed the cartoon theme songs and various repeated episodes and can recite them effortlessly. I had to buy him a bedcover with a Spiderman picture!”*

Parent 3: *“Yes. I have seen my daughter try to act like Sofia the First, she tries to speak and even tries to dress up like her. She requests to be bought cartoon themed accessories such as clothes, stationery, snacks and school bag. I actually buy her stationery and snacks that have cartoon pictures. She prefers to take Sofia the First cartoon branded Brookside yoghurt.”*

Parent 4: *“Yes, very much! My daughter tries to sing and dress like her favorite cartoon characters. She requests to be bought things such as clothes, stationery and snacks especially that have her favorite cartoon characters images. I have even bought her a Sofia the First cartoon branded school bag.”*

Parent 5: *“Oh yes definitely! My son tries to dance and speak like his favorite cartoon characters. He has from time to time requested to be bought items with cartoon image such as clothes, stationery and school bags. I recently bought him a sponge bob branded short.”*

4.5.2.3 Heroic Characters

Children are likely to identify with heroic cartoon characters which could subsequently lead to imitation of the characters' behaviors. According to Lamraoui (2016), cartoon heroes have great influence on children who almost always try to play the role of those heroes in the actual world. Animated cartoon characters according to Klein & Shiffman (2006) help in forming children's initial notions of what it means to be pretty, handsome, ordinary-looking or unattractive. The research study therefore posed questions to the children out to find out if they imitated cartoon characters that they perceived as heroes.

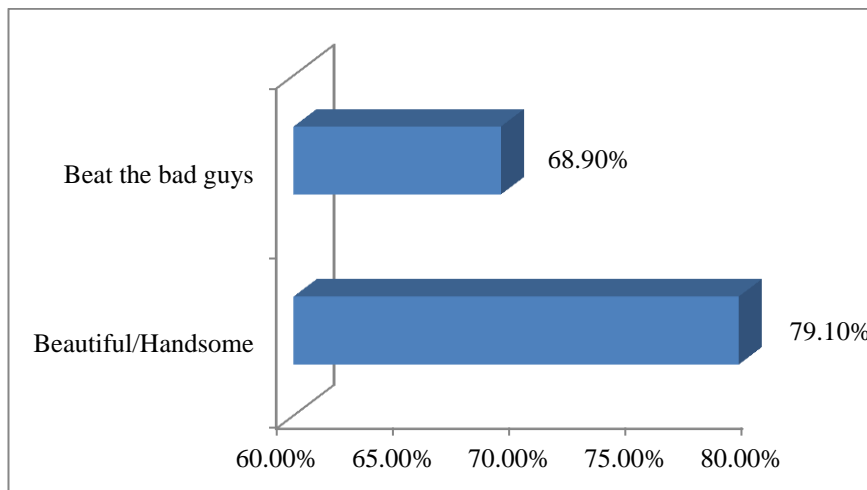


Figure 4.3: Aspects of cartoon characters loved by children

A majority of the children at 79.1% indicated that they loved cartoon characters because they were handsome or beautiful while 68.90% of the children loved the cartoon characters because they beat up the bad guys. Having identified the aspects that children liked about their favorite cartoon characters, the researcher sought to find out if the children attempted to imitate the behavior of their favorite toon characters.

As indicated in Figure 4.4, A majority of the children at 88.3% wished that they could look like their favorite cartoon characters meaning that they highly regarded them which is in tandem with Klein & Shiffman (2006) observation that toon characters help in forming children's initial beliefs on physical attractiveness. 83.7%

of the children revealed that sometimes as they played with their friends, they acted like their favorite cartoon characters, similarly, 75.7% and 74.6% respectively, of the children admitted that they tried to speak and dress up like their favorite cartoon characters which supports the social learning premise that children tend to imitate cartoon characters they admire and replicate their behavior (Ergün, 2012).

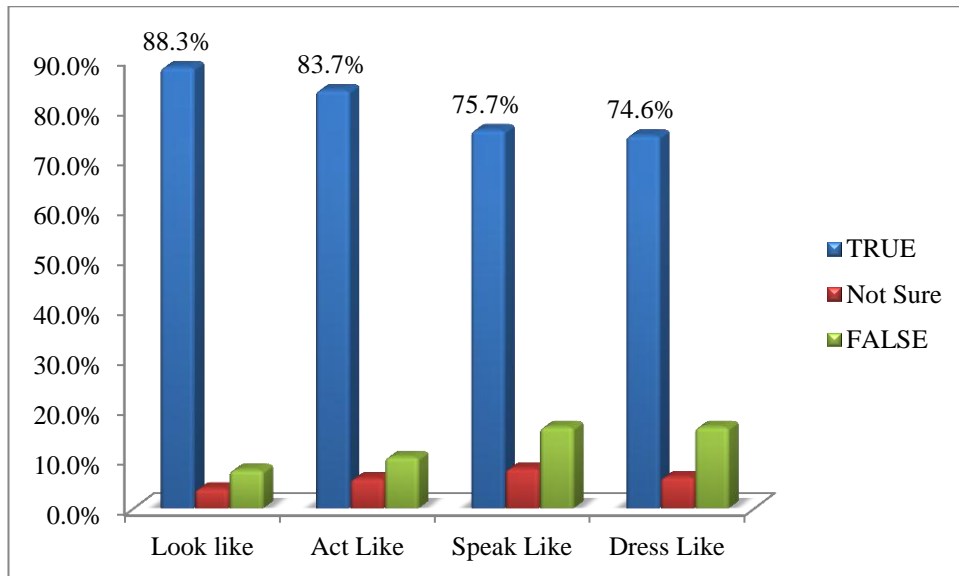


Figure 4.4: Attempts to Imitate Favorite Cartoon Characters

Focus group discussions with the children revealed that they did attempt to imitate heroic cartoon characters as illustrated on the comment highlighted below;

Child 1(Boy): *“I like Spiderman because of how he fights the villains, his moves are simply amazing. It is so cool that he also got super powers!”*

Interviews with some parents also revealed that their children imitated cartoon characters that they adore as in the excerpt below;

Parent 1: *“Yes, very much! My son tries to imitate Spiderman; he tries to replicate his moves and even how he fights especially when playing with his friends. He requests to be bought things such as clothes, stationery, beddings, snacks and school bags. I have also bought him cartoon branded stationery and snacks especially the Brookside yoghurt.”*

Parent 2: *“I have seen my son imitate his favorite cartoon characters countless times. He tries to sing, talk and dress up like his favorite cartoon characters. I spotted him once acting like Spiderman when playing with his friends.*

4.4.2.1 Foreign Television Cartoon Characters and Children Social Behavior

Having determined that children largely identified with their favorite cartoon characters, the researcher further endeavored to link how that influenced children’s social behavior either positively or negatively.

Table 4.26: Used Fight Moves Learnt from Watching Violent and Aggressive Cartoons

	Frequency	Valid Percent
Strongly Agree	242	70.6
Agree	16	4.7
Not Sure	10	2.9
Disagree	18	5.2
Strongly Disagree	57	16.6
Total	343	100.0

A majority of the children at 70.6% strongly agreed that when they saw their favorite cartoon characters being violent and aggressive, they used similar fight moves when playing with their friends (Table 4.26). According to Sudha (2011) children exhibit increased likelihood of hitting and arguing with their playmates which is an imitation of violent and aggressive characters viewed in television cartoons they could be exposed to.

Table 4.27: Used Abusive Words Learnt from Comedic Cartoons

	Frequency	Valid Percent
Strongly Agree	303	88.3
Agree	14	4.1
Not Sure	7	2.0
Disagree	12	3.5
Strongly Disagree	7	2.0

	Frequency	Valid Percent
Strongly Agree	303	88.3
Agree	14	4.1
Not Sure	7	2.0
Disagree	12	3.5
Strongly Disagree	7	2.0
Total	343	100.0

As illustrated in Table 4.27, a majority of the children at 88.3% strongly agreed that when they heard abusive words such as stupid/loser from their favorite cartoon characters, they used them when playing with their friends. From the findings, children were therefore, more likely to use abusive words compared to using fight moves when interacting with their friends. According to field observations on children playgrounds by American Parents Television Council (2006), words such as “loser” “dork” “stupid” are the common insults children hurl at each other just as in the television cartoons they watch.

Table 4.28: Used New Vocabulary Learnt from Television Cartoons

	Frequency	Valid Percent
Strongly Agree	394	85.7
Agree	10	2.9
Not Sure	17	5.0
Disagree	11	3.2
Strongly Disagree	11	3.2
Total	343	100.0

The research also sought to establish if children acquired new words from the favorite toon characters. A majority at 85.7% of children that participated in the research strongly agreed that when they heard their favorite cartoon characters using new words, they used the new vocabulary learnt when interacting with their friends (Table 4.28), this is in line with Al-Harbi (2015) view that language exposure of children via television can lead to acquisition of passive vocabularies which can be activated through social interaction with other children.

Table 4.29: Applied Friendly and Cooperative Acts from Entertainment Cartoons

	Frequency	Valid Percent
Strongly Agree	287	83.7
Agree	18	5.2
Not Sure	24	7.0
Disagree	10	2.9
Strongly Disagree	4	1.2
Total	343	100.0

As indicated in Table 4.29, 83.7% of the children strongly agreed that when they saw their favorite cartoon characters being friendly and sympathetic, they acted the same towards their friends. According to Wilson (2008) if television can impart antisocial behavior such as violence and aggression in children then it can as well teach them beneficial behavior such as altruism, friendliness, cooperation and sympathy. It is true to conclude that watching television cartoons did impart positive social behavior among Kenyan children.

Table 4.30: Would Love to have White Colored Friends

	Frequency	Valid Percent
Strongly Agree	194	56.6
Agree	45	13.1
Not Sure	60	17.5
Disagree	29	8.5
Strongly Disagree	15	4.4
Total	343	100.0

Having established that a majority of the children preferred white colored cartoon characters, the researcher sought to further establish whether the children would want to have an association with fair skinned children. 56.6% of the children strongly agreed that they would like to make friends with fair skinned children because white cartoon characters are better looking (Table 4.30). According to Götz, et al. (2008) the white cartoon characters dominate colored cartoon characters, further research by Lacroix (2009) affirm that media images of animated cartoon characters contribute to

the centering of white experience as normal and natural which could explain the reason why children would love to interact with other white colored children.

Table4.31: Prefer Food/Snacks/Beverages Similar taken by Favorite Cartoon Characters

	Frequency	Valid Percent
Strongly Agree	245	71.4
Agree	26	7.6
Not Sure	19	5.5
Disagree	22	6.4
Strongly Disagree	31	9.0
Total	343	100.0

The research was keen to establish if television cartoon characters influenced children’s food choices. As indicated in Table 4.31, a majority of the children at 71.4% strongly agreed they would prefer to eat food/snacks and drink beverages similar to their favorite cartoon characters take. Though various dynamics influence food choices of children, Arcan, Bruening, & Story (2013) note that the two most powerful forces are television viewing and exposure to television food advertising. Use of popular cartoon characters according to Droog, Valkenburg, & Buijzen, (2010) can increase demand for food products by children though it could apply for both healthy and unhealthy food choices. Baldassarre & Campo, (2015) also indicate that cartoon characters strongly influence children food choices and recommend that cartoon characters be integrated as a marketing tool to increase children’s appreciation of healthy food.

Table 4.32: Request for Clothes with images of Favorite Cartoon Characters

	Frequency	Valid Percent
Strongly Agree	237	68.5
Agree	13	3.8
Not Sure	19	5.5
Disagree	31	9.0
Strongly Disagree	45	13.1
Total	343	100.0

Previous research studies link children preferences and television viewership, the research therefore endeavored to establish if children requested for cartoon themed clothes from their parents/guardians. A majority of the children at 68.5% strongly agreed that they requested their parents/guardians to buy clothes for them similar to those they saw their favorite cartoon characters wearing (Table 4.32). This is also observed in Oyero & Oyesomi (2014) study where it emerges that Nigerian children replicate dressing patterns of the favorite cartoon characters as they see in the foreign television cartoons. Similar observation is made by Kidenda (2010) that Kenyan children dressing styles were impacted by cartoon characters that they held in high regard.

4.4.2.1 Correlation Analysis for Cartoon Characters and Children Social Behavior

A correlation analysis was conducted to find out how cartoon characters associated with children's social behavior. As indicated in Table 4.33, the Pearson correlation coefficient was ($r=0.723$, $p=0.001$) which indicates that cartoon characters have a statistically significant strong positive correlation with children's social behavior since $p<0.05$. According to Lamraoui, (2016), cartoon characters have great influence on children who almost always try to play the role of those characters in the actual world, children are therefore, likely to identify with heroic cartoon characters which could subsequently lead to imitation of the characters' behaviors in their social interactions. These findings indicate that there is a strong linear relationship between cartoon characters and children's social behavior.

Table 4.33: Correlation Analysis for Cartoon Characters and Children Social Behavior

		Cartoon Characters	Social Behavior
Cartoon Characters	Pearson Correlation	1	.723**
	Sig. (2-tailed)		.000
	N	343	343
Social Behavior	Pearson Correlation	.723**	1
	Sig. (2-tailed)	.000	
	N	343	343

** . Correlation is significant at the 0.01 level (2-tailed).

4.4.2.2 Regression Analysis for Cartoon Characters

Using linear regression analysis it was tested if cartoon characters significantly predicted children’s social behavior as illustrated in Table 4.34 in the regression model summary.

Table 4.34: Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.723 ^a	.523	.521	.50252

a. Predictors: (Constant), Cartoon Characters

The results of regression analysis in Table 4.34 indicate that there is a relationship between cartoon characters and children social behavior in which the adjusted R² is 0.521 implying that 52.1% of the variation of children’s social behavior can be explained by cartoon content. The remaining 47.9% variation in children’s social behavior can be explained by other variables which are not in this model.

Table 4.35: Regression Analysis Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.953	.100		9.531	.000
	Cartoon Characters	.539	.028	.723	19.322	.000

a. Dependent Variable: Behavior

As indicated in Table 4.35, the test of beta coefficient shows that cartoon characters significantly predict children's social behaviors ($\beta=0.539$, $P=0.000$) since $P<0.05$ thus the model is statistically significant. The model was defined as $Y=0.953+0.539X_2$, indicating that an increased interaction with television cartoon characters leads to 0.539 increase in social behavior change. This is to say that cartoon characters do indeed influence children's social behavior.

4.4.2.3 ANOVA for construct Cartoon characters

The results of Analysis of variance (ANOVA) for regression coefficients were analyzed to establish whether the model was significant and consequently to establish if cartoon characters had any influence on children's social behavior.

Table 4.36: ANOVA for construct cartoon characters

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	94.280	1	94.280	373.351	.000 ^a
	Residual	86.111	341	.253		
	Total	180.392	342			

a. Predictors: (Constant), Cartoon Character

b. Dependent Variable: Behavior

The results of Analysis of variance (ANOVA) for regression coefficients as shown in Table 4.36 were; $F(1,342)=373.350$, $P=0.000$ indicating that the model is significant since $P<0.05$. The F-Statistics value, 373.350, is greater than the critical value of 6.7 at 1% significance level while the P value is 0.000 which is less than 0.05 meaning that the relationship between cartoon character and children social behavior is

significant thus the null hypothesis that foreign television cartoon characters have no influence on children social behavior was rejected. It is true therefore to conclude that television cartoon characters have influence on children’s social behavior.

4.4.3 Foreign Television Cartoon Programs Viewership Patterns

The third objective was to analyze the influence of television cartoon viewership patterns on children’s social behavior in Kenya. The time a child spends watching television has been closely linked with alterations in their behavior thus a number of questions such as the duration children watched television, viewership routines, mediation among others were asked to find out the television viewership habits of Kenyan children.

Table 4.37: Watching Television Cartoons after School

	Frequency	Percent
Yes, Everyday	172	50.1
Yes, Sometimes	138	40.2
No, Only on Weekends	33	9.6
Total	343	100.0

From the research findings, it emerged that watching television cartoons was popular among children with a majority of the children at 90.3% confirming that they watched television cartoons after school (Table 4.37), of these, 50.1% indicated that they watched television cartoons every day after school while 40.2% indicated that they watched television cartoons sometimes after they came home from school. Only 9.6% of the children indicated that they watched cartoons only on weekends. It is therefore true to say that watching television cartoons is a favorite pass time for middle-hood stage children in Kenya. Watching television cartoons from this research study therefore emerged to be a favorite pass time for most children that took part in the study; according to Roberts & Foehr (2008) the time children dedicate to watch television exceeds other media they can access which is in line with the study research findings that regardless they were in school or at home for holidays children spent their time watching television cartoons.

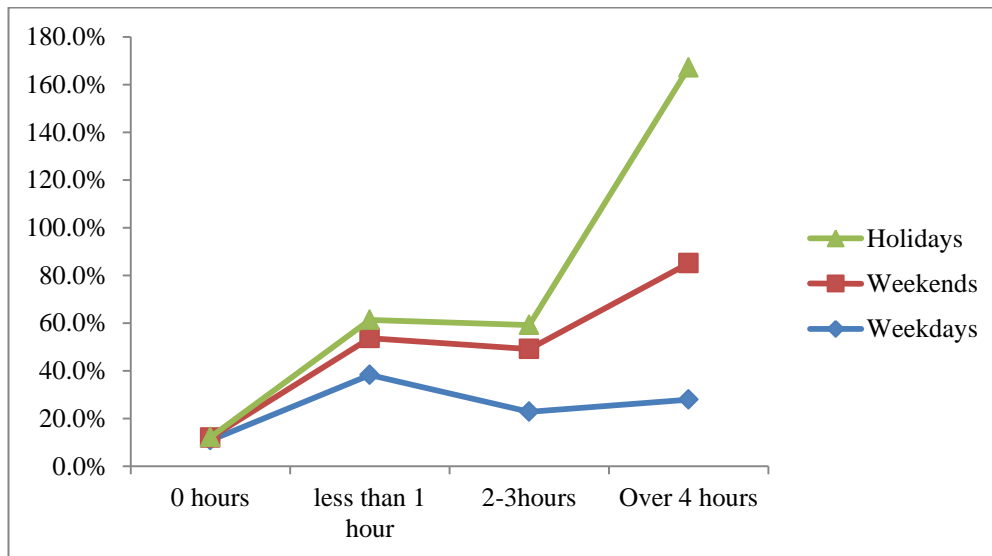


Figure 4.5: Comparative Analysis of Time Spent Watching Television Cartoons

From the research findings, most children generally didn't watch television a lot during weekdays. The time they spent watching cartoons gradually went up during weekends and peaked during school holidays as demonstrated by figure 4.3. Being school children, it is expected that they were obligated to finish school work during the weekdays which can explain the low time dedicated to watching television cartoons.

Table 4.38: Time Spent Watching Television Cartoons

	0hours	<1hour	2-3hours	>4hours
Weekdays	10.2%	38.2%	23.3%	28.3%
Weekends	1.2%	15.5%	25.7%	57.7%
Holidays	0.3%	7.6%	9.9%	82.2%

The research sought to find out estimated times that children watched television cartoons. The researcher gave four alternatives (don't watch-0hours, not much-<1 hour, for a while 2-3hours and very much- >4 hours) that the children could easily indicate in terms of how long they watched television cartoons after school i.e. on weekdays, weekends and on school holidays. From the findings, the time children spent watching television cartoons during weekdays was relatively lower compared

to the weekends and holidays. Nevertheless, as indicated in Table 4.38, more than half of the children who participated in the research at 52.6% revealed to watch television cartoons for more than 2 hours during weekdays, 38.2% indicated to watch television cartoons for less than one hour during weekdays. During weekends, the time the children spent watching cartoons went a notch higher as 57.7% of the children indicated that they spent over 4 hours watching cartoons while 25.7% indicated that they spent about 2-3 hours watching cartoons. During holidays, the time the children watched cartoons was way high as 82.2% indicated that they watched cartoons for over 4 hours while only 9.9% indicated that they watched cartoons for 2-3 hours and only 7.6% indicated that they watched cartoons for less than one hour. These findings indicate that children’s free time is mostly spent in front of the television screens. It is worthwhile to consider that these large numbers of children at 57.7% and 82.2% indicating that they watch television more than four hours signify emerging patterns of heavy television viewership tendencies.

Table 4.39: Analysis of hours spent watching television cartoons

	Weekdays	Weekends	Holidays
Mean	2.6968	3.3994	3.7405
Median	3.0000	4.0000	4.0000
Mode	2.00	4.00	4.00

As indicated in Table 4.39, the research study revealed that children watched television cartoons on weekdays for an average of 2.6 hours with a median of 3.0 which typically depicts them as moderate viewers since they watch television for not less than 2 hours and not more than 4 hours. On the weekends and holidays, children watched television cartoons for an average of 3.39 hours and 3.74 hours respectively with a median of 4 which depicts them as heavy television viewers since a majority indicated to watch television cartoons for over 4 hours. This is in line with other research studies in African countries specifically Nigeria and South Africa which reveal that compared to a decade ago, children are spending a lot of time watching television which signifies emergence of heavy viewership tendencies (Oyero & Oyesomi, 2014; Healthy Active Kids South Africa Report Card, 2014).

4.4.3.1 Viewership Habits

It was important to establish viewing habits of children as they watched cartoons. The researcher therefore posed questions to establish if they did their homework or ate while watching television cartoons.

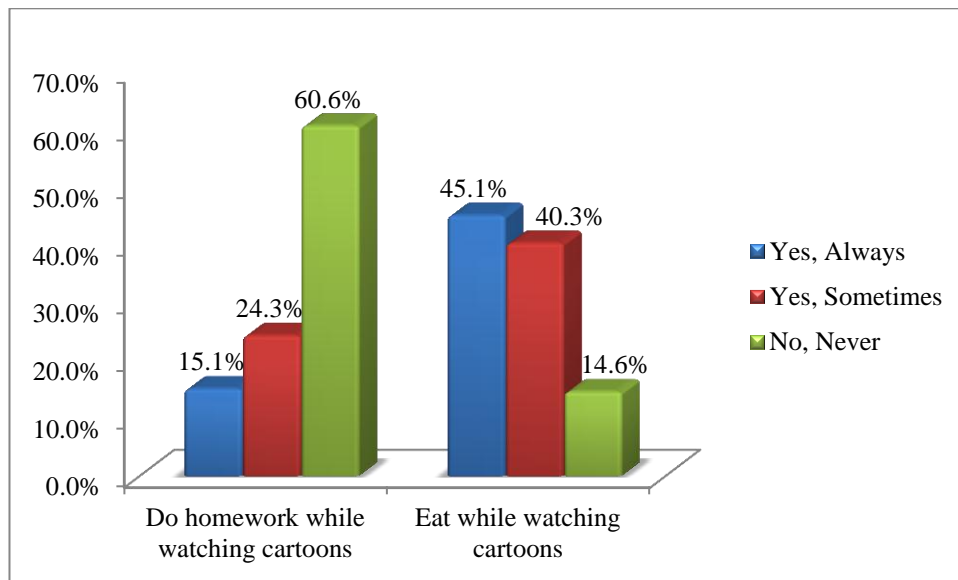


Figure 4.5: Television Viewership Habits

As illustrated in Figure 4.4, most children at 60.6% reported not to regularly watch television cartoons while they did their homework. Only 15.1% of the children did their homework while watching cartoons and 24.3% did their homework while watching television cartoons sometimes. According to Torrecillas-Lacave (2013) parents are mostly restrictive to school going children with homework during weekdays on television viewership. This could explain why a majority of the children do not do homework while watching cartoons as their parents restrict television viewership. On other hand, a majority of the children at 85.4% reported that they ate while watching cartoons; 45.1% indicated that they always ate while watching cartoons and 40.3% sometimes watched cartoons while they ate. Only 14.6% of the children reported to never eat while they watched cartoons. This shows that parents do not restrict television viewership during meal times as during homework time.

When asked if they watch television cartoons when doing homework in the focus group discussions, some children had the following to say;

Child 1: *“Whenever I have homework during weekdays, I try to finish it quickly then when through I watch television cartoons as I eat my supper.”*

Child 2: *“As for me I don’t do homework when watching television cartoons as I get distracted and give wrong answers.”*

Child 3: *“If my mom is not home, I sometimes put on the television to watch cartoons. If my mom happens to be home, she switches off the television until I am through with my homework.”*

Child 4: *“I can never put on the television when doing homework. I was once disciplined by my teacher for not finishing up my homework. I never want to go through that again.”*

4.4.3.2 Mediated Viewership

It was pertinent for the research to establish if any mediation took place while children watched television cartoons. According to Torrecillas-Lacave (2013) parents ought to monitor their children while they watch television as the effects of television exposure on their children is dependent on the quality of parental mediation.

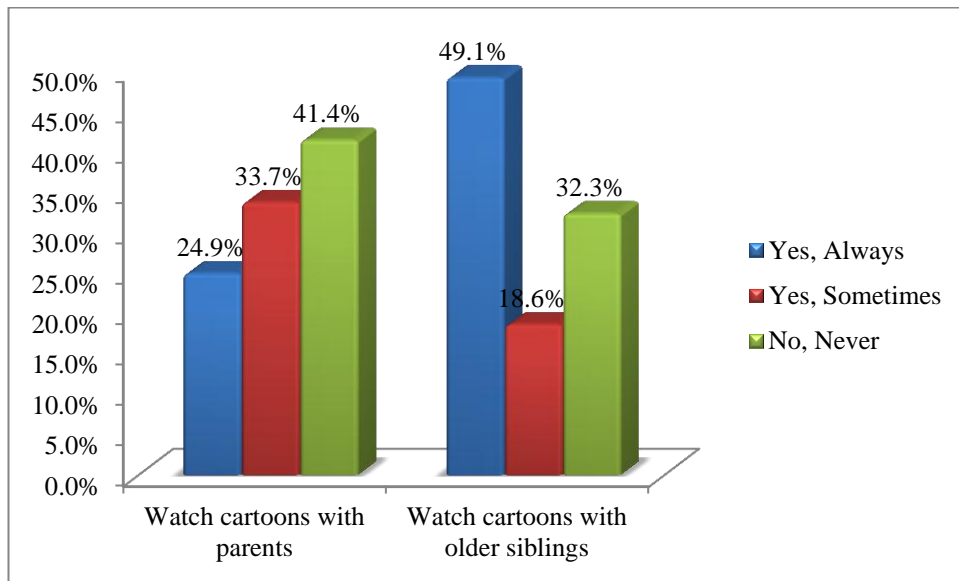


Figure 4.6: Television Viewership Mediation

From the research findings, it emerged that parental mediation in children television viewership was lacking to some extent. As illustrated in Figure 4.5, a majority of the children at 41.4% indicated that they never watched television cartoons with their parents while 33.7% watched television cartoons with their parents sometimes. Only 24.9% of the children reported that they watched cartoons with their parents always. A majority of the children however at 49.1%, did report that they always watched television cartoons with their older siblings and 18.6 reported that they sometimes watched with their older siblings. 32.3% of children under study didn't watch cartoons with their older siblings. Critical however, would be if older siblings' mediation had positive influence on television viewership habits of children or not

From the parents' interviews, it emerged that most were not able to actively monitor their children's cartoon viewership patterns due to busy schedules. Some, however, despite not actively monitoring their children did put restrictive measures as revealed in the excerpts below;

Parent 1: *"I don't have time to watch television cartoons with my child and I have no interest in cartoons so why should I watch with her? I'm not sure of how long my daughter watches cartoons but I know that she watches when*

she comes home from school; during weekends and school holidays she watches cartoons a lot.”

Parent 2: “Most times I am not able to watch television cartoons with my son as I have a really tight schedule but once in a while I will sit briefly and watch with him, but sincerely speaking, he watches television cartoons mostly unsupervised. He doesn’t watch cartoons after school but during weekends and holidays he watches a lot. It is extremely difficult to keep tabs on the time my child watches cartoons and if by chance I demand he stops watching so he can do a certain chore, he becomes very annoyed and irritated, I think my son is addicted to watching those cartoon programs.”

Parent 3: “I don’t have time to watch television cartoons with my children but I occasionally watch with them when not busy. My son watches cartoons after school and sometimes he does his homework while still watching them. During the weekends and holidays he watches the cartoons for long hours with minimal supervision/guidance. The task of monitoring television cartoons viewership of my children is mostly overseen by the house help as most times I am working”

Parent 4: “I am not able to watch television cartoons with my children but sometimes in the evening when I get home from work and on Sundays, I will sit with them and see what they are watching. My children don’t watch cartoons after school as they have to do homework but they do watch cartoons a lot during weekends and school holidays. I try as much as possible to monitor the time my children watch television when I can, during school holidays, I unplug the television cables and carry them to work as I feel that watching cartoons for long negatively impact on my children.”

Parent 5: “I sometimes watch television cartoons with my child especially in the evening when I get home from work and on weekends when not going to work. My child watches television cartoons on weekdays after completing her homework. She watches cartoons for long during weekends and holidays. I

try to monitor the time my child watches cartoons, during school holidays I rely on the older siblings to regulate the time cartoons are watched.”

Parent 6: “I watch television cartoons with my child sometimes especially on weekends when I’m not at work. I try to monitor the time my child watches cartoons, during holidays for instance, I ensure that she does her holiday homework during morning hours and then watch cartoons from noon onwards. I mostly rely on the older siblings to ensure the rules are followed so I can’t conclusively say that it’s enforced.”

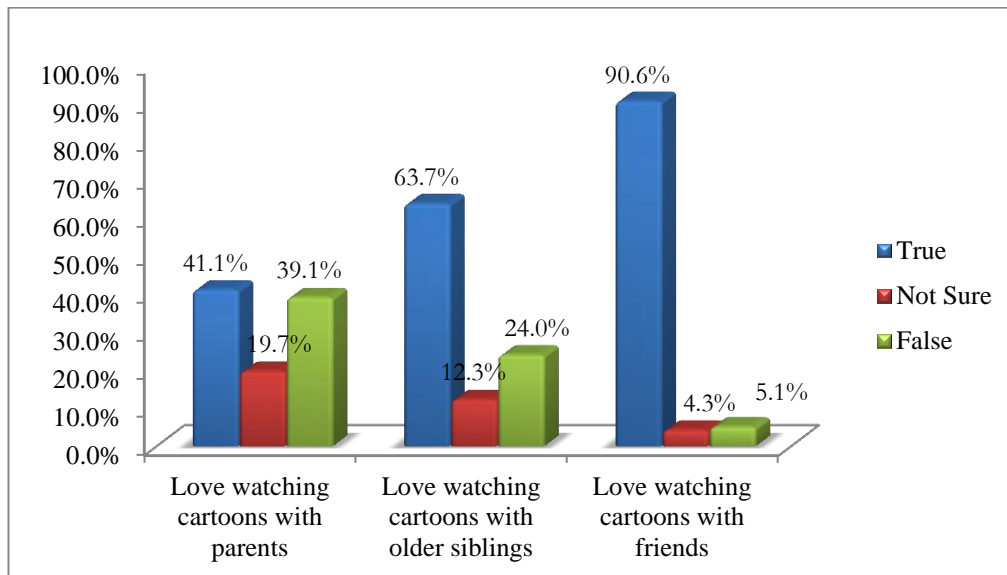


Figure 4.7: Preference of Television Viewership Mediation

As illustrated in Figure 4.6, watching cartoons with parents was least popular among the children with only 41.1% of the children reporting that they loved watching cartoons with their parents, 39.1% reported that they didn’t like watching cartoons with their parents while 19.7% were undecided. A majority of the children at 90.6% preferred to watch cartoons with their friends while 63.7% of the children loved watching cartoons with their older siblings.

The children were asked in the focus group discussions if they watched television cartoons with their parents, siblings and friends. The following are excerpts from some children that took part in the discussions;

Child 1: *“I sometimes watch television cartoons with my parents and I don’t like it as they ask too many questions disrupting me while I watch”*

Child 2: *“I enjoy watching television cartoons with my friends. We sing along to the cartoon music and sometimes act out as we see the cartoons doing.”*

Child 3: *“I wish I could watch cartoons with my mom more often. When I watch with her I explain and tell her about the cartoons, I like watching cartoons with her.”*

Child 4: *“I watch television cartoons with my younger brother. I don’t mind watching television with him as I always control what we watch.”*

Child 5: *“Watching television with my parents isn’t interesting. Sometimes they switch off the television and tell me to go to bed or go outside to play, I don’t like it.”*

Child 6: *“I wish I could watch television cartoons with my parents more times. When we watch together it is more fun and they make jokes sometimes making it so interesting.”*

Child 7: *“I don’t like watching cartoons when my parents are at home as they take the remote and change the channel so they can watch news.”*

Child 8: *“I watch television cartoons all alone during the day since my parents work all day.”*

4.4.3.3 Alternatives to Watching Television Cartoons

Apart from watching television cartoons in their free time, the research sought to unravel other activities that the children partook and probably compared to watching cartoons preferred them more.

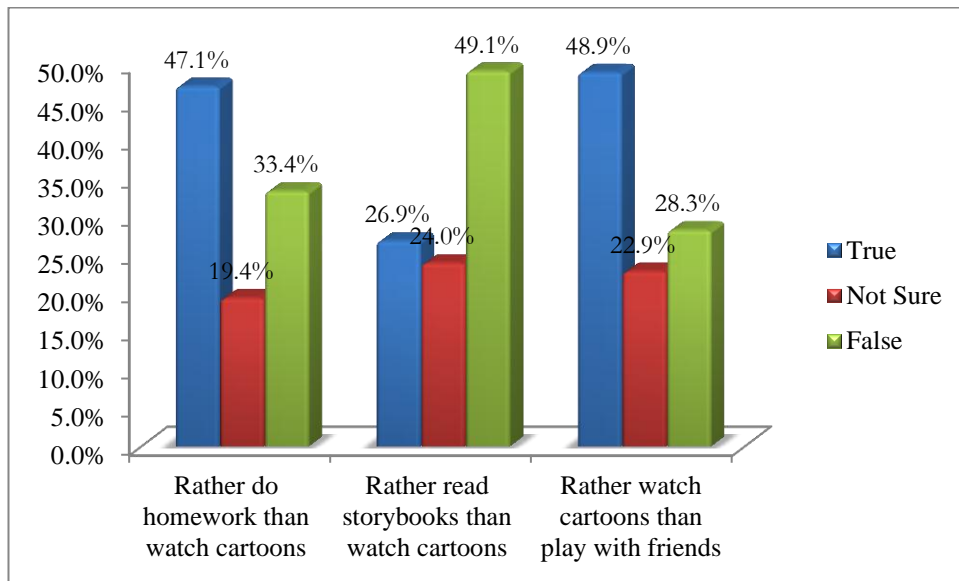


Figure 4.8: Alternatives to Watching Television Cartoons

Less than half of the children that took part in the survey at 48.9% indicated that they would rather play with their friends than watch cartoons, 22.9% were undecided if they preferred to play with their friends or watch cartoons while 28.3% reported that they would rather watch cartoons play with their friends (Figure 4.7). This collaborates with Rideout & Hamel, (2006), who observe that young children prefer to spend more time on television screens than playing with their friends. This is also in line with a similar study conducted in Kenya Gachuru (2012) which revealed that a majority of the children preferred to watch television other than play with their friends.

Interestingly though, is that a majority of children at 47.1% indicated that they would rather do their homework than watch cartoons while only 26.9% would rather read a story book than watch television cartoons. From the focus group discussions, the children revealed that they would be punished by their teachers if they failed to finish their homework so they preferred to do their homework first then watch cartoons if the time permitted. It is worthy to note that a reading culture can only be nurtured from an early age and from this research reading is not a favorite pass time with the children and a majority would rather watch cartoons in their free time instead.

4.4.3.4 Foreign Television Viewership Patterns and Children Social Behavior

Having determined the various viewership patterns that Kenyan children exhibited, it was imperative to determine the impact they had on their social behavior. The researcher was majorly interested in establishing how the viewership patterns influenced their physical activity, acquirement of vocabularies and of positive or negative behavior.

Table 4.40: Spend More Time Watching Television Cartoons

	Frequency	Valid Percent
Strongly Agree	166	48.4
Agree	11	3.2
Not Sure	27	7.9
Disagree	64	18.7
Strongly Disagree	75	21.9
Total	343	100.0

From the research findings as indicated in Table 4.40, 48.4% of the children strongly agreed that they spent more time watching television cartoons than playing with their friends' outdoors which signifies low engagement in physical activities which could have long term implications such as obesity. Controlled field experiment by Dr. Thomas Robinson links excessive television viewing with increased likelihood of being overweight or obese (Robinson, 1999).

Table 4.41: Spend More Time Playing Outdoors

	Frequency	Valid Percent
Strongly Agree	105	30.6
Agree	40	11.7
Not Sure	99	28.9
Disagree	54	15.7
Strongly Disagree	45	13.1
Total	343	100.0

Compared to children who spent most of their time watching television cartoons, those who reported to spend more time playing outdoors were way less with only 30.6% of the children strongly agreeing (Table 4.41). This lack of physical activity among children has long term implications on their wellbeing. According to

Onywera, Adamo, Sheel, Waudu, Boit, & Tremblay (2012) physical activity transition is on the rise, with Kenyan children exhibiting reduced physical activity, a phenomena that is escalating partially due to excessive television viewing other screen time.

Table 4.42: Parents Explain Vocabularies Used In Television Cartoons

	Frequency	Valid Percent
Strongly Agree	87	25.4
Agree	26	7.6
Not Sure	48	14.0
Disagree	75	21.9
Strongly Disagree	107	31.2
Total	343	100.0

The research study sought to establish if parents explained vocabularies and new words that children learnt from watching television carton programs. Only a small fraction of the children at 25.4% strongly agreed that their parents explained vocabularies used in the television cartoons they watched. This depicts minimal parental supervision of the children while they watched television. According to Al-Harbi, (2015), parental interaction when children are watching television is a key requirement in vocabulary acquisition especially where explanations may be required.

Table 4.43: Parents Warn against use of violence or abusive words

	Frequency	Valid Percent
Strongly Agree	120	35.0
Agree	34	9.9
Not Sure	29	8.5
Disagree	62	18.1
Strongly Disagree	98	28.6
Total	343	100.0

It was imperative to establish if parents warned their children against violence or abusive words aired on the television cartoon programs they watched. Only 35% of the children strongly agreed that their parents warned them against physical

aggression or verbal abuse against their friends as portrayed in television cartoons (Table 4.43). This shows that a majority of the parents didn't co-view television cartoons with their children. It is likely that children could pick up such anti-social behavior without effective mediation. Quality parental mediation, according to (Torrecillas-Lacave, 2013), could greatly determine whether television exposure on children either negatively or positively affects their lives.

4.4.3.5 Correlation analysis for Cartoon viewership patterns and Social Behavior

A correlation analysis was conducted to find out how cartoon viewership patterns associated with children's social behavior. As indicated in Table 4.44, the Pearson correlation coefficient was ($r=0.215$, $P=0.000$) which denotes that cartoon viewership patterns have a statistically significant positive relationship with children's social behavior since $P<0.05$. Heavy television viewership is likely to negatively influence children's social behavior; excessive television viewing by children is linked with subsequent antisocial behaviors in their adulthood (Robertson, McAnally, & Hancox, 2013).

Table 4.44: Correlation Analysis for Construct Cartoon Viewership Patterns

		Cartoon Viewership	Social Behavior
Cartoon Viewership	Pearson Correlation	1	.215**
	Sig. (2-tailed)		.000
	N	343	343
Social Behavior	Pearson Correlation	.215**	1
	Sig. (2-tailed)	.000	
	N	343	343

** . Correlation is significant at the 0.01 level (2-tailed).

4.4.3.6 Regression Analysis for Cartoon viewership patterns

To test if cartoon viewership patterns significantly predicted children's social behavior, linear regression analysis was conducted. The overall model for cartoon viewership patterns and children social behavior is illustrated below in Table 4.45.

Table 4.45: Regression Analysis Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.215 ^a	.046	.043	.71039

a. Predictors: (Constant), Cartoon Viewership

The results of regression analysis in Table 4.45 indicate that there is a relationship between cartoon viewership patterns and children social behavior in which the adjusted R^2 is 0.043 implying that 4.3% of the variation of children's social behavior can be explained by cartoon viewership patterns. The remaining 95.7% variation in children's social behavior can be explained by other variables which are not in this model.

Table 4.46: Regression Analysis Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.611	.063		41.604	.000
	Cartoon Viewership	.100	.025	.215	4.057	.000

a. Dependent Variable: Behavior

As indicated in Table 4.46, the test of beta coefficient shows that cartoon viewership patterns significantly predict children's social behaviors ($\beta=-0.215$, $P=0.000$) since $P<0.05$ thus the model is statistically significant. The model was defined as $Y=2.611+0.100X_3$, indicating that an increased television cartoon viewership leads to 0.100 variation in children social behavior. This is to say that cartoon viewership patterns do influence children's social behavior.

4.4.3.7 ANOVA for Cartoon Viewership Patterns

The results of Analysis of variance (ANOVA) for regression coefficients as indicated in Table 4.47, were analyzed to establish whether the model was significant and

consequently to establish if cartoon viewership had any influence on children’s social behavior.

Table 4.47: ANOVA for Cartoon Viewership Patterns

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.305	1	8.305	16.457	.000 ^a
	Residual	172.086	341	.505		
	Total	180.392	342			

a. Predictors: (Constant), Cartoon Viewership
b. Dependent Variable: Behavior

The results of Analysis of variance (ANOVA) for regression coefficients as shown in Table 4.47 were; $F(1,342)=16.457$, $P=0.000$, indicating that the model is significant since $P<0.05$. The F-Statistics value, 16.457, is greater than the critical value of 6.7 at 1% significance level while the P value is 0.000 which is less than 0.05 meaning that the relationship between cartoon viewership patterns and children social behavior is significant thus the null hypothesis that foreign television cartoon viewership patterns do not influence children social behavior was rejected. It is true therefore to conclude that television cartoon viewership patterns have influence on children’s social behavior.

4.4.4 Moderating Effects of Demographic Factors

Some studies of media effects suggest that a variety of viewer characteristics, including but not limited to age, gender, socioeconomic status, intelligence levels, can mediate the effects of media especially television on social behavior. This research study specifically narrowed on age, gender and the class/grade a child was enrolled in and how they interplayed with the independent variables (cartoon content, cartoon characters and cartoon viewership) and consequently their influence on children social behavior. Cross tabulations, Chi-Square test of association and Phi and Cramers-V symmetric measures were utilized to analyze the research data in this section.

4.4.4.1 Gender and Cartoon Content

From the study findings that television cartoons are popular with Kenyan children, it was imperative to understand the popularity of the cartoon programs content compared to the child's gender. Figure 4.8 compares the child's gender and their preference to the selected cartoon programs. 93% of the boys' indicated that they liked Spiderman cartoon program very much compared to only 50% of the girls who liked Spiderman cartoon program very much. On other hand, 95% of the girls' population indicated that they liked Sofia the First cartoon program very much compared to only 60% of the boys who liked Sofia the First cartoon program. From these findings we can see a link in gender of the lead cartoon character and the likelihood of the children liking the cartoon program. Interestingly though, 89% of the boys liked Sponge Bob cartoon while 84% of the girls liked Sponge Bob Cartoon very much regardless of the lead character being a male. Sponge Bob Square Pants cartoon contains comedic elements specifically satirical humor that could attract both genders of children to it, the findings as previously indicated in (Table 4.8, Pg.57) revealed that a majority of the children (both boys and girls) at 92.3% loved cartoons with comedic elements.

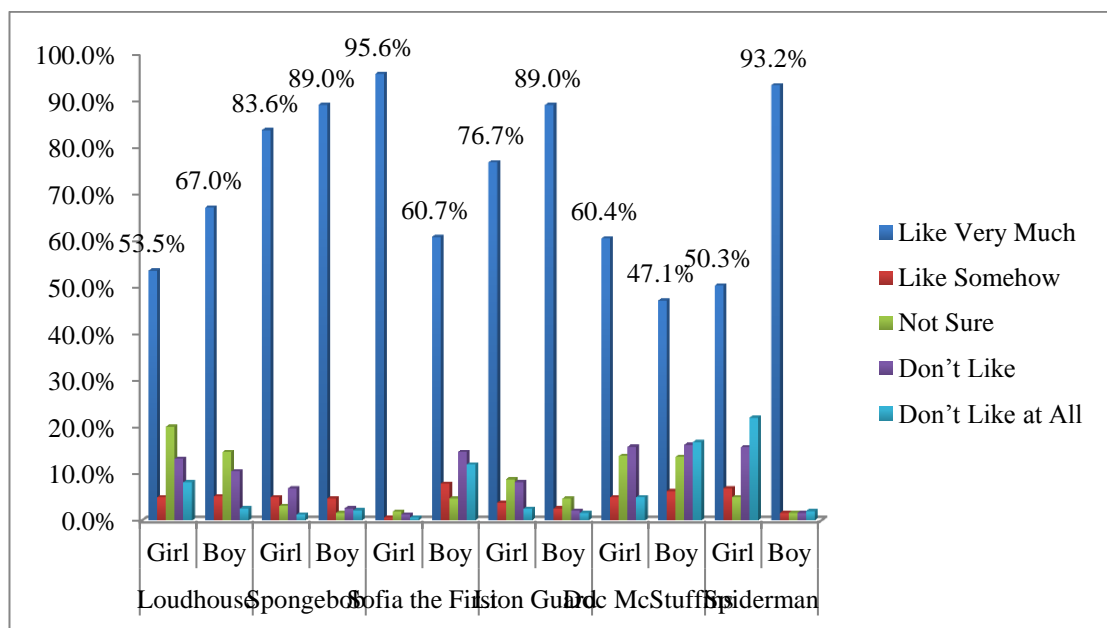


Figure 4.9: Comparison of Gender and Cartoon Programs Preference

4.4.4.2 Moderating Effects of Gender on Cartoon Programs Content

H₀: There's no significant influence of gender on cartoon programs content

From the descriptive statistics (see figure 4.8), it emerged that there was preference of various cartoon programs based on the children's gender. It was imperative therefore to further test association of this observation if gender did influence choice of cartoon programs among children surveyed using a chi-square goodness of fit test. Spiderman and Sofia the first, being the two cartoon programs that ranked the highest among boys and girls at 93.2% and 95.6% respectively were selected to be further analyzed.

Table 4.48: Chi-Square Test for Cartoon Content and Child Gender

Cartoon Content		Value	df	Asymp. Sig. (2-sided)
Spiderman	Pearson Chi-Square	83.770 ^a	4	.001
Sofia the First	Pearson Chi-Square	60.365 ^a	4	.001
N of Valid Cases		343		

From the chi-square test of goodness fit (Table 4.48), the null hypothesis that *gender has no influence on cartoon program content preference* was rejected since $X(4)=83.770$ and $P=0.001$ for gender and Spiderman cartoon program while for gender and Sofia the First cartoon program $X(4)=60.365$ and $P=0.001$, therefore, since $P<0.05$, gender has influence on cartoon program content preference.

Table 4.49: Symmetric Measures (Cartoon Content and Child Gender)

			Value	Approx. Sig.
Spiderman	Nominal by Nominal	Phi	.489	.001
		Cramer's V	.489	.001
Sofia the First	Nominal by Nominal	Phi	.415	.001
		Cramer's V	.415	.001
N of Valid Cases			343	

To further test the strength of association between gender and cartoon program content preference, Phi and Cramers-V symmetric measures were calculated. The Phi and Cramers-V value for chi-square test of gender and Spiderman/Sofia the First (Table 4.49) were 0.489 and 0.415 which signifies a very strong relationship on gender and choice of cartoon programs. It is therefore true to say that depending on their gender, children are inclined to prefer cartoon programs where the lead characters correspond with their gender.

H₀: There's no significant influence of gender on comedic cartoon programs content

It was imperative to further test if gender had any implications on preference of comedic cartoon programs having emerged from descriptive statistics that children regardless of their gender loved comedic cartoon programs.

Table 4.50: Chi-Square Tests for Childs Gender and Comedic Cartoon Programs

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	5.111 ^a	4	.276
Likelihood Ratio	5.149	4	.272
Linear-by-Linear Association	1.995	1	.158
N of Valid Cases	343		

From the chi-square test of goodness fit (Table 4.50), the null hypothesis that *gender has no influence on comedic cartoon program content preference* was adopted since $X(4)=5.111$ and $P=0.276$ which is >0.05 . A child's gender did not influence their preference of comedic cartoon programs, both girls and boys loved comedic cartoons.

Table 4.51: Symmetric Measures (child's Gender and Comedic Content)

		Value	Approx. Sig.
Nominal by Nominal	Phi	.121	.276
	Cramer's V	.121	.276
N of Valid Cases		343	

Further, to examine the associational strength, a Phi and Cramer's V test was carried out (Table 4.51) which had a 0.121 value signifying a weak relationship. It is true therefore that a child's gender does not determine their preference for comedic cartoon programs.

H₀: There's no significant influence of gender on violent cartoon programs content

According to Ergün, (2012) male children prefer violent-oriented cartoons; the researcher therefore tested this relationship using a Chi-Square test of association to establish if this research supports Ergun's observation. Did boys prefer to watch violent marred cartoons or otherwise?

Table 4.52: Chi-Square Tests for Child Gender and Violent Cartoon Content

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	18.749 ^a	2	.001
Likelihood Ratio	18.880	2	.001
Linear-by-Linear Association	18.674	1	.001
N of Valid Cases	343		

From the chi-square test of goodness fit (Table 4.52), the null hypothesis that *gender has no influence on violent cartoon program content preference* was rejected since $X(2)=18.749$ and $P=0.001$. Since $P<0.05$ it is therefore true that gender has influence on violent cartoon program content preference.

Table 4.53: Symmetric Measures for Child Gender and Violent Cartoon Content

		Value	Approx. Sig.
Nominal by Nominal	Phi	.231	.001
	Cramer's V	.231	.001
N of Valid Cases		343	

Further, to examine the associational strength, a Phi and Cramer's V test was carried out (Table 4.53) which had a 0.231 value which signifies a strong relationship. It is true therefore that the male child has higher preference for violent cartoon programs content compared to their female counterparts.

Table 4.54: Chi-Square on Gender and Influence of Behavior from Cartoon Content

Behavior Learnt		Value	df	Asymp. Sig. (2-sided)
Learn fight moves	Pearson Chi-Square	83.770 ^a	4	.001
Learn abusive words	Pearson Chi-Square	5.111 ^a	4	.276
Learn vocabulary	Pearson Chi-Square	60.365 ^a	4	.000
Learn from entertainment themed cartoons	Pearson Chi-Square	11.143 ^a	4	.025
Learn from educational themed cartoons	Pearson Chi-Square	13.557 ^a	4	.009
N of Valid Cases		343		

The research further sought to establish how gender as a moderating variable influenced children's social behavior following exposure to television cartoon content. As indicated in Table 4.54, it emerged that there was moderating effects of gender on children's social behavior more so in learning fight moves, learning vocabulary and learning positive behavior such as being caring and sympathetic. The chi-square test (Table 4.54) revealed that gender did indeed influence the likelihood to learn physical aggression since $P=0.001$ which was less than 0.05. Previous research by Bandura, (2002) indicates that boys are more likely to perform aggressive acts than girls after viewing televised violence. Interestingly, gender did not influence the likelihood to learn verbal abuse with the associational test revealing that both girls and boys learnt abusive words from watching cartoons since $P=0.276$ which was greater than 0.05.

The Chi-Square test of association also did reveal that gender did indeed influence the likelihood to learn positive behavior such as friendliness, sharing and cooperation from entertainment themed and educational themed cartoons. Though the Chi-Square test of association revealed gender influenced behavior of children exposure to entertainment themed cartoon content ($P=0.025$), it was not as strong as on gender influence on behavior following exposure to educational themed cartoon content.

Compared to boys, a majority of the girls reported to learn positive behavior by watching educational cartoon programs which is tandem with Calvert & Kotler (2003) who also observed in their study that girls liked educational/informational based programs compared to the boys who liked entertainment themed programs; from these programs, Calvert and Kotler deduce that girls compared to boys learn socio-emotion lessons.

4.4.4.3 Gender and Cartoon Characters

The role gender plays in identification with the cartoon characters ought to be considered and as such, Table 4.55 below, analyzes the gender of the respondents against their preference for the cartoon characters. The research findings revealed tendencies of children identifying with their favorite cartoon characters based on their gender. Where the lead toon character is a male then the male children ‘liked very much’ the cartoon character while majority of the female children either were ‘not sure’, ‘didn’t like’ or ‘didn’t like at all’ the cartoon character with the opposite being true.

Research studies have linked gender portrayals in children programming as important in the socialization process of children who are likely to manifest tendencies to imitate same gender characters than opposite gender characters (Kirsh, 2005). Sponge Bob Square Pants, Kion-Lion Guard and Spiderman are all lead male cartoon characters and though they generally ranked as the most popular, more boys as compared to girls ‘liked them very much’. 69%, 61% and 56.8% of the boys indicated that they liked very much, Spiderman, Kion and Sponge Bob Square Pants respectively compared to only 31%, 39% and 43.2% of the girls who indicated that they liked them very much. Sofia the First, on other hand, has a female lead character and as such 58.5% of the girls indicated that ‘they liked her very much’ while 41.5% of the boys indicated that they ‘liked her very much’. The research findings show that there is indeed a tendency of the children to identify with the cartoon characters based on their gender. To further test this finding of children identifying with the cartoon characters based on their gender, a chi-square test of association was carried out. Two male cartoon characters (Kion and Spiderman) and two female cartoon

characters (Doc Mc Stuffins and Sofia the First) were picked to investigate if children tended to identify with the gender of the cartoon character.

Table 4.55: Comparison of Gender and Favorite Cartoon Characters

Cartoon Character			Like Very Much	Like Somehow	Not Sure	Don't Like	Don't like at all
Lincoln House	Loud	Girl	38.1%	66.7%	59.3%	51.4%	51.5%
		Boy	61.9%	33.3%	40.7%	48.6%	48.5%
Sponge Bob Square Pants		Girl	43.2%	66.7%	66.7%	66.7%	42.9%
		Boy	56.8%	33.3%	33.3%	33.3%	57.1%
Sofia the First		Girl	58.5%	25.0%	6.7%	7.4%	3.0%
		Boy	41.5%	75.0%	93.3%	92.6%	97%
Kion (Lion Guard)		Girl	39.0%	73.3%	68.8%	93.8%	62.5%
		Boy	61.0%	26.7%	31.2%	6.2%	37.5%
Doc Mc Stuffins		Girl	54.0%	39.4%	44.2%	41.5%	23.4%
		Boy	46.0%	60.6%	55.8%	58.5%	76.6%
Spiderman		Girl	31.0%	72.7%	90.9%	84.6%	84.8%
		Boy	69.0%	27.3%	9.1%	15.4%	15.2%

H₀: There's no significant influence of gender on cartoon characters

Table 4.56: Chi-Square Tests for Cartoon Characters and Child Gender

Cartoon Characters		Value	Df	Asymp. Sig. (2-sided)
Kion Lion Guard	Pearson Chi-Square	29.920 ^a	4	.001
Spiderman	Pearson Chi-Square	78.841 ^a	4	.001
Doc Mc Stuffins	Pearson Chi-Square	15.220 ^a	4	.004
Sofia the First	Pearson Chi-Square	69.277 ^a	4	.001

From the Chi-Square findings (Table 4.56), the null hypothesis that *there's no significant influence of gender on cartoon characters* was rejected since the two male cartoon characters Kion and Spiderman tested against gender produced $X(4)=29.920$; $P=0.001$ and $X(4)=78.841$; $P=0.001$ respectively while the two female cartoon characters Doc Mc Stuffins and Sofia the First produced $X(4)=15.220$; $P=0.004$ and $X(4)=69.227.841$; $P=0.001$ respectively, which since all indicate $P<0.05$, gender has influence on cartoon characters preference.

Table 4.57: Symmetric Measures of Chi-Square Tests for Cartoon Characters and Child Gender

Cartoon Characters				Value	Approx. Sig.
Kion Lion Guard	Nominal Nominal	by	Phi	.292	.001
			Cramer's V	.292	.001
Spiderman	Nominal Nominal	by	Phi	.475	.001
			Cramer's V	.475	.001
Doc McStuffins	Nominal Nominal	by	Phi	.209	.004
			Cramer's V	.209	.004
Sofia the First	Nominal Nominal	by	Phi	.446	.001
			Cramer's V	.446	.001

To further test the strength of this relationship, a Phi Cramers V was tested (Table 4.57) which produced 0.292, 0.475, 0.209 and 0.446 values for Kion, Spiderman, Doc Mc Stuffins and Sofia the First cartoon characters respectively against child's gender, which shows a strong relationship between gender and cartoon characters preference. It is true therefore to state that children tend to identify with cartoon characters that correspond to their gender.

Table 4.58: Chi-Square Tests for child gender and exhibition of behavior as seen from Cartoon Characters

Social Behavior		Value	df	Asymp. Sig. (2-sided)
Fights	Pearson Chi-Square	17.937 ^a	4	.001
Abuses	Pearson Chi-Square	7.014 ^a	4	.135
Acts Friendly	Pearson Chi-Square	2.108 ^a	4	.550
Clothes choices	Pearson Chi-Square	7.888 ^a	4	.096
Food choices	Pearson Chi-Square	3.702 ^a	4	.448

Having established that gender did actually influence the cartoon characters that children chose to associate with, it was imperative to determine how association with the toon characters further influenced their social behavior. From the chi-square findings (Table 4.58), it emerged that gender did actually influence if children used fight moves they'd picked from their favorite cartoon characters while interacting with their peers since $P < 0.05$. Interestingly, gender did not influence if children used abusive words they had picked from their favorite toon characters meaning that both boys and girls were likely to use abusive words similar to those they had heard from the cartoon characters since $P > 0.05$.

From the chi-square findings, gender did not also influence exhibition of positive behavior such as friendliness, sharing and sympathy which is to say that children regardless of their gender did emulate such behavior as exhibited by their favorite cartoon characters. Gender also did not influence food choices or clothes choices meaning that both boys and girls were likely to manifest preferences for food and clothes similar to those of their favorite cartoon characters since the P values were all greater than 0.05.

4.4.4.4 Gender and Cartoon Viewership

From the research, it was important to find out if there were any differences in television cartoons viewership emanating from the child's gender. Did gender

influence the time that a child watched television cartoons during weekdays, weekends and holidays? A chi-square test of association was used to determine if there was any significant difference.

H₀: There's no significant influence of gender on cartoon viewership timings

Table 4.59: Chi-Square Tests for Cartoon Viewership and Child Gender

Cartoon Viewership		Value	Df	Asymp. Sig. (2-sided)
Weekdays	Pearson Chi-Square	5.039 ^a	3	.169
Weekends	Pearson Chi-Square	2.922 ^a	3	.404
Holidays	Pearson Chi-Square	1.217 ^a	3	.749

From the Chi-Square test of association findings (Table 4.59), the null hypothesis that *There's no significant influence of gender on cartoon viewership timings* was adopted since for weekdays, $X(3)=5.039$; $P=0.169$, weekends $X(3)=2.922$; $P=0.404$ and holidays $X(3)=1.217$; $P=0.169$. Since $P>0.05$, the child's gender therefore, did not influence the time they watched television cartoon programs.

Table 4.60: Chi-Square Tests for child gender and alteration of behavior from Cartoon Viewership Patterns

Social Behavior		Value	df	Asymp. Sig. (2-sided)
Inactive	Pearson Chi-Square	6.557 ^a	4	.161
Active	Pearson Chi-Square	4.992 ^a	4	.288

The research further sought to establish how gender as a moderating variable influenced children's social behavior as a result of their cartoon viewership patterns. As indicated in Table 4.60, it emerged that regardless of the child's gender, physical activity levels were altered as a result of their cartoon viewership patterns. The P values of activity levels were $P=0.161$ and $P=0.288$ respectively implying that gender didn't influence activity levels of children as a result of their viewership

patterns since P was greater than 0.05. This is in tandem with Hassan & Daniyal (2013) observation, that children regardless of their age are spending a lot of time watching television cartoons which has restricted their physical activities.

4.4.4.5 Child Class and Time Spent Watching Television Cartoons

As a child progresses on to the next class, the classwork also increases. The researcher therefore, sought to find out if this did influence their television cartoon viewership patterns in terms of the time they spent watching television cartoons by running a Chi-Square association of test analysis.

H₀: There's no significant influence of child's class on time spent watching cartoons

Table 4.61: Chi-Square Tests for Child Class and Time Spent Viewing Cartoons

Cartoon			Value	df	Asymp. Sig. (2-sided)
Time					
Weekdays	Pearson Chi-Square	Chi-	20.988 ^a	6	.002
Weekends	Pearson Chi-Square	Chi-	13.499 ^a	6	.036
Holidays	Pearson Chi-Square	Chi-	5.951 ^a	6	.429

As indicated in Table 4.61, the chi-square findings for time spent watching cartoons on weekdays and weekends for children enrolled in different classes were; $X(6)=20.988$, $P=0.002$ and $X(6)=13.499$, $P=0.036$ respectively; the null hypothesis that *there's no significant influence of child's class on time spent viewing cartoons* was therefore rejected since $P<0.05$. It is expected that children in class 2 had more time to watch cartoons compared to their Class 3 and class 4 counterparts who had to spend more time finishing up their homework during weekdays and weekends thus the variance. On other hand, the Chi-Square findings for time spent watching cartoons on school holidays was; $X(6)=5.951$ $P=0.429$, the null hypothesis that

there's no significant influence of child's class on time spent viewing cartoons was adopted since $P > 0.05$ which indicated that the class a child was in did not influence the time they watched cartoons during school holidays.

4.4.4.6 Child Age and Cartoon Content

It was imperative to establish if the age of a child did influence the cartoon content a child preferred to interact with. Chi-Square test of association was utilized to establish if there was any relationship between age and preference of cartoon content a child was exposed to.

H₀: There's no significant influence of child's age on cartoon content preference

Table 4.62: Chi-Square of Child's Age and Cartoon Content

Cartoon Content		Value	df	Asymp. Sig. (2-sided)
Comedic Content	Pearson Chi-Square	3.882 ^a	2	.144
Violent Content	Pearson Chi-Square	2.687 ^a	2	.261

As indicated in Table 4.62, a child's age did not influence their cartoon content preference. The study did not reveal any significant association of children in the age bracket of 7 and 10 and cartoon content preference as the P values for comedic and violent laced cartoon content were 0.144 and 0.261 respectively which is greater than 0.05 the null hypothesis that *there's no significant influence of child's age on time cartoon content preference* was therefore adopted. Children irrespective their ages view both comedic and violent cartoon content, age did not determine the cartoon content they preferred to watch.

4.4.4.7 Child Age and Cartoon Characters

It was important for the research study to establish if the age of a child did influence the cartoon characters a child preferred to identify with. Chi-Square test of association was utilized to establish if there was any relationship between age and preference of cartoon characters a child chose to identify with. As established from the research study, three high ranking cartoon characters (SpongeBob, Sofia the First

and Spiderman) among the population of study were selected to investigate if children's age did influence the cartoon characters they chose to identify with.

H₀: There's no significant influence of child's age and cartoon characters preference

Table 4.63: Chi-Square of Child's Age and Cartoon Characters

Cartoon Content		Value	df	Asymp. Sig. (2-sided)
Sponge Bob	Pearson Chi-Square	8.928 ^a	4	.063
Sofia the First	Pearson Chi-Square	4.729 ^a	4	.316
Spiderman	Pearson Chi-Square	3.061 ^a	4	.548

As indicated in Table 4.63, a child's age did not influence their cartoon characters preference. The study did not reveal any significant association of children in the age bracket of 7 and 10 and cartoon characters preference as the P values for Sponge Bob, Sofia the First and Spiderman were 0.063, 0.316 and 0.548 respectively which is greater than 0.05, the null hypothesis that *there's no significant influence of child's age and cartoon characters preference* was therefore adopted. Children irrespective their ages identified with various cartoon characters they saw on television.

4.4.4.8 Child Age and Cartoon Viewership Patterns

The research sought to find out if a child's age did influence their viewership patterns, specifically the time they spent watching television cartoons, the study engaged children between 7 and 10 years and as such it was imperative to find out if this did influence the time spent on television cartoons by running a Chi-Square test of association.

H₀: There's no significant influence of child's age on time spent watching cartoons

Table 4.64: Chi-Square of Child's Age and Time Spent Watching Cartoons

Cartoon Time		Value	df	Asymp. Sig. (2-sided)
Weekdays	Pearson Chi-Square	10.689 ^a	3	.014
Weekends	Pearson Chi-Square	6.587 ^a	3	.086
Holidays	Pearson Chi-Square	2.085 ^a	3	.555

From the Chi-Square findings for child's age group and time spent watching cartoons on weekdays (Table 4.64); $X(3)=10.689$, $P=0.014$; the null hypothesis that *there's no significant influence of child's class on time spent viewing cartoons* was rejected since $P<0.05$. A child's age therefore influenced the time spent watching cartoons during weekdays. On the weekends and school holidays however, the child's age didn't influence the time a child watched television cartoons as $X(3)=6.587$, $P=0.86$ and $X(3)=2.085$, $P=0.555$ since $P>0.05$ the null hypothesis *there's no significant influence of child's class on time spent viewing cartoons* was adopted.

4.4.4.7 Alternatives to watching television cartoons

The research study sought to establish substitutes to watching television cartoons by children in their free time. To determine how the children spent their free time besides watching television cartoons, a question was posed to the children asking them what they did when they were not watching television cartoons.

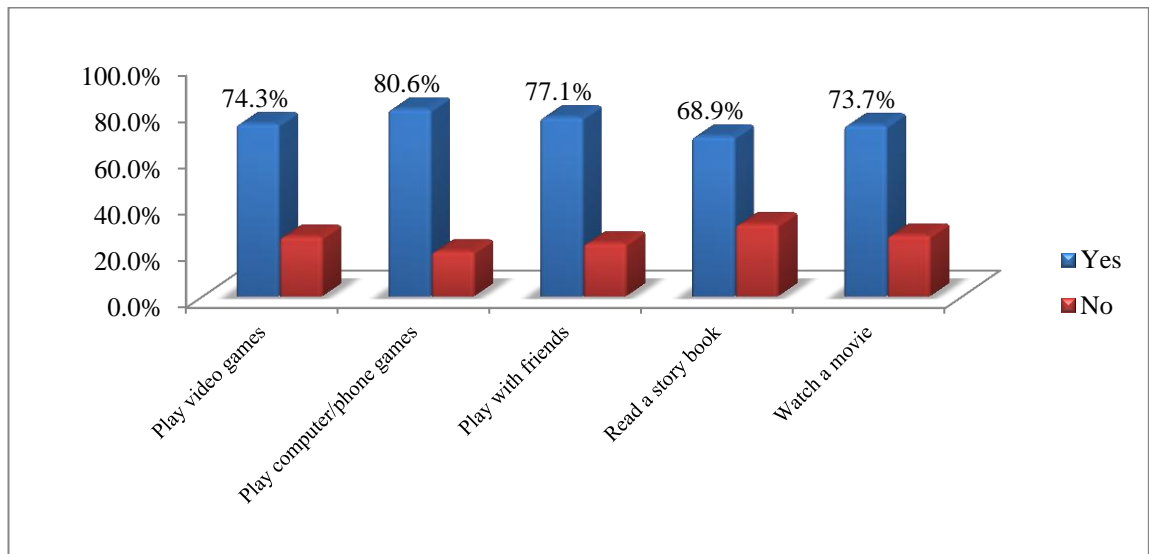


Figure 4.10: Activities children engaged in when not watching cartoons

It was imperative to establish what children engaged in when not watching television cartoons. From the research, it emerged that children were substituting other screens to keep them entertained when not watching cartoons. A majority of the children revealed to play computer or phone games, video games or watch movies at 80.6%, 74.3% and 73.7% respectively (Figure 4.10). This exposure to other media could moderate the social behavior of children in Kenya, it is important that researchers take up research to establish the implications of this increased screen times in addition to television screen time. A majority of children at 77.1% also indicated that they played with their friends when not watching cartoons; though as indicated in Figure 4.8 only 48.7% of the children preferred playing compared to watching cartoons. This indirect effect of inactive lifestyle by children due high preference to watching television cartoons than playing with friends needs to be considered. Reading storybooks was the least rated with only 68.9% indicating that they read storybooks when not watching cartoons, again in Figure 4.8, only 26.9% of the children preferred reading storybooks compared to watching cartoons indicating that reading culture among Kenyan children is unpopular. It could be concluded that the more children spend time watching television cartoons then the less time they spend doing other extracurricular activities such as playing with their friends and reading storybooks.

4.4.5 Social Behavior

An overwhelming majority of the children at 96% confirmed that they had seen their friend act like their favorite cartoon characters while on other hand, 83.1% admitted that when playing with their friends they acted like their favorite cartoon characters. These findings do support social learning theory that children tend to emulate cartoon characters that they admire and replicate their behavior. Research studies examining social learning theory (Baker & Raney, 2007; Bandura, 2002) also reliably confirm that children tend to duplicate characters and behaviorisms viewed on television specifically those portrayed in television cartoon programs.

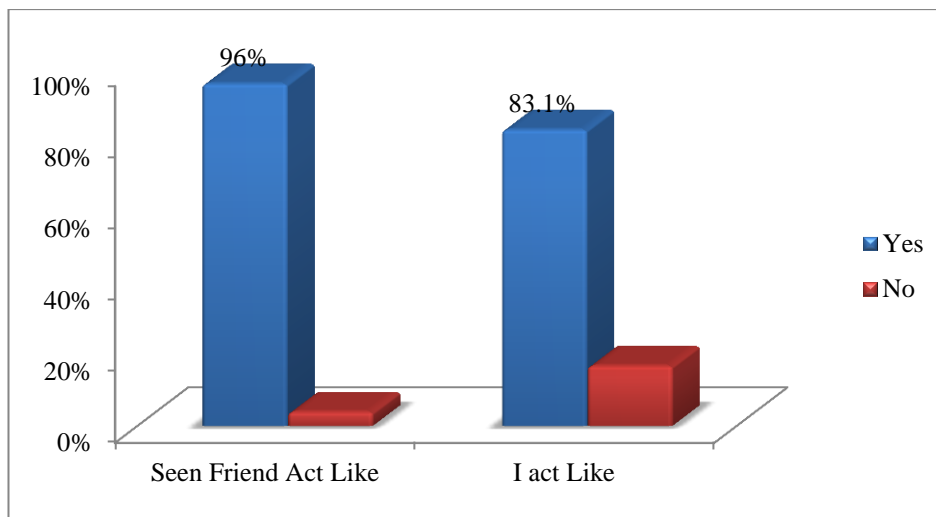


Figure 4.11: Imitation of Favorite Cartoon Characters

Further to enquiring if they had observed their friends imitating their favorite cartoon characters, the research sought to find out if the behaviors observed were more of prosocial or more of antisocial. A majority of the children at 73.4%, 70.6% and 66.3% respectively (Figure 4.), indicated that they had seen their friends trying to talk like toon characters, trying to sing/ dance like the toon characters and trying to dress up like the toon characters. 58.9% of the children reported to have seen their friends sharing their sweets or toys as they had seen their favorite toon characters do.

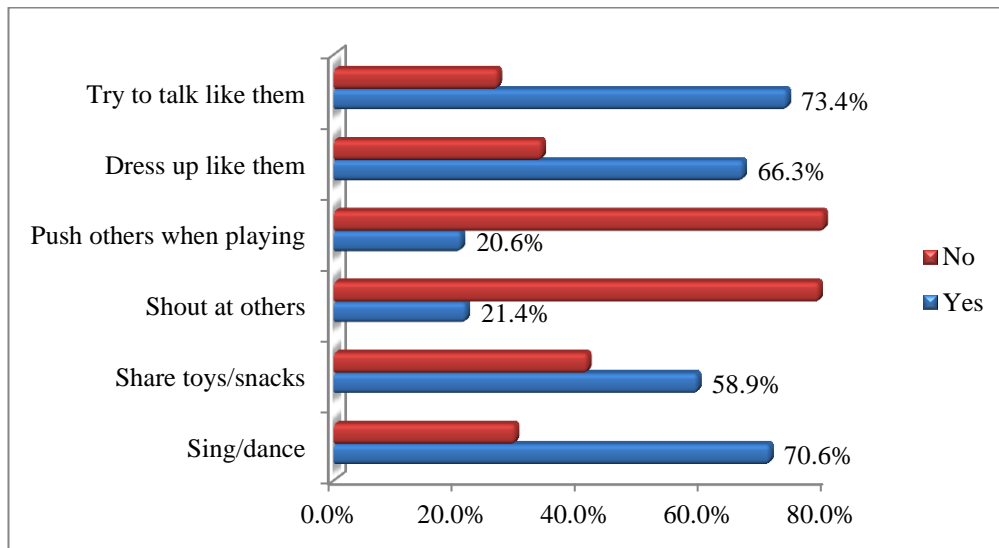


Figure 4.12: Imitation Behaviors Observed

A majority of the children hadn't seen their friends exhibit antisocial behaviors as only 21.4% and 20.6% respectively indicated that they had seen their friends shout at others and push others when playing.

Children who participated in the focus group discussions were asked if they acted like their favorite cartoon characters or if they had seen their friends act like their favorite cartoon characters. The following are some excerpts derived from the discussions;

Child 1: *"Sometimes when playing with my friends, I act like Spiderman-how he moves and how he uses his superpowers to move from place to place."*

Child 2: *"I have seen my sister dancing and singing like Sofia the First."*

Child 3: *"I have seen my friend trying to wrestle others like Spiderman when we are playing"*

Child 4: *"I try to play dress up like a princess Sofia when with playing with my other friends. We sing, dance and twirl like Sofia the First does."*

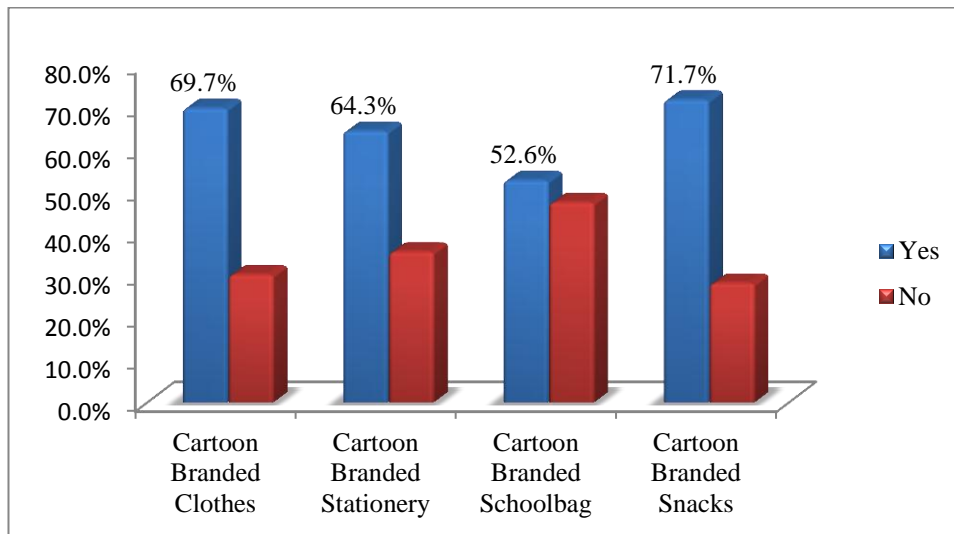


Figure 4.13: Cartoon Branded Accessories Accessed by Children

This research study in addition to investigating how the general conduct of Kenyan children was, in their social interactions from exposure to television cartoon programs, also sought to establish preferences that children have adopted in their dressing, accessories and eating habits. A majority of the children at 71.7% indicated that they preferred to eat snacks that had pictures of their favorite cartoon characters. Most of the children too confirmed that they owned cartoon branded clothes, stationery and school bags at 69.7%, 64.3% and 52.6% respectively.

From the focus group discussions, the researcher sought to find out the type of cartoon themed accessories owned and consumed by the children. The following are some of their responses to the question;

Child 1 (boy): *“I own a pair of bedsheets with the Teenage Mutant Ninja cartoon warriors.”*

Child 2 (girl): *“My mom bought me a school bag with a picture of Sofia the First. I also have a Sofia the First doll.”*

Child 3 (boy): *“I have two Spiderman t-shirts that my dad bought me during school holidays.”*

Child 4 (girl): *“I like eating snacks such as Krackles and Brookside yoghurt that have cartoon pictures especially the one with Sofia the First picture.”*

4.8 Overall Model

Multiple regression analysis was used to determine whether independent variables; cartoon content (X1), cartoon characters (X2) and cartoon viewership patterns (X3) simultaneously affect the dependent variable Y which is Children’s Social Behavior. The sub-section examines whether the multiple regression equation can be used to explain the hypothesis of foreign television cartoon programs and children’s social behavior. The model used for regression analysis of the independent variables against the dependent variable was expressed in the general form as given below

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

Where;

Y = Children’s Social Behavior (Dependent variable)

α = Constant (Co-efficient of intercept)

X_1 = Cartoon Content (independent variable)

X_2 = Cartoon Characters (independent variable)

X_3 = Cartoon viewership patterns (independent variable)

e = Error term

β_1 β_3 = Regression co-efficient of three variables.

For this model, children’s social behavior was used as the dependent variable (Y) and independent variables included X_1 - X_3 . The relationships between dependent and independent variables and the results of testing significance of the model were also respectively interpreted using the results of multiple regression analysis; the three major elements considered were: the coefficient of multiple determinations, the standard error of estimate and the regression coefficients. R^2 was used to check how well the model fitted the data as it is the proportion variation in the dependent variable explained by the regression model.

Table 4.65 Regression Model Summary for all Variables

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.869 ^a	.755	.753	.35983

a. Predictors: (Constant), Cartoon Viewership, Cartoon Character, Cartoon Content

The results in Table 4.65 indicates that there is a strong relationship between cartoon content, cartoon characters, cartoon viewership patterns and children social behavior in which the value of coefficient of correlation (r) is 0.869. The coefficient of determination $R^2 = 0.755$ and adjusted $R^2 = 0.753$ which indicates that 75.3% of the variation on children social behavior can be explained by Cartoon Content (X_1), cartoon characters (X_2), cartoon viewership patterns (X_3). The remaining 24.7% of the variation in social behavior is affected by other variables not included in the model. This shows that the model has a good fit since the value is above 70%. The results of the summary analysis of variance (ANOVA) are represented in table 4.66

Table 4.66: ANOVA^b for all study variables

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	136.147	3	45.382	347.713	.000 ^a
	Residual	44.245	339	.131		
	Total	180.392	342			

a. Predictors: (Constant), Cartoon Viewership, Cartoon Character, Cartoon Content

b. Dependent Variable: Social Behavior

As can be observed in table 4.66, the predictors X_1 - X_3 represent the independent variables, which are the factors enhancing children's social behavior. The results of Analysis of Variance (ANOVA), $F(3, 342)=347.713$, $P=0.000$ indicate that the model is significant since $P<0.05$. This implies that the independent variables had significant influence on children's social behavior thus the overall regression model resulted in a statistically significant good prediction of children social behavior.

Table 4.67: Coefficients^a for all variables

Model		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	.843	.073		11.610	.000		
	Cartoon Content	.405	.023	.695	17.837	.000	.481	2.077
	Cartoon Characters	.155	.030	.208	5.251	.000	.466	2.144
	Cartoon Viewership	.025	.013	.055	1.970	.050	.944	1.060

a. Dependent Variable: Social Behavior

The coefficients summary in Table 4.64 indicates that the P values for all the predictor variables was less than 0.05 revealing that the model was statistically significant. The model was therefore defined as;

$$Y=0.843+0.405X_1+0.155X_2+0.025X_3$$

Where; X_1 was cartoon content, X_2 was cartoon characters and X_3 was cartoon viewership patterns which indicates that all the independent variables were affecting children social behavior. The cartoon content and cartoon characters however, had more influence on children social behavior as the significant values were both at $P=0.000$ compared to the cartoon viewership significant value which was $P=0.05$. Tolerance values of less than 0.2 and VIF values of 10 and above indicate multicollinearity. The research findings revealed tolerance values of; Cartoon Content (0.481), Cartoon Characters (0.466) and Cartoon Viewership (0.944) and VIF values of; Cartoon Content (2.077), Cartoon Characters (2.144) and Cartoon Viewership (1.060) thus the statistical inferences made from the data findings could be deemed as highly reliable. The overall model therefore was statistically reliable.

4.8.1 The Moderating Effect of Demographic Factors

The last objective of the study sought to examine the moderating effects of demographic factors on foreign television cartoon programs exposure and their influence on children's social behavior. A moderated regression analysis was

conducted to establish the effect of the demographic factors. The research focused on the age, gender and class of the child and how this moderated the effects of the independent variables (cartoon content, cartoon characters and cartoon viewership patterns) on altering children social behavior. The model used for regression analysis of the moderating variables on independent variables against the dependent variable was expressed in the general form as given below;

$$Y = \beta_0 + \beta_1 X_1 * Z + \beta_2 X_2 * Z + \beta_3 X_3 * Z + e \text{ Where;}$$

Y= Social Behavior

X₁ = Independent Variables

Z= Moderating variables (Age, Gender, Class)

β₀= is the constant (Y-intercept) which is the value of dependent variable when all the independent variables are zero

β_i= are regression constants or the rate of change induced by X₁*Z, X₂*Z and X₃*Z

e= is the standard error term

4.8.1.1 Moderating effect of Age

A moderated regression analysis was conducted to find out how age moderated the effects of exposure to cartoon programs and ultimately on children social behavior. The regression analysis results are as outlined below

Table 4.68: Beta Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	1.307	.197		6.627	.000
	Cartoon Content	.408	.022	.701	18.403	.000
	Cartoon Characters	.149	.029	.200	5.169	.000
	Cartoon Viewership	.027	.013	.059	2.167	.031
	Age	-.051	.020	-.067	-2.523	.012

Table 4.68: Beta Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.307	.197		6.627	.000
	Cartoon Content	.408	.022	.701	18.403	.000
	Cartoon Characters	.149	.029	.200	5.169	.000
	Cartoon Viewership	.027	.013	.059	2.167	.031
	Age	-.051	.020	-.067	-2.523	.012

a. Dependent Variable: Social Behavior

The results in Table 4.68 indicate that there is a moderating effect of age on cartoon content, cartoon characters and cartoon viewership which ultimately influences their social behavior since co-efficients of correlation are statistically significant because all the P Values were less than 0.05. The relationship is represented by the equation;

$$Y=1.307+0.408*-.051+0.149*-.051+0.027*-.051$$

4.8.1.2 Moderating effect of Gender

A moderated regression analysis was also conducted to find out how gender moderated the effects of exposure to cartoon programs and ultimately on children social behavior. The regression analysis results are as outlined below;

Table 4.69: Beta Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.036	.098		10.517	.000
	Cartoon Content	.410	.022	.703	18.493	.000
	Cartoon Characters	.142	.029	.190	4.891	.000
	Cartoon Viewership	.026	.013	.056	2.079	.038
	Gender	-.109	.039	-.075	-2.833	.005

a. Dependent Variable: Social Behavior

The results in Table 4.69 indicate that there is a moderating effect of gender on cartoon content, cartoon characters and cartoon viewership which ultimately influences their social behavior since co-efficients of correlation are statistically significant because all the P Values were less than 0.05. The relationship is represented by the equation;

$$Y=1.036+0.410*-.109+0.142*-.109+0.026*-.109$$

4.8.1.3 Moderating effect of Class

A moderated regression analysis was also conducted to find out how the class a child was in moderated the effects of exposure to cartoon programs and ultimately on children social behavior. The regression analysis results are as outlined below;

Table 4.70: Beta Coefficients^a

Model		Unstandardized Coefficients		Standardized	t	Sig.
		B	Std. Error	Coefficients		
1	(Constant)	.959	.123		7.779	.000
	Cartoon Content	.408	.022	.701	18.268	.000
	Cartoon Characters	.150	.029	.201	5.167	.000
	Cartoon Viewership	.028	.013	.060	2.165	.031
	Class	-.029	.025	-.031	-1.154	.249

a. Dependent Variable: Social Behavior

The results in Table 4.69 indicate that there is a moderating effect of class on cartoon content, cartoon characters and cartoon viewership which ultimately influences their social behavior since co-efficients of correlation are statistically significant because all the P Values were less than 0.05. The relationship is represented by the equation;

$$Y=0.959+0.408*-.029+0.150*-.029+0.028*-.029$$

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The main objective of this study was to establish the influence of foreign television cartoons on children's social behavior in Kenya. As such, the summary of major findings of the research study, conclusions and recommendations are outlined in this section. The research objectives that guided this study include; i) To investigate the influence of foreign television cartoon programs content on children social behavior in Kenya, ii) To determine the influence of foreign television cartoon characters on children social behavior in Kenya, iii) To analyze the influence of foreign television cartoon viewership patterns on children social behavior in Kenya and iv) To examine the moderating effects of demographic factors on foreign television cartoon programs exposure and their influence on children's social behavior in Kenya.

5.2 Summary of Findings

Research findings from the study objectives are summarized below based on results of quantitative and qualitative data analyses whilst assessing the research questions.

5.2.1 What is the influence of foreign television cartoon programs content on children social behavior in Kenya?

An overwhelming majority of the children at 97.7% admitted that they loved watching television cartoons very much. Popularity of television cartoon programs among children cannot be underrated as they are constantly interacting with them thus it was worthy to consider the influence of foreign cartoon programs content on children's social behavior in Kenya. From the research findings, a majority of the children revealed that they watched the foreign cartoons predominantly from Nickelodeon (96.6%), KTN (94.0%) and Disney Junior (92.7%). To understand the kind of cartoon content that Kenyan children are exposed to, six highly ranked foreign television cartoons (Loud House, SpongeBob Square Pants, Lion guard, Sofia the First, Doc Mc Stuffins, Spiderman) were picked to assess their popularity

amongst Kenyan children and further link the content they are exposed to with alterations in their social behavior.

A majority of the children at 92.3% indicated that they loved watching cartoons that made them laugh other than those that made them sad meaning that the children loved immensely comedy themed cartoons. According to Vossen, Piotrowski, & Valkenburg, (2014) children in middle-hood stage have higher preference to entertainment themed cartoon programs as opposed to educational themed ones and enjoy characters they can psychologically relate with such as those with an attractive sense of humor. This could clarify why most children (both male and female) at 86.6% indicated that they liked Sponge Bob Square Pants cartoon very much as it is comedic in nature.

Being comedic does not guarantee that the cartoons do not have inappropriate content such as verbal or physical aggression. According to Huesmann & Taylor (2006) it is not necessarily the violent and aggressive content that has most powerful effects; it could be completely sanitized abusive content portrayed in a humorous way especially that seems justified. A majority of the children at 86.6% revealed that they heard abusive words such as stupid or loser by watching comedic cartoons such as Sponge Bob Square Pants, and as such, learnt words they could use when interacting with their friends. From the focus group discussions, the children also admitted to regularly using words such as 'dammit' 'crap' 'damn' 'booty' 'dumb' which they had learnt from watching television cartoons.

70% of the children indicated that they liked watching violent laced content where their favorite cartoon characters fought off the bad guys; of these, majority at 79.1% were boys while 59.1% were girls. This shows that boys were more inclined to watch violence laced cartoon programs than girls. The chi-square test of goodness fit was able to further prove this observation that male children have higher preference for violent cartoon programs compared to their female counterparts ($X(2)=18.749$, $P=0.001$) This is in tandem with Ergün, (2012) observation that male children prefer violent-oriented cartoons especially where the characters exhibit super powers. The research was able to further link how watching violent themed cartoons could alter

their behavior as a majority of the children at 73.7% strongly agreed that when they watched violent and aggressive cartoons such as Spiderman, they learnt fight moves that they could use when interacting with their friends.

A majority of the children at 84.6% thought that the language used by cartoon characters is cool. It is highly likely that if the children admired the language their favorite characters used then they would incorporate it in their vocabulary; this is true as 75.7% of children revealed that they tried to speak like their favorite cartoon characters. Further from the research findings, it emerged that a majority of the children at 76.6% learnt new vocabulary by watching television cartoons such as Loud House or Sofia the First that they could use when interacting with their friends. The parents' interviews also revealed that their children did pick up vocabulary and incorporate it in their language further reinforcing this observation. This is as posited by Al-Harbi, (2015) that language exposure of children via television can lead to acquisition of passive vocabularies which can be activated through social interaction with other children.

The research was able to establish that television both educational and entertainment content was also able to impart positive behavior such as friendliness, sharing, cooperativeness and altruism. From the findings for instance, majority of the children at 83.4% admitted that they liked watching entertainment themed cartoons such as Lion Guard because they learnt how to be friendly and cooperative when with their friends. However, compared with entertainment themed cartoons, educational cartoons emerged less popular content utilized by children as only 53.1% admitted to learn social behavior such as caring and sympathetic when interacting with their friends by watching educational cartoons such as Doc Mc Stuffins.

5.2.2 What is the influence of foreign television cartoon characters on children social behavior in Kenya?

The research was able to establish that Kenyan children to a large extent identify with their favorite cartoon characters. From the six pre-selected cartoon programs, the researcher picked out the lead cartoon characters to find out their popularity from the respondents. Children are likely to identify with outstanding cartoon characters

which could subsequently lead to imitation of the characters' behaviors thus it were imperative to find out the popular toon characters among the respondents. From the findings, the most favorite cartoon characters among the respondents were Sponge Bob Square Pants, Kion-Lion Guard, Sofia the First and Spiderman with 88.6%, 82%, 73.9% and 73.1% respectively, indicating that they liked very much the cartoon characters. The research endeared to further link how identification with their favorite cartoon characters could alter their social behavior.

A majority of the children at 69.7% strongly agreed that when they saw their favorite cartoon characters being violent and aggressive, they used similar fight moves when playing with their friends. According to Sudha, (2011) children exhibit increased likelihood of hitting and arguing with their playmates which is an imitation of violent and aggressive characters viewed in television cartoons they could be exposed to. Similarly, a majority of the children at 88.6% strongly agreed that when they heard abusive words such as stupid/loser from their favorite cartoon characters, they used them when playing with their friends. From the findings, children were therefore, more likely to use abusive words compared to using fight moves when interacting with their friends.

The contribution of gender stereotypes in formation of gender related perceptions among children who participated in the research manifested. The researcher selected four cartoon programs where 2 had male lead characters and the other 2 had female lead characters; the respondents were to select any two that were preferably suitable for girls and any two that were preferably suitable for boys. The respondents at 81.1% and 96.0% respectively indicated that the cartoons girls should watch are Doc Mc Stuffins and Sofia the First which have female lead cartoon characters. Similarly, 99.1% and 98.3% respectively of the respondents indicated that the cartoons boys should watch are Spiderman and SpongeBob Square Pants which have male lead cartoon characters.

According to Signorelli, (2001) gender role stereotypes are integral for social learning process due to the guileless manner they repetitively depict behavior, thus when they are regularly viewed over an extended period of time, children become

more susceptible to perceive those stereotypes as reality and are thus more likely to demonstrate behaviors consistent with those perceptions. As in the findings that gender of lead cartoon character influence the choice of cartoon programs among children, previous research has also linked gender role stereotyping on television as influencing preference for things such as toys, games, books among children.

To examine further how cartoon characters influenced children's social behavior in matters race perceptions, the researcher sought to find out if the skin color of toon characters to any extent mattered to the children while watching the television cartoons; only 8% of the children indicated to preferring black cartoon characters compared to 76% who preferred white cartoon characters while 16% were not sure if they preferred black or white colored cartoon characters. Further, 56% of the children strongly agreed that they would like to make friends with fair skinned children because white cartoon characters are better looking. According to Baker & Raney (2007), compared to white toon characters in children's programming, racial minority characters appear minimally, additionally, Gotz & Lemish (2012) note that the white toons are more often than not depicted more positively than the later, subtly implying to children that whites are more important than minorities which could explain why a majority of the children preferred white cartoon characters as they have been conditioned to see 'white' as the norm through the foreign television cartoon programs. Further research by Lacroix (2009) affirm that media images of animated cartoon characters contribute to the centering of white experience as normal and natural which could explain the reason why children would love to interact with other white colored children.

It was imperative to find out what the children liked about the cartoon characters they identified with. A majority of the children at 86%, 82.90% and 83.10% respectively, indicated that they loved the way their favorite characters spoke, dressed and how they looked. Only 68.90% of the children loved the cartoon characters because they beat the bad guys. This was imperative to establish as it determined the likely behaviors children would mimic. From the research, it emerged that children attempted to imitate the behavior of their favorite toon characters. A

majority of the children at 88.3% wished that they could look like their favorite cartoon characters meaning that they highly regarded them which is in tandem with Klein & Shiffman, (2006) observation that toon characters help in forming children's initial beliefs on physical attractiveness. 83.7% of the children revealed that sometimes as they played with their friends, they acted like their favorite cartoon characters, similarly, 75.7% and 74.6% respectively, of the children admitted that they tried to speak and dress up like their favorite cartoon characters which supports the social learning premise that children tend to imitate cartoon characters they admire and replicate their behavior (Ergün, 2012).

This research was able to link acquirement of positive behaviors by children through emulation of their favorite cartoon characters. 86% of children that participated in the research strongly agreed that when they heard their favorite cartoon characters using new words, they used the new vocabulary learnt when interacting with their friends, this is line with Al-Harbi, (2015) view that language exposure of children via television can lead to acquisition of passive vocabularies which can be activated through social interaction with other children. Further, 83.7% of the children strongly agreed that when they saw their favorite cartoon characters being friendly and sympathetic, they acted the same towards their friends. According to Wilson (2008) if television can impart antisocial behavior such as violence and aggression in children then it can as well teach them beneficial behavior such as altruism, friendliness, cooperation and sympathy. It is true to conclude that watching television cartoons did impart positive social behavior among Kenyan children.

Findings from the research study also revealed that television cartoon characters also influenced the food preferences and dressing code of Kenyan children. For instance, a majority of the children at 71.1% strongly agreed they would prefer to eat food/snacks and drink beverages similar to those my favorite cartoon characters take. Though various dynamics influence food choices of children, Arcan, Bruening, & Story (2013) note that the two most powerful forces are television viewing and exposure to television food advertising. Use of popular cartoon characters according to Droog, Valkenburg, & Buijzen (2010) can increase demand for food products by

children though it could apply for both healthy and unhealthy food choices. Similarly, a majority of the children at 69.1% strongly agreed that they requested their parents to buy clothes for them similar to those they saw their favorite cartoon characters wearing. This is also observed in Oyero & Oyesomi, (2014) study where it emerges that Nigerian children replicate dressing patterns of the favorite cartoon characters as they see in the foreign television cartoons. Similar observation is made by Kidenda (2010) that Kenyan children dressing styles were impacted by cartoon characters that they held in high regard

5.2.3 What is the influence of foreign television cartoon viewership patterns on children social behavior in Kenya?

From the research findings, it emerged that watching television cartoons was popular among children with a majority of the children at 89.7% confirming that they watched television cartoons after school, of these, 49.7% indicated that they watched television cartoons every day after school while 40.0% indicated that they watched television cartoons sometimes after they came home from school. Only 10% of the children indicated that they watched cartoons only on weekends. It is therefore true to say that watching television cartoons is a favorite pass time for middle-hood stage children in Kenya.

Further, the research findings revealed that the time children spent watching television cartoons during weekdays was relatively lower compared to the weekends and holidays. During weekends, the time the children spent watching cartoons went a notch higher as 57.1% of the children indicated that they spent over 4 hours watching cartoons while during holidays, the time the children watched cartoons went way high as 82% indicated that they watched cartoons for over 4 hours. The average time the children watched on weekends and holidays was 3.39 hours and 3.73 hours respectively with a median of 4 which depicts them as heavy television viewers since a majority indicated to watch television cartoons for over 4 hours. This is in line with other research studies in African countries specifically Nigeria and South Africa which reveal that compared to a decade ago, children are spending a lot of time watching television which signifies emergence of heavy viewership tendencies (Oyero & Oyesomi, 2014; Healthy Active Kids South Africa Report Card, 2014)

these findings indicate that children's free time is mostly spent in front of the television screens.

Most children at 60.6% reported not to regularly watch television cartoons while they did their homework. Only 15.1% of the children did their homework while watching cartoons and 24.3% did their homework while watching television cartoons sometimes. According to Torrecillas-Lacave (2013) parents are mostly restrictive to school going children with homework during weekdays on television viewership. This could explain why a majority of the children don't do homework while watching cartoons as their parents restrict television viewership. This was confirmed by the parents' interviews which revealed that they put restrictive measures to ensure that their children completed homework given before switching on the television. On other hand a majority of the children at 85.4% reported that they ate while watching cartoons; 45.1% indicated that they always ate while watching cartoons and 40.3% sometimes watched cartoons while they ate. Only 14.6% of the children reported to never eat while they watched cartoons. This shows that parents don't restrict television viewership during meal times as during homework time.

From the research findings, it emerged that parental mediation in children television viewership was lacking to some extent. A majority of the children at 41.4% indicated that they never watched television cartoons with their parents while 33.7% watched television cartoons with their parents sometimes. Only 24.9% of the children reported that they watched cartoons with their parents always. Parental mediation is critical in ensuring that children watch the right content and put in check the time a child spends in front of the television screens. Only a small fraction of the children at 26% strongly agreed that their parents explained vocabularies used in the television cartoons they watched. This depicts minimal parental supervision of the children while they watched television. Similarly, only 35.7% of the children strongly agreed that their parents warned them against physical aggression or verbal abuse against their friends as portrayed in television cartoons. This shows that a majority of the parents didn't co-view television cartoons with their children. A majority of the children however at 49.1%, did report that they always watched television cartoons

with their older siblings and 18.6% reported that they sometimes watched with their older siblings. 32.3% of children under study didn't watch cartoons with their older siblings. Critical however, would be if older siblings' mediation had positive influence on television viewership habits of children or not.

Less than half of the children that took part in the survey at 48.9% indicated that they would rather play with their friends than watch cartoons, 22.9% were undecided if they preferred to play with their friends or watch cartoons while 28.3% reported that they would rather watch cartoons play with their friends. This collaborates with Rideout & Hamel (2006), who observe that young children prefer to spend more time on television screens than playing with their friends. The study concluded that the more the child spent on the television screen then the less time they spent being physically active which could have long term implications in matters ideal body weight.

Further the research was able to link viewership patterns that were altering children behavior especially displacement of physical activity; 48.9% of the children strongly agreed that they spent more time watching television cartoons than playing with their friends' outdoors which signifies low engagement in physical activities which could have long term implications such as obesity. Compared to children who spent most of their time watching television cartoons, those who reported to spend more time playing outdoors were way less with only 30.9% of the children strongly agreeing

Other pertinent conclusions that this research study reached were that reading culture among Kenyan children is generally lacking. Unless compelled by situations beyond their control, children preferred to watch television cartoons that do brain rousing activities such as reading story books. Only 26.9% of the children would rather read a storybook to watching television cartoons compared to 47.1% who indicated they would rather do their homework than watch television cartoons due to fear of repercussions that could result for failure of completing homework as expected. A reading culture can only be nurtured from an early age thus measures need be taken to ensure that children adopt reading ethos while still young by limiting television exposure.

5.2.4 What is the influence of moderating effects of demographic factors on foreign television cartoon programs exposure on children social behavior in Kenya?

From the research, it emerged that there was preference of various cartoon programs based on the children's gender. A link was established where gender of the lead cartoon character and the likelihood of the children liking the cartoon program were associated. 2 highly ranked cartoons (Spiderman, and Sofia the First) were tested using Chi-Square to establish if children preferred the cartoon programs based on their gender. The null hypothesis that *gender has no influence on cartoon program content preference* was rejected since $X(4)=83.770$ and $P=0.001$ for gender and Spiderman cartoon program while for gender and Sofia the First cartoon program $X(4)=60.365$ and $P=0.001$, therefore, since $P<0.05$, it was established that gender had influence on cartoon program content preference.

According to Ergün, (2012) male children prefer violent-oriented cartoons; the researcher therefore tested this relationship to establish if the research supports Ergun's observation. Did boys prefer to watch violent marred cartoons or otherwise? From the chi-square test of goodness fit, the null hypothesis that *gender has no influence on violent cartoon program content preference* was rejected since $X(2)=18.749$ and $P=0.001$ which is <0.05 . Further, to examine the associational strength, a Phi and Cramer's V test was carried out which had a 0.231 value signifying a strong relationship. It is true therefore that the male child has higher preference for violent cartoon programs content compared to their female counterparts. From the chi-square findings, it emerged that gender did actually influence if children used fight moves they'd picked from their favorite cartoon characters while interacting with their peers since $P<0.05$. Interestingly, gender did not influence if children used abusive words they had picked from their favorite toon characters meaning that both boys and girls were likely to use abusive words similar to those they had heard from the cartoon characters since $P>0.05$.

The research findings revealed tendencies of children identifying with their favorite cartoon characters based on their gender. Previous research studies have linked

gender portrayals in children programming as important in the socialization process of children who are likely to manifest tendencies to imitate same gender characters than opposite gender characters Kirsh, (2005). Sponge Bob Square Pants, Kion-Lion Guard and Spiderman are all lead male cartoon characters and though they generally ranked as the most popular, more boys as compared to girls 'liked them very much'. 69%, 61% and 56.8% of the boys indicated that they liked very much, Spiderman, Kion and Sponge Bob Square Pants respectively compared to only 31%, 39% and 43.2% of the girls who indicated that they liked them very much. Sofia the First, on other hand, has a female lead character and as such 58.5% of the girls indicated that 'they liked her very much' while 41.5% of the boys indicated that they 'liked her very much'. The research findings show that there is indeed a tendency of the children to identify with the cartoon characters based on their gender.

From the research, a child's gender did not influence the time they watched television during weekdays, weekends and holidays this was established through a Chi-Square test of association weekdays, $X(3)=5.039$; $P=0.169$, weekends $X(3)=2.922$; $P=0.404$ and holidays $X(3)=1.217$; $P=0.169$. The research did however, establish that time spent watching cartoons on weekdays and weekends for children enrolled in different classes varied as the Chi-Square findings were $X(6)=20.988$, $P=0.002$ and $X(6)=13.499$, $P=0.036$ respectively; It is expected that as children in class 2 had more time to watch cartoons compared to their class 3 and class 4 counterparts who had to spend more time finishing up their homework during weekdays and weekends.

5.3 Conclusions

The study concluded that foreign cartoon programs were popular among Kenyan children where they watched them predominantly from American owned Nickelodeon and Disney Junior television channels which have 24 hour cartoon programming. Majority of the children irrespective of their gender loved watching comedic themed entertainment cartoons with boys having more preference to watch violent oriented cartoons. The cartoon content could either positively or negatively influence children behavior; children reported to learn positive behavior such as

sharing, cooperation and friendliness by watching cartoon programs. Similarly, the children reported to learn negative behavior such as verbal abuse and physical aggression.

Secondly, contribution of gender stereotypes in formation of gender related perceptions among children who participated in the research manifested with children preferring to watch cartoons that lead cartoon characters matched their gender. A majority of the children preferred white colored cartoon characters which was attributed to the conditioning to see 'white' as the norm through extensive exposure to the foreign themed cartoon programs. Most children wished that they could look like their favorite cartoon characters showing they had high regard for them and also admitted trying to speak, act and dress like their favorite toon characters. Some children also wished to make friends with white colored children as they thought they were good looking.

Thirdly, the time Kenyan children were dedicating to watch television cartoons exceeded other media they could access as a majority confirmed to watch television cartoons after school on weekdays but compared to weekends and holidays, the time they spent watching television cartoons on weekdays was relatively lower. The study revealed emerging patterns of heavy television viewership tendencies as most of the children indicated to watching television cartoons for over four hours during weekends and holidays, a situation exacerbated by minimal or no parental mediation. There were also emerging physical inactivity tendencies among the children as they stated that they preferred to watch television cartoons other than play outside with their friends.

Lastly, the study established that gender, age and class the child was in influenced their choice of cartoon content, cartoon characters and cartoon viewership tendencies. Gender didn't influence choice of comedic themed cartoons with both boys and girls highly preferring such cartoons. It did however influence choice of violent themed cartoons where boys were mainly inclined to watch such especially where lead character exhibited super powers. Gender did also influence the cartoon

characters that the children chose to identify with; girls gravitated towards female lead characters as did the boys. Age and class of the children mainly influenced their cartoon viewership habits with those in lower classes spending more time watching cartoons on weekdays and weekdays while on holidays no differences in time spent watching television cartoons was established. When not watching television cartoons, a majority of the children indicated that they played computer, phone and video games or watched movies.

5.4 Recommendations

This research study offers a number of recommendations to various institutions based in Kenya and other developing countries including but not limited to; governments, learning institutions, television programs classifications boards, religious institutions, media institutions, non-governmental and civil society organizations. Recommendations are therefore given to parents and guardians, practice and media profession, policy makers and television content producers.

5.4.1 Recommendations to the Practice and Media Profession

First and foremost, awareness campaigns on indirect cartoon effects on children social behavior need to be held so that people and especially parents/guardians know that in as much there are positive effects that emanate from children watching cartoons they can have long term negative effects on their social behavior. There is a general lack of awareness that cartoon programs could actually influence children negatively as a majority of the parents interviewed thought that the cartoons their children watched did not contain inappropriate content.

The television programs classifications boards in the developing countries also need to thoroughly scrutinize foreign television programs and classify them appropriately or take necessary measures such as banning children programs that do not conform to set standards or to their policies governing children programming. The Kenya Film and Classification Board needs to have a specific department monitoring the foreign television cartoons being aired so as to ensure the content Kenyan children are exposed to does not negatively influence their social behavior.

5.4.2 Recommendations to the Parents

The parents/guardians also need to supervise their children when watching cartoons. Through guided supervision, children can be advised on behaviors to shun as offensive/inappropriate language or violent acts. Parents/guardians may not always be there to supervise their children and in their absence they could leave an adult they can trust to guide their children as they watch cartoons. Alternatively they could use the parental controls to lock up cartoon programs that have content they deem inappropriate for their young ones.

The parents/guardians based in their respective developing countries need to form parent television councils. The council would be an independent body whose major task would be to monitor the children television programming in their respective countries and the kind of content their children are exposed to. Their major task would be to ensure that children rights are observed and that policies governing their television programming are adhered to.

5.4.3 Recommendations to the Policy Makers

Governments in the developing countries need to work in partnership with other relevant stakeholders such as the media institutions and the civil society organizations keen on children rights to develop comprehensive policies on children programming that are in tandem with international laws such as the UN Convention on the Rights of the Child and the African Charter on Children's Broadcasting. This will encourage investors from within and without to support content production of children programs such as cartoons.

5.4.4 Recommendations to the Content Producers

The study revealed extensive reliance of children on foreign television cartoons. The study therefore recommends that more local children content especially cartoons need be produced from the developing countries to substitute the current extensive reliance on foreign television cartoons for educational and entertainment purposes by the Kenyan children. There is urgent need for the producers to focus on content that will amplify children's morals and values such as honesty, generosity, and respect among others; content that will help them appreciate their cultures and the diversity that comes with it. As such the Governments need to work with developed countries keen on investing in their countries through children content production and other stakeholders including local content producers and media stations.

Children content producers also need to partner with institutions such as the religious and learning institutions so that they can contribute in the development of integrated, holistic, values-based children programs that can benefit the children in all facets of their lives including cognitive and behavior. The religious and learning institutions in collaboration with various associations also need to check into initiation of programs or clubs that children can enroll into to participate in extracurricular activities such as sports e.g. football, swimming, dancing, music among others. These institutions need to work also with professionals such as psychologists or career coaches who can engage children with behavioral issues and help them get back on course.

5.5 Suggestions for Further Research

This research study makes the following suggestions for further research;

1. One major limitation of the research was that it a correlational study and as such causation could not be established. The study therefore recommends that if possible an experiment be conducted with different groups (those exposed to television cartoons and those not exposed to them) for a causal-effect relationship to be established between foreign television cartoons and alterations in children social behavior in Kenya.

2. The study did reveal preferences of children to watch television cartoons instead of reading. As such, it suggests further research on influence of foreign television cartoons on children's academic performance in Kenya. Such suggested research could reveal how exposure to television cartoons could affect children's academic performance.
3. The research study showed interaction of children with other media such as mobile phones, computers and video games while they were not watching television cartoons. It therefore suggests further research on how time spent on other media influences children behavior.
4. Lastly, the research unveiled preference of cartoon themed accessories and snacks among children. This research suggests further study on how exposure to advertisements in television cartoon programs could affect children's preferences.

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APPENDICES

Appendix I: Letter of Introduction

Martha Wangui Njiiri
Jomo Kenyatta University of Agriculture and Technology
Department of Media Technology and Applied Communication
P O Box 62000 – 00200, NAIROBI

TO WHOM IT MAY CONCERN

Dear Sir/Madam,

RE: COLLECTION OF RESEARCH DATA

I am a post graduate student at Jomo Kenyatta University of Agriculture and Technology, School of Communication and Development Studies, Department of Media Technology and Applied Communication pursuing a Doctor of Philosophy degree in Mass Communication. Undertaking a research study is required for award of the doctorate degree.

I am carrying out a research entitled “*Foreign Television Cartoons and Social Behavior of Children in Kenya.*”

I kindly request you to allow me collect data from pupils in classes 3-5 by filling out the attached questionnaire. This will take no more than 30 minutes of their time. The information provided will be used exclusively for academic purposes and will be treated with total confidentiality.

Your assistance will be highly appreciated.

Martha Wangui Njiiri
Cellphone: 0736433853
Email: mnjiiri@gmail.com

Appendix II: Questionnaire

Part 1: Demographic Factors:

1. I am a girl boy
2. I am _____ years old
3. I am in class _____
4. Do you have an older brother or sister? Yes No
5. Do you have a television at home? Yes No
6. Do you watch television? Yes No

Part 2: Cartoon Content

7. Do you watch cartoons? Yes No
8. Do you love watching cartoons?
Yes, very much Yes, I guess I'm not sure
9. Alongside the cartoon programs listed below tick only once to indicate your answer

Television Cartoon	Like Very Much	Like Somehow	Not Sure	Do not Like	Do not like at all
Loud House					
Sponge Bob Square Pants					
Sofia the First					
Lion Guard					
Doc Mc Stuffins					
Spiderman					

10. Which television channels do you watch cartoons from? (Tick appropriately)

Television Channel	Watch	Don't watch
Disney junior		
Disney XD		
Nickelodeon		
Nick Toons		
Cartoon Network		
Boomerang		
E-TV Africa		
KTN		

11. From the television channels you watch, list 3 that are your most favorite

Favorite no. 1 _____

Favorite no.2 _____

Favorite no.3 _____

12. Besides each of the statements presented below, tick once to indicate your answer.

		True	Not Sure	False
a)	I love cartoons that make me laugh than those that make me sad			
b)	I like it when my favorite cartoon characters fights off the bad guys			
c)	I think the language used by the cartoon characters is cool			

13. Besides each of the statements presented below, tick once to indicate your answer.

Television Cartoon Content	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
When I watch fights in cartoons such as Spiderman, I learn fight moves that I could use when playing with my friends					
When I hear words such as stupid/loser in cartoons such as Sponge Bob, I learn words that I could use when playing with my friends					
When I hear new words when watching cartoons such as Sofia the First, I learn vocabulary I can use when playing with my friends					
I like watching entertainment cartoons such as Lion Guard as I learn how to be friendly and cooperative when with my friends					
I like watching educational cartoons such as Doc Mc Stuffins as I learn how to be caring and kind when with my friends					

Part 3: Cartoon Characters

14. Besides each of the statements presented below, tick once to indicate your answer.

Cartoon Character (s)	Like Very Much	Like Somehow	Not Sure	Do not Like	Do not like at all
Lincoln Loud House					
Sponge Bob Square Pants					
Sofia the First					
Kion-Lion Guard					
Doc Mc Stuffins					
Spiderman					

15. What do you like most about your favorite cartoon characters? (tick all the things you like)

The way they speak	
The way they dress	
The way they look	
Because they are beautiful/handsome	
Because they beat the bad guys	

16. Besides each of the statements presented below, tick once to indicate your answer.

		True	Not Sure	False
a.	I prefer black cartoon characters than white cartoon characters			
b.	I wish I could look like my favorite cartoon characters			
c.	Sometimes when playing with my friends I act like my favourite cartoon character			
d.	I try to speak like my favorite cartoon characters			

17. Choose **2** cartoons that you think are better for girls to watch

1.	Spiderman	
2.	Doc McStuffins	
3.	Sponge Bob Square Pants	
4.	Sofia the First	

18. Choose 2 cartoons that you think are better for boys to watch

1.	Spiderman	
2.	Doc McStuffins	
3.	Sponge Bob Square Pants	
4.	Sofia the First	

19. Besides each of the statements presented below, tick once to indicate your answer.

Television Cartoon Characters	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
When I see my favorite cartoon characters fighting, I use similar fight moves when playing with my friends					
When I hear words such as stupid/loser from my favorite cartoon characters, I use them when playing with my friends					
When I hear my favorite cartoon characters using new words, I use the new words learnt when playing with my friends					
When I see my favorite cartoon characters being friendly and kind, I act the same towards my friends					
Because white cartoons characters are more good looking, I would like to make friends with white skinned children					
I prefer to take snacks/foods/drinks similar to those my favorite cartoon characters take					
I request my parents to buy clothes that have pictures of my favorite cartoon characters					

Part 4: Viewership Patterns

20. Do you watch cartoons after school?

Yes, Everyday Yes, Sometimes No, Only on Weekends

21. Besides each of the statements presented below, tick once to indicate your answer

		Yes, always	Yes, sometimes	No, never
a.	Do you do your homework while watching cartoons?			
b.	Do you eat while watching cartoons?			
c.	Do you watch cartoons with your parents?			
d.	Do you watch cartoons with your older brothers or sisters?			

22. Besides each of the statements presented below, tick once to indicate your answer.

		Do not watch	Not much	For a while	Very much
		(0 hours)	(Less than 1 hour)	(2-3 hours)	(Over 4 hours)
a.	How long do you watch cartoons on weekdays (Monday to Friday)?				
b.	How long do watch cartoons on the weekends (Saturday and Sunday)				
c.	How long do you watch cartoons during school holidays?				

23. Besides each of the statements presented below, tick once to indicate your answer.

		True	Not Sure	False
a.	I love watching cartoons with my parents			
b.	I love watching cartoons with my big brother or sister			
c.	I love watching cartoons with my friends			
d.	I would rather watch cartoons than play with my friends			
e.	I would rather do my homework than watch cartoons			
f.	I prefer to read storybooks than watch cartoons			

24. Besides each of the statements presented, tick once to indicate your answer.

Television Cartoon Viewership Patterns	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
I watch television cartoons very much so I don't play with my friends outdoors a lot					
I don't watch television cartoons very much since I play with my friends outdoors a lot					
When my parents watch with me television cartoons they tell me not to be violent or use abusive words as shown in the programs					
My parents explain to me new words used in the television cartoon programs					

25. When you are not watching television cartoons what else do you do? (Tick all that apply)

a.	I play video games	
b.	I play computer/phone games	
c.	I play with my friends	
d.	I read a story book	
e.	Watch movies	

Part 6: Social Behavior

	True	False												
25. I sometimes act like my favorite cartoon characters when playing with my friends														
26. I have seen my friend act like their favorite cartoon characters														
If true, what did you see them try to do? (Tick all that apply)														
<table border="1"> <tr> <td>Sing/Dance</td> <td></td> </tr> <tr> <td>Share their toys/sweets</td> <td></td> </tr> <tr> <td>Shout at others</td> <td></td> </tr> <tr> <td>Push others when playing</td> <td></td> </tr> <tr> <td>Dress up like them</td> <td></td> </tr> <tr> <td>Try to talk like them</td> <td></td> </tr> </table>			Sing/Dance		Share their toys/sweets		Shout at others		Push others when playing		Dress up like them		Try to talk like them	
Sing/Dance														
Share their toys/sweets														
Shout at others														
Push others when playing														
Dress up like them														
Try to talk like them														
	True	False												
27. I have clothes (dress/t-shirts/shorts) that have pictures of my favorite cartoon characters														
28. I have stationery (pens/pencils/exercise books) that have pictures of my favorite cartoon characters														
29. I have a school bag that has pictures of cartoon characters														
30. I prefer to eat snacks that have pictures of cartoon characters														

Appendix III: Interview Guide-Parents

Cartoon Content:

1. Which television channels do your children prefer watch cartoons from?
2. Can you name any 3 television cartoons that your children watch?
3. Are the cartoons your children watch entertainment or education theme based?
4. Do you think that the television cartoons your children watch have violent/aggressive/content that is not appropriate for them? Have you seen any inappropriate content you can relate to?

Cartoon Characters:

5. Do you know your children's 2 most favorite cartoon characters?
6. Have you seen your children imitate television cartoon characters?
7. Do your children request to be bought cartoon themed accessories such as school bags, stationery, toys, clothes, snacks etc?

Viewership Patterns:

8. Do you watch television cartoons together with your children?
9. How often do your children watch television cartoons?
10. Do you monitor the time your children watch cartoons?

Moderating Effects of Demographic Factors:

11. What recreational activities other than watching television cartoons do your children engage in?

Social Behavior:

12. Are there some behaviors that your children manifest that you could link to the television cartoon watching? Which ones?

Appendix IV: Focus Group Discussion Guide

Introduction

- Children introduce themselves (Name, Class, Age)
- Brief information on why they are in the discussion group and basically make them feel at ease
- Assure them information used at the discussion group will not be used against them and elsewhere
- Inform them discussions will be recorded and pictures taken but will not be used against them
- Lay down rules on the do's and don'ts (no shouting at one another, no laughing at another's ideas and no interrupting one another or name calling)
- Once everyone is settled in, watch the previously assorted cartoons (shouldn't run for more than 30 minutes)

Discussion Questions

Cartoon Content:

1. Did you all enjoy the cartoons that we have just watched?
2. Pick your best cartoon programme from the cartoons that we have just watched.
3. Why is it your best cartoon programme?

Cartoon Characters:

4. Who is your best character from the cartoons we have just watched?
5. What do you like about the cartoon character?
6. Which cartoons do you think are for girls? Why?
7. Which cartoons do you think are for boys? Why?

Viewership Patterns:

8. Do you watch cartoons with your friends?
9. Do you like watching cartoons with your friends? Why?
10. Do you like watching cartoons with your parents? Why?

Social Behavior:

12. Have you seen your friends act like their favorite cartoon characters?

The researcher will also observe how children behave when they watch the most popular cartoons and the least popular cartoons chosen by the children from the questionnaires. The researcher will observe the following: The language they use as they watch, if they sing along to theme songs and their facial expressions

Appendix V: Approval of Research Proposal



**JOMO KENYATTA UNIVERSITY
OF
AGRICULTURE AND TECHNOLOGY
DIRECTOR, BOARD OF POSTGRADUATE STUDIES**

P.O. BOX 62000
NAIROBI – 00200
KENYA
Email: director@bps.jkuat.ac.ke

TEL: 254-067-52711/52181-4
FAX: 254-067-52164/52030

REF: JKU/2/11/HD421-1101/2015

9TH NOVEMBER, 2017

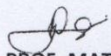
NJIIRI MARTHA WANGUI
C/o SCDS
JKUAT

Dear Ms. Wangui,

RE: APPROVAL OF Ph.D. RESEARCH PROPOSAL AND OF SUPERVISORS

Kindly note that your Ph.D. research proposal entitled: **"FOREIGN TELEVISION CARTOON PROGRAMS AND CHILDREN'S SOCIAL BEHAVIOUR IN KENYA."** has been approved. The following are your approved supervisors:-

1. Prof. Hellen Mberia
2. Dr. Idah Muchunku


PROF. MATHEW KINYANJUI
DIRECTOR, BOARD OF POSTGRADUATE STUDIES
Copy to: Dean, SCDS
/cm



JKUAT is ISO 9001:2008 certified
Setting Trends in Higher Education, Research and Innovation

Appendix VI: NACOSTI Research Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: 020 400 7000,
0713 788787,0735404245
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/69088/19341**

Date: **9th October, 2017**

Martha Wangui Njiiri
Jomo Kenyatta University of Agriculture & Technology
P.O. Box 62000-00200
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Foreign television cartoon programs and children social behavior in Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Muranga County** for the period ending **9th October, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Muranga County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

G. Kalerwa

**GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Muranga County.

The County Director of Education
Muranga County.

Appendix VII: Research Permit


THIS IS TO CERTIFY THAT:

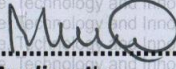
MS. MARTHA WANGUI NJIRI
of JOMO KENYATTA UNIVERSITY OF
AGRICULTURE AND TECHNOLOGY,
119-10200 MURANG'A, has been
permitted to conduct research in
Muranga County

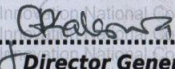
on the topic: FOREIGN TELEVISION
CARTOON PROGRAMS AND CHILDREN
SOCIAL BEHAVIOR IN KENYA

for the period ending:
9th October, 2018

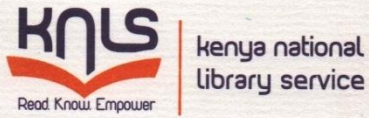
Permit No : NACOSTI/P/17/69088/19341
Date Of Issue : 9th October, 2017
Fee Received :Ksh 2000




Applicant's
Signature


Director General
National Commission for Science,
Technology & Innovation

Appendix VIII: Pilot Test Authorization



KNL/MRG/ADM/1/VOL.2/199

Knls-Murang'a Library
P O Box 504-10200,
MURANG'A

15th December 2017

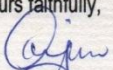
Martha W. Njiiri
JKUAT
P.O.Box 62000-00200
NAIROBI.

Dear Madam,

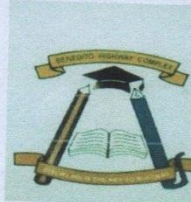
RE: COLLECTION OF RESEARCH DATA

Following our discussion and request to collect data at our branch on the effect of cartoons on children, am pleased to inform you that permission has been granted. You may collect the data for research purpose.

Yours faithfully,


Caroline Ngacaku
LIBRARIAN – IN- CHARGE

Appendix IX: Benedito Primary School Authorizing Letter



**BENEDITO HIGHWAY COMPLEX
P.O. BOX 84 MURANG'A
TEL: 0722227034**

E-mail: beneditohighwaycomplex@gmail.com

20th December 2017

**Martha Wangui Njiiri
JKUAT
P.O Box 62000-00200
NAIROBI**

Dear Martha,

RE: COLLECTION OF RESEARCH DATA

In reference to your letter dated 17th December 2017 requesting that you collect research data on "Foreign Television Cartoons and Social Behavior of Children in Kenya" from Benedito Highway Complex Primary School, I am pleased to inform you that permission has been granted following fruitful consultations with the relevant authorities.

You will collect data on 3rd January 2018 with the assistance of the respective class teachers of classes 3-5. It is expected that all the information obtained from the children who will participate in the research will be used exclusively for academic purposes and will be treated with utmost confidentiality.

**Yours Faithfully
BENEDITO HIGHWAY COMPLEX
P. O. Box 84-10200
MURANG'A
DATE: 20/12/2017
Mrs. Mary Njiiri**

Headteacher

Appendix X: GreenCottage Primary School Authorizing Letter

GREENCOTTAGE ACADEMY

MURANG'A OFFICE: MOBILE 0708-588 388 KONGOINI OFF NAIROBI-MURANG'A ROAD.

P.O BOX 555-10200 TEL: 0708-588 388

28th December 2017

MARTHA WANGUI NJIRI
PO BOX 62000-00200
NAIROBI

DEAR MARTHA

RE: COLLECTION OF DATA FROM OUR PUPILS.

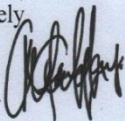
In the wake of a letter received from you on December 15, 2017 requesting you be allowed to collect research data from our pupils (Standard 3 to 5), permission is hereby granted by the school management .

You will be allowed to visit our school on the 12th day of January 2018 solely for the said purpose. Mary Wambui Njoroge, the deputy head teacher, will be with you throughout the activity which should take utmost one and half hours.

The data you collect should only be used to fulfill the requirements for the award of a doctorate degree and not any other purpose whatsoever.

Yours sincerely,

G.I CHEGE
Head teacher



HEADTEACHER
GREEN COTTAGE ACADEMY
G.C.A

Date: 28.12.2017.

Appendix XI: Murang'a Elite Primary School Authorizing Letter



MURANG'A ELITE SCHOOLS LTD

Jishinde Ushinde'

Email: murangaeliteschool@yahoo.com

3rd January 2018

Martha Wangui Njiiri
JKUAT
P.o Box 62000-00200
Nairobi.

Dear Martha,


RE: COLLECTION OF RESEARCH DATA

In reference to your letter requesting to collect data for your research project titled "foreign television cartoon programs and children social behavior in Kenya" from our class 3-5 pupils, we are pleased to let you know that your request has been approved.

You can visit our school in the third week of January 2018 where you will be guided by the teacher on duty. As discussed on phone, ensure that confidentiality is upheld and that all the data obtained from our pupils is used only for academic purposes.

Wishing you the best in your research.

Yours sincerely,


Francis M Kyalo
Headteacher.



Appendix XII: St. James Primary School Authorizing Letter



ANGLICAN CHURCH OF KENYA

DIOCESE OF MT. KENYA CENTRAL

St. James & All Martyrs' Memorial Cathedral, Murang'a

P.O. BOX 719-10200 MURANG'A

22ND DECEMBER 2017

MARTHA WANGUI NJIIRI
JKUAT
P.O. BOX 62000-00200
NAIROBI.

Dear Ms. Njiiri,

RE: COLLECTION OF RESEARCH DATA

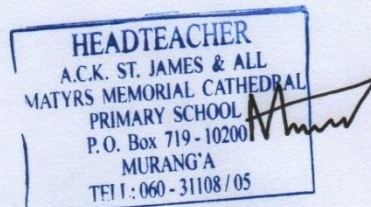
Following your letter dated 15th December 2017 requesting that you collect data from our pupils in class 3 – 5 in fulfillment of the requirements for the award of a doctorate degree, I write to inform you that permission has been granted following consultations with relevant authorities.

You can visit the school in the first week of January 2018 where you will liaise with the Deputy Head teacher, Mr. Francis Gichuguma TSC No. 582755 in course of collecting your research data.

The data collected should be used exclusively for academic purposes and not used to negatively implicate any pupil.

Yours sincerely,

Mr. Martin Kirimi
HEADTEACHER
ST. JAMES ACADEMY.



Appendix XIII: KTN Sample Cartoons

