
Children Television Programs and Child Development: Assessing Program Types and the Aspects of Development in Rivers State

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ABSTRACT

The paper examined children's television programs and various types and aspects of child development. A descriptive survey design was adopted for the study. The targeted population for the study comprised all the children in nursery or primary school in Rivers State. A total of 240 respondents were used for the study. The Children Television Program and Development Questionnaire (CTPDQ) was used for data collection. Face and content validation of the instrument was carried out by an expert in test, measurement, and evaluation. The reliability coefficient obtained was 0.83. The researcher subjected the data generated for this study to the appropriate statistical technique, which was percentage analysis, for answering the research questions. The test for significance was done at 0.05 alpha levels. From the result of the findings, the study found out that educational television can teach young children more complex reading skills, which could help set them up for greater success in a school setting. TV has a vital place in children's lives. They consume a share of their leisure time in front of the television. The study also revealed that "Tom and Jerry" was rated the highest type of children's television programme that develops children the most. Also, "cognitive development" was rated as the highest aspect of the children's television programs that enhances children. On this basis, the study concluded that the relationship between children's TV programs and child development is complex and multifaceted. While some TV programs can have positive effects on children's cognitive, social, and emotional development, others can have negative effects such as reduced attention span, aggressive behaviour, and decreased academic performance. One of the recommendations made was that there should be conduction of longitudinal study to examine the long-term effects of children's TV programs on academic achievement, socialisation, and overall well-being.

KEYWORDS: Children, Television Programs, Types and Child Development

Introduction

Television shows have helped young toddlers practice their ABCs and 1-2-3s for decades. According to research, educational programmes can effectively teach children

the fundamentals of reading and numeracy, such as letter and sound recognition and how numbers reflect quantity. Educational television can teach young children more complicated reading skills, which could help them succeed in school. TV plays an important role in the lives of youngsters. They spend a portion of their free time watching television. This study found that watching instructional programmes as a youngster increased their academic performance as well as their cognition, socialisation skills, emotional development, and intellectual growth.

Educational television serves as a helpful and reinforcing tool to supplement formal education. The importance of television in informal education is extensive. TV raises children's consciousness by enlightening them about their environment, rights, duties, and privileges. It teaches etiquette, language skills, recreational activities, social skills, and religious teachings. Educational television plays a multifaceted and incalculable significance.

Educational programs are being developed to help students enhance their intellectual and social abilities. Their language and production practices are thought to improve learning. Children's instructional television shows are being designed to prepare them for school. The studies on Sesame Street EDTV programs are created and planned in order to answer problems and difficulties that arise in everyday life (Fuenzalida, 2015). Educational television shows prepare children for school and raise them to the point where they have the skills and behavioral understanding required for success in primary school. Calvert (2019) divides these abilities into four categories: social and emotional development, oral language development and pre-reading skills, thematic development and pre-mathematics skills, and general knowledge.

The earliest years of life are critical for a child's brain development. A average child, for example, learns 25-50 words by the time they reach their first birthday. This information is important since studies have demonstrated that the amount of words children make at this age correlates with subsequent language development for terms heard in their environment (Lee, 2011). This can be accomplished through direct contact with the kid or by incidental language learning. The words heard in a child's environment have a big impact on their word learning. Television viewing has the potential to reduce a child's one-on-one interactions and language acquisition opportunities.

Statement of the Problem

Television programmes targeted at children have become a ubiquitous part of modern society, with children spending a significant amount of time watching them. However, there is a growing concern about the impact of these programmes on child development. While some children's programs claim to promote positive cognitive, social, and emotional development, others may have adverse effects or fail to provide meaningful developmental benefits. The problem lies in the lack of comprehensive research and understanding of the specific aspects of child development that television programs influence. While some studies have explored the effects of television on children, many focus on general outcomes or rely on subjective observations. The specific program types and the aspects of development that are influenced by different types of children's television programs remain largely unexplored. Moreover, the content and format of children's television programmes have evolved significantly in

recent years. With the advent of streaming platforms, on-demand viewing, and interactive media, there is a need to reassess the impact of these new program types on child development. Are they providing educational value? Are they promoting positive social interactions? Are they fostering critical thinking skills? These questions remain largely unanswered. Therefore, this study aims to understand the relationship between children's television programmes and various aspects of child development and to determine the influence of program types on these developmental domains.

Objectives of the Study

1. To find out the types of children television programs that develop children in rivers state.
2. To examine the aspects in which children television programs can enhance children in rivers state.

Research Questions

1. What are the types of children television programs that develops children in rivers state?
2. What are the aspects in which children television programs can enhance children in rivers state?

CONCEPTUAL REVIEW

Concept of Television

Television (TV) comes from the Greek $\tau\eta\lambda\epsilon$ (tele), meaning "distant" or "far," and the Latin visio, meaning "sight" or "vision." It is a mode of (tele) communication typically used for transmitting moving (color) images (and potentially sound) to audiences. It is also a telecommunication medium for transmitting moving images and sound. The term can refer to a television set or the medium of television transmission. Television is a mass medium for advertising, entertainment, news, and sports (Wikipedia, 2023). Television can also be an electronic system for transmitting transient images of fixed or moving objects together with sound over a wire or through space by apparatus that converts light and sound into electrical waves and reconverts them into visible light rays and audible sound (Merriam-Webster, 2023). By extending the senses of vision and hearing beyond the limits of physical distance, television has had a considerable influence on society.

Although the technology has been commercially available since the late 1920s (in very limited amounts and at a very high price), television has since become a common household good. It is also used in businesses and institutions, particularly as a vehicle for advertising, entertainment, and news broadcasting. From around the 1950s onward, television increasingly became the primary medium in the Western world for shaping public opinion because of the saturation of television in society (Diggs-Brown, 2011). Color televisions became widely available in the 1960s, and because of the availability of media such as video cassettes, laserdiscs, DVDs, and high-definition discs, viewers have been able to use the television to watch prerecorded material. Recently, there has been a rise in Internet television services, with services such as BBC iPlayer, Hulu, and Netflix broadcasting their material onto television screens via the Internet.

Conceived in the early 20th century as a possible medium for education and interpersonal communication, it became, by mid-century, a vibrant broadcast medium, using the model of broadcast radio to bring news and entertainment to people all over the world. Television is now delivered in a variety of ways: "over the air" by terrestrial radio waves (traditional broadcast TV); along coaxial cables (cable TV); reflected off of satellites held in geostationary Earth orbit (direct broadcast satellite, or DBS, TV); streamed through the Internet; and recorded optically on digital video discs (DVDs) and Blu-ray discs. TV programming is usually broadcast in one of two ways: original run or broadcast syndication. For an original run, a producer creates a program of one or multiple episodes and shows it on a station or network that either paid for the production itself or to which a license has been granted by the television producers to broadcast it. Broadcast syndication is the term used to describe usage beyond the original run.

Television signals were initially distributed only on terrestrial television, using high-powered radio-frequency television transmitters to broadcast the signal to individual television receivers. Alternatively, television signals are distributed by coaxial cable or optical fiber, satellite systems, and, since the 2000s, via the Internet. Until the early 2000s, these were transmitted as analog signals, but a transition to digital television was expected to be completed worldwide by the late 2010s. A standard television set consists of multiple internal electronic circuits, including a tuner for receiving and decoding broadcast signals. A visual display device that lacks a tuner is correctly called a video monitor rather than a television.

Concept of Children TV Program

Children's television series (or children's television shows) are television programs designed specifically for children. They are typically characterized by easy-going content devoid of sensitive or adult-facing themes and are normally scheduled for broadcast during the morning and afternoon when children are awake, immediately before and after school schedules generally start country-by-country. Educational themes are also prevalent, as is the transmission of cautionary tales and narratives that teach problem-solving methods in some fashion or another, such as social disputes (Wikipedia, 2023). Children's television series are made predominantly for viewing by children, either created using animation or recorded in live action, and consist of a potentially unlimited number of episodes, comprising either (Lawsider, 2023). The purpose of these shows, outside of profit, is mainly to entertain or educate. Complicating matters somewhat is that not all children's programs are equal: some are aimed at infants and toddlers, some are aimed at those aged 6 to 11 years old, and then there is broadcast content for adolescents and those aimed at all children (Romper, 2021).

According to Sajjad and Khan (2019), the Children's TV Act 1990 states that children are spending more than 3 hours in front of the television. The CTV defines that core programming should be intended to aid the educational and information needs of children 16 years of age and under, as well as the child's academic, intellectual, community, and emotional needs. The children's TV programs are planned to create readiness for school and educational things for school.

Children's TV programs promote educational TV programs that advance school readiness and raise children to the extent where they exhibit the skills and behavior

knowledge necessary for success in elementary school. These skills are categorized into four groups: social, emotional, and cognitive. Oral language development and pre-reading skills, thematic development and pre-mathematics skills, and general knowledge (Sajjad and Khan, 2019). It was observed that children's TV programs do not similarly benefit children. In this study, two kinds of direct effects were measured: the additional effects of exposure to educational TV on children and the fact that children in privileged environments outnumber those in deprived environments.

Concepts of Child Development

Child development can be defined as the process by which a child changes over time. It covers the whole period from conception to an individual becoming a fully functioning adult. It's a journey from total dependence to full independence. Child development incorporates physical growth as well as intellectual, language, emotional, and social development. While these aspects are often considered separately, in reality, each influences the others. For example, as the brain develops physically, its intellectual abilities increase. This in turn allows a child to explore their social world more fully, develop their emotional responses to it, and develop the language needed to describe it, but in turn, this exploration directly impacts further physical brain development. A number of factors affect the course and progression of child development within a given individual. These include the innate or biological makeup of the child themselves and external influences such as family, society, economics, health, and culture. Thus, growth and development are directly related to the child's nutrition, affluence, parenting styles, education, and interaction with peers. Social, emotional, intellectual, and language development, while related to physical growth, are complex and multifactorial. There have been many attempts to understand and make sense of these areas, and many theories have been developed. It's probably true to say that no one theory can explain every aspect or be right in every detail. Indeed, many theories have focused on just one aspect of child development. Instead, we must consider each theoretical framework as part of a larger whole. Within this resource, overviews of the major theories that are considered influential are given. Remember, it's not the theories in themselves that are important, but how they might help us understand the underlying principles that explain the complexity of child development (O'Brien & Langmack, 2023).

The notion that children "develop" seems an intuitive, obvious, and even self-evident idea. Children are born small, knowing the world in limited ways, with little or no understanding of other people as separate from themselves in body or mind, and no understanding of social relations or morality. They grow larger, learn about the physical and social worlds, join different cooperative social groups, and cultivate a more and more complex sense of right and wrong. Psychologists, teachers, and others who deal with children constantly invoke the term development as a way to understand the child's status and to rationalize practice. The language of development permeates child psychology and the child-centered professions. Practitioners in these areas speak of such things as "developmentally appropriate practices" for early childhood education, developmental "readiness" for reading, and "stages" of cognitive, moral, and social development (Emily D. Cahan 2019).

According to Levy (2021), the core concepts of child development are what experts in the fields of psychology, medicine, education, and sociology consider the basic ingredients of child development. They form the necessary foundation for healthy

attachment and development in early childhood, and we must understand them in order to develop effective solutions to the problems children and families experience. These ingredients are categorized into six core concepts:

- **Nurturing and dependable relationships are the building blocks of healthy childhood development:**

Secure attachments form when parents and caregivers are dependable, available, and sensitive to the needs of their children, allowing the youngster to rely on the parent for safety, fulfillment of needs, and direction. Secure attachment promotes healthy development in all areas vital to human development, including emotions, relationships, self-esteem, fundamental beliefs, self-control, brain growth, and morality.

- **Human beings are hardwired to connect:**

All babies are born with the aptitude to bond, but this "prewired" tendency can only develop in close proximity to a loving and attentive caregiver. Attachment develops throughout the course of a deep, cooperative, reciprocal connection through the exchange of minds, emotions, and biochemistry. Babies with unresponsive or depressed caregivers miss out on attachment's emotional and social cues. They have more behavioral, social, and cognitive issues as they get older than those whose caretakers are aware of and sensitive to their needs.

- **Attachment changes the brain:**

The presence or absence of sensitive, nurturing, and loving care during the early stages of life influences not just emotional and social development but also the way the brain develops, which has a significant impact on long-term health. The early attachment bond changes the structure, chemistry, and genetic expression of the brain. The limbic system of the brain, which governs how youngsters feel, relate, and self-regulate, requires caring and sensitive care for optimal development. Children who do not have solid bonds frequently have changed amounts of brain chemicals (noradrenaline, cortisol, and serotonin), which commonly results in aggression, lack of impulse control, depression, and an increased risk of substance abuse.

- **Child development is shaped by the interplay of nature and nurture biology and experience:**

Scientists used to debate whether nature (biology and genes) or nurture (experience and environment) was more powerful. This debate is no longer relevant. Nature works via nurture, not against nature. Biology, including genetic tendencies and vulnerabilities, may serve as a starting point, but the child's relationships with caregivers affect the trajectory of her development. A safe, pleasant, and caring atmosphere can help people overcome sadness, anxiety, and other weaknesses, and even turn them into strengths. Foster and adoptive parents, for example, might mitigate the impacts of an unfavorable genetic background and maltreatment.

- **Learning self-regulation is essential for child development and lifelong health:**

Babies are born defenseless and completely reliant on caregivers for survival. The development of self-regulation and self-control entails the move from helplessness to competence, from reliance on others to the ability to manage one's own emotions and

behaviors. Early attachment is profoundly established in the ability to acquire self-regulation, which begins with reliance and progresses toward autonomy. Inability to self-regulate plays a role in the development of behavior disorders, attention deficit disorders, anxiety, depression, and other significant difficulties in childhood and adult life.

- **The balance between risk factors and protective factors has a powerful effect on development:**

Risk factors include difficult-to-soothe newborn temperament, neglectful or abusive parenting, poverty, and family violence, all of which raise the chance of major issues in childhood and throughout life. Protective qualities such as a calm temperament, mature and caring caregivers, and social support shield children from unnecessary stress, resulting in resilience—the ability to recover from adversity. When protective factors are improved, children perform better. Preschoolers, for example, developed secure attachments when their high-risk mothers (very stressed, irritable, and inattentive) engaged in a program that taught them to be sensitive and responsive. The primary goal of healing parenting is to lower risk while increasing protective factors through caring, consistent, and sensitive care. Children learn to expect help, guidance, and understanding instead of betrayal, neglect, and rejection.

Concepts of Educational Development

The practice of assisting those who teach to improve their skills through materials, workshops, one-on-one assistance, and other means. Educational development is defined as "broader than faculty development" in the sense that it includes instructional, curriculum, organisational, and some aspects of faculty development. In another sense, the word was more specific in that it centred on teaching rather than all aspects of academic career development" (Bédard, Clement, & Taylor, 2010). It is a method of learning that emphasise hands-on, experiential learning as a means of gaining knowledge and skills. Educational development is a growing and lively field that is characterised as "helping colleges and universities function effectively as teaching and learning communities" (Felten, Kalish, Pingree, & Plank, 2007). Actions "aimed at enhancing teaching" (Amundsen & Wilson, 2012). A "key lever for ensuring institutional quality and supporting institutional change" (Sorcinelli, Austin, Eddy, & Beach, 2005).

Types of Children TV Program

Children programmes on television are numerous. Some of them, according to Miller, (2018), are as follows:

Doc McStuffins

Doc McStuffins is a Disney Channel and Disney Junior educational computer-animated children's television series created and executive produced by Chris Nee (an Irish American who was an associate producer for international versions of Sesame Street) and produced by Brown Bag Films that aired from March 23, 2012 to April 18, 2020 (Miller, 2018). The show is about a girl who can "fix" toys with the help of her toy buddies. Kay Hanley and Michelle Lewis wrote and composed the tunes. The series earned excellent feedback for its idea and main character, as well as its portrayal of

African Americans (Nee revealed in 2013 that Doc is African American, as indicated by Disney during her initial pitch; Nee initially only knew she wanted a female doctor in a Disney series (Bierly, 2015), and she envisioned the series as Cheers for preschoolers (Karpel, 2012).

Disney Junior renewed the series for a fifth season on November 16, 2016 (Hipes, 2016). On April 4, 2018, Lara Jill Miller, Lambie's voice, said that the series finale had been recorded and would broadcast on April 18, 2020, bringing the series' initial run to an end after five seasons, with no plans for a sixth season. Reruns of the show continue to air on Disney Junior both locally and globally, and the show itself is now available on DisneyNOW and Disney+. On February 7, 2022, it was reported that the series will commemorate its tenth anniversary with an animated musical special that would air on August 26, 2022 (Mercedes, 2022).

Barbie

Barbie, an American toy and entertainment firm Mattel's fashion doll, has been featured in an eponymous media franchise since the late 1980s. This franchise began with a computer-animated film series and has now grown to additional productions and media formats. It has become one of the highest-grossing media franchises of all time, dubbed the "Barbie Cinematic Universe" by fans (Virginia, 2022). From 2002 through 2017, the film series broadcast frequently on Nickelodeon in the United States before transitioning to streaming services such as Netflix, Google Play, and Apple TV+. Three years later, the shorts were rebuilt into streaming television films, which Mattel marketed as "specials" and were taken up for television transmission in several countries and regions/territories.

Since Barbie's introduction on March 9, 1959, the franchise has not only produced dolls with clothes and accessories, but also a wide range of branded items such as books, comic books, and video games. In 1987, two animated TV specials, *Barbie and the Rockers: Out of This World* and its sequel, were released. Later, in 2001, it launched the film series with the direct-to-video release of its first feature-length picture, *Barbie in the Nutcracker*. With its second feature, *Barbie as Rapunzel*, the film series made its American broadcast premiere on Nickelodeon in 2002. For the following 1½ decades, or 15 years, the films were released both on home video formats and as TV specials on Nickelodeon (Associated Press, 2015). The 35th release, *Barbie: Video Game Hero* in 2017, marked the last time a Barbie film both aired on American television and was released on home video formats (Nickandmore, 2022). Since 2012, the franchise has expanded to include web series like *Barbie: Life in the Dreamhouse*, *Barbie: Vlogger*, and *Barbie: Dreamtopia*; television shows like *Barbie: Dreamhouse Adventures* and *Barbie: It Takes Two*; a live-action film to be released on July 21, 2023; and an interactive short film with the release of *Barbie: Epic Road Trip* in 2022.

Dora the Explorer

Dora the Explorer is an American media franchise centred on an eponymous animated fourth wall children's television series created by Chris Gifford, Valerie Walsh Valdes, and Eric Weiner, produced by Nickelodeon Animation Studio, and originally aired on Nickelodeon from August 14, 2000, to June 5, 2014, with the final six unaired episodes later airing from July 7 to August 9, 2019 (Aaron, 2018). Since then, it has

inspired a spin-off television series (Go, Diego, Go!), a sequel television series (Dora and Friends: Into the City!), and a live-action feature film (Ashley, 2022).

Tom and Jerry

Tom and Jerry is an American animated media franchise and series of comedic short films founded by William Hanna and Joseph Barbera in 1940. The series is best known for its 161 theatrical short films produced by Metro-Goldwyn-Mayer and revolves around the rivalry between the title characters, a cat named Tom and a mouse named Jerry. Many short films also include recurrent characters.

From 1940 until 1958, Hanna and Barbera produced 114 Tom and Jerry shorts for MGM (Paul, 2015). During this time, they received seven Academy Awards for Best Animated Short Film, tying Walt Disney's Silly Symphonies for the most in the category. MGM restarted the series when the MGM animation studio closed in 1957, with Gene Deitch producing an additional 13 Tom and Jerry films for Rembrandt Films from 1961 to 1962. Tom and Jerry then became the highest-grossing animated short film series of that time, overtaking Looney Tunes. Chuck Jones then produced another 34 shorts with Sib Tower 12 Productions between 1963 and 1967. Five more shorts were produced: The Mansion Cat in 2001, The Karate Guard in 2005, A Fundraising Adventure in 2014, and On a Roll and The House That Cat Built in 2021, making a total of 166 shorts.

Children TV Program and Children Educational Development

Children's television shows have a huge impact on the growth and education of young minds. They provide youngsters all throughout the world with entertainment, learning, and socialization. Children's television programs are created to meet the needs and interests of young viewers. Colorful images, engaging narration, and interactive characters are common aspects used to catch children's attention. These programs frequently include educational content aimed at enhancing cognitive, social, and emotional development. One significant advantage of children's television programming is their potential to promote learning. Many shows emphasize essential skills like numbers, alphabet, shapes, and problem-solving. For example, "Sesame Street" has been praised for its educational approach in assisting youngsters in developing early literacy and numeracy skills. According to studies, youngsters who watch instructional programs outperform those who do not have access to such content academically. Children's television shows can promote social and emotional development. Positive values such as sharing, empathy, and teamwork are frequently emphasized. Children can learn how to navigate social situations and acquire emotional intelligence by seeing characters engage in prosocial behaviors. "Daniel Tiger's Neighborhood" and "Peppa Pig" have become popular due to their emphasis on emotional development and providing essential life values.

Children's TV programs have the potential to positively impact the educational development of children. It is advisable that parents and caregivers be cautious and selective about the content their children watch. Some considerations include:

- **Age Appropriateness:** Choose programs that are suitable for your child's age and developmental stage, as younger children may not comprehend content designed for older children.

- **Quality and Educational Content:** Look for programs that are designed specifically for educational purposes and have been vetted by experts. Research shows that educational content is more beneficial for children's development than purely entertaining content.
- **Parental Involvement:** Watch programs together with your child to facilitate discussions, reinforce learning, and monitor the content they are exposed to. Engaging in joint media experiences can enhance the educational benefits and address any concerns.

Children's television programs influence children's educational development by delivering appealing and informative content. These programs can help to develop cognitive, social, emotional, and language skills, as well as creativity and critical thinking. The impact of television on children's development, on the other hand, is dependent on the quality, content, and age-appropriacy of the programs they watch (Christakis et al., 2013). These programs can enhance children in the following aspects:

- **Cognitive Development:** Well-designed educational TV programs can enhance children's cognitive abilities by introducing them to various concepts, problem-solving skills, and educational content. Shows that incorporate educational elements like counting, letters, shapes, and basic math can aid in early learning.
- **Social and Emotional Development:** Children's TV programs often feature characters and storylines that explore social interactions, emotions, and moral values. Such programs can help children develop empathy, emotional intelligence, and positive social behaviors by providing relatable situations and role models.
- **Language Development:** Television programs can contribute to children's language development by exposing them to new vocabulary, sentence structures, and storytelling techniques. Educational programs that emphasize language skills, phonics, and reading comprehension can support literacy development.
- **Creativity and Imagination:** High-quality children's TV programs encourage creativity and imagination by presenting imaginative storylines, diverse characters, and engaging visuals. Programs that inspire children to think outside the box, create their own narratives, and engage in imaginative play can foster creative thinking.
- **Media Literacy:** Children's TV programs can also promote media literacy skills, teaching children to analyze and interpret media messages critically. Educational programs that encourage active participation, ask open-ended questions, and stimulate discussion can enhance children's media literacy and critical thinking abilities (Vandewater & Lee, 2009).

Furthermore, diversity and representation are important in children's television programs. To encourage tolerance and teach children about variety, it is critical to show characters from varied backgrounds, ethnicities, and abilities. These activities can build tolerance, understanding, and acceptance by introducing children to other ideas and

experiences. Children's television shows have enormous potential for impacting the development of young minds. They provide instructional material, encourage social and emotional development, and spark creativity and imagination. However, it is critical for content creators to uphold high standards, provide diverse representation, and provide age-appropriate programming. Children's television programs can continue to have a positive impact on children's lives by doing so (Anderson et al., 2014).

Methodology

A descriptive survey design was adopted for the study. The study was carried out in Rivers State. The targeted population for the study comprised all the children in nursery or primary school in Rivers State. A total of 240 respondents were used for the study. The instrument used for data collection was a structured questionnaire titled "Children Television Programs and Development Questionnaire" (CTPDQ). Face and content validation of the instrument was carried out by an expert in test, measurement, and evaluation in order to ensure that the instrument has the accuracy, appropriateness, and completeness needed for the study under consideration. The reliability coefficient obtained was 0.83, which was high enough to justify the use of the instrument. The researcher subjected the data generated for this study to appropriate statistical techniques, such as percentage analysis, to answer the research questions. The test for significance was done at 0.05 alpha levels.

Results and Discussions

Research Question One: What are the types of children television programs that help develop children Rivers State? To answer the research question, percentage analysis was performed on the data (see table 1).

Table 1: Percentage analysis types of children television programs that helps develop children Rivers State

Types Instructional Materials Available	Frequency	Percentage (%)
Tom and Jerry	75	50**
Barbie	41	27.33
Dora the Explorer	22	14.67
Doc McStuffins	12	8*
TOTAL	150	100%

** The highest percentage frequency

* The least percentage frequency

SOURCE: Field Survey

The above table 1 presents the percentage analysis of the children television programs that helps develop children in Rivers State. From the result of the data analysis, it was observed that the program tagged "Tom and Jerry" 75(50) was rated as the highest type of children's television programs that develops children the most, as affirmed by the respondents. This was seconded 41(27.33) by "Barbie" and Dora the Explorer 22 (14.67) was the third in that order, while the programs tagged "Doc McStuffins" 12(8) was rated the least children's television program that develops children in Rivers State. This result is in support of the findings of Christakis et al. (2013), who stated that children who watch educational programs perform better

academically compared to those who do not have access to such content. These programs often emphasize positive values like sharing, empathy, and teamwork, such as in Daniel Tiger's Neighborhood, Peppa Pig, etc., and have gained popularity for their emphasis on emotional development and teaching important life lessons.

Research Question Two: What are the aspects in which children television programs enhance children development in Rivers State? To answer the research question, percentage analysis was performed on the data (see table 2).

Table 2: Percentage analysis of the aspects in which children television programs enhance children development in Rivers State

Aspects	Frequency	Percentage (%)
Cognitive development	44	29.33**
Language development	41	27.33
Creativity and imagination	32	21.33
Social and emotional development	23	15.33
Media literacy	10	6.67*
TOTAL	150	100%

** The highest percentage frequency

* The least percentage frequency

SOURCE: Field Survey

The above table 2 presents the percentage analysis of the aspects in which children television programs enhance children development in Rivers State. From the result of the data analysis, it was observed that the aspect in which children television program most enhance children development is "Cognitive development" 44(29.33). This was seconded by "Language development" with a percentage value of 41(27.33) as affirmed by the respondents. "Creativity and imagination" was rated the third aspect 32 (21.33) in which children's television programs enhance children development, and "Social and emotional development" 23(15.33) rated the fourth on the list. Finally, the aspect considered "Media literacy" 10(6.67) was rated the least percentage of the aspects in which television programs can enhance children in Rivers State. The results agree with the opinion of Miller (2018), who stated that the children's television programs that develop children are numerous, including "cognitive development, language development, creativity and imagination, social and emotional development, and media literacy."

Conclusion

The study concludes that the relationship between children's TV programs and child development is complex and multifaceted. While some TV programs can have positive effects on children's cognitive, social, and emotional development, others can have negative effects such as reduced attention span, aggressive behaviour, and decreased academic performance. Therefore, it is essential for parents and carers to be vigilant about the types of TV programs their children are exposed to and the amount of time spent watching television. It is recommended to choose programs that are educational, age-appropriate, and promote positive values such as empathy, kindness, and teamwork.

Recommendations

Based on the topic of children's TV programs and child development, here are some potential recommendations:

1. There should be conduction of longitudinal study to examine the long-term effects of children's TV programs on academic achievement, socialization, and overall well-being.
2. There should be proper investigation on the role of parental mediation in mitigating the potential negative effects of children's TV programs on child development.
3. It is obvious that the investigation of the potential benefits and drawbacks of newer forms of children's media, such as educational apps and digital games as this will help in rapid child development.

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