

## Children Television Programs and Child Development: Assessing the Program Types and the Aspects of Development Among Children in Uyo Metropolis

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### ABSTRACT

*The paper analyzed Children television programs and child development: assessing the program types and the aspects of development among children in Uyo metropolis. In carrying out the study, a descriptive survey design was adopted as the study. The targeted population for the study comprised all preschoolers and pupils in nursery school in uyo metropolis. Stratified sampling technique was used to 50 preschoolers and 100 pupils from nursery school in Uyo Metropolis. This gave a total of 150 respondent used for the study. The instrument used for data collection was a structured questionnaire titled Children Television Programme and Child Development (CTPCD). 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 for the study under consideration. The reliability coefficient obtained was 0.83, and this 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 descriptive statistics meant to answer the research questions and simple regression analysis meant to test the hypothesis. The test for significance was done at 0.05 alpha levels. Educational television teaches young children more complex reading skills, too skills that could help set them up for greater success in a school setting. TV has a vital place in children's life. They consume a share of their leisure time in front of the television. The study concluded that the relationship between children's TV programs and child development is complex and multi-faceted. 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 behavior, and decreased academic performance. The study recommended that 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.*

**KEYWORDS:** Children television programs, child development, development children and Uyo Metropolis.

## Introduction

For decades, television shows have helped young children practice their ABCs and 1-2-3s. Research has shown that educational programs can effectively teach kids the foundations of literacy and numeracy, like recognizing letters and sounds and how numbers represent quantity. Educational television can teach young children more complex reading skills, too skills that could help set them up for greater success in a school setting. TV has a vital place in children's life. They consume a share of their leisure time in front of the television. This research study proved that watching educational programs in childhood improved their academic performance and it has a positive effect on their learning behavior, cognition, and socialization skill, emotional and intellectual development.

Educational TV functions as a supportive and reinforcement tool to support formal education. The role of TV is comprehensive in informal education. TV creates awareness amongst children by informing them about their environment, rights, duties, and privilege. It educates about etiquette, language skills, leisure pursuits, social skills, and religious doctrines. The role of educational TV is multidimensional and immeasurable. Educational programs are planned to improve academic and social skills. Their language and production techniques are considered to enhance learning. The children's TV educational programs are planned to create readiness for school. The studies on Sesame Street EDTV programs are produced and plotted to solve problems and hardships that appear in everyday life (Fuenzalida, 2015). Educational TV programs advance school readiness, raise them to the extent where a child exhibits the skills and behavior knowledge necessary for success in elementary school. These skills are categorized into four groups, social, emotional development, Oral language development and pre-reading skills, or thematic development and pre-mathematics skills, and general knowledge (Calvert, 2019).

The first years of life are a significant period of development for a child's brain. For example, a typical child acquires 25-50 words by the time they have reached their first birthday. This information is meaningful because research has shown that the number of words children produce at this age significantly correlates with subsequent language development to words heard in their environment (Lee, 2011). This word learning can be done through direct interactions with the child or through incidental language learning. A child's word learning is significantly correlated to the words heard in their environment. Television viewing has the potential to limit the number of one on one interactions and language learning opportunities for a child.

## Statement of the Problem

The Uyo metropolis has a significant prevalence of children's television programs, and it is important to understand the types of programs available and their impact on child development. However, there is a lack of comprehensive research that specifically examines the relationship between children's television programs and the different aspects of child development among children in the Uyo metropolis. This knowledge gap hinders the ability to make informed decisions regarding the selection and regulation of television programs for children in the region. Therefore, the problem addressed in this study is the need to assess the program types and their effects on the various aspects of child development, including cognitive, social, emotional, and academic development among preschoolers and pupils in nursery schools in the Uyo metropolis. By understanding the influence of children's television programs on child development, educators, parents, and policymakers can make informed choices and implement appropriate strategies to enhance positive developmental outcomes for children in the Uyo metropolis.

### Purpose of the Study

1. To find out the children television programmes watched by children in Uyo Metropolis.
2. To examine the extent of educational development of children due to the television programmes.
3. To find out the influence of children television programmes on child educational development.

### Research Questions

1. What are the children television programmes watched by children in Uyo Metropolis?
2. What is the extent of educational development of children due to the television programmes?
3. What is the influence of children television programmes on child educational development?

### Research Hypotheses

There is no significant influence of children television programmes on child educational development

### 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 of 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 was 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 from 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, which either has 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 usages beyond original run.

Television signals were initially distributed only as 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' television series (or children' 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 well as the transmission of cautionary tales and narratives which teach problem solving methods in some fashion or another, such as social disputes (Wikipedia, 2023). Children's Television Series is made predominantly for viewing by children, either created using animation or recorded in live action, consisting 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) Children TV Act 1990 states that the 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 need of children 16 years old and under, with the child's academic, intellectual, community and emotive needs. The Children's TV programs are planned to create readiness for school and educational things for school.

Children TV program promote educational TV programs advance school readiness, raise them to the extent where a child exhibits the skills and behavior knowledge necessary for success in elementary school. These skills are categorized into four groups, social, emotional development. Oral language development and pre-reading skills, or thematic development and pre-mathematics skills, and general knowledge (Sajjad and Khan, 2019). It was observed that Children TV programs do not similarly benefit children. In this study, two kinds of direct effects were measured; the additional effects of disclosure to educational TV on children. The children living in advantaged ecologies than the deprived environment. The compensatory effects of Children TV programs benefit those.

## 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. Whilst these aspects are often considered separately, in reality each influences all of the others. For example, as the brain develops physically, so intellectual abilities increase. This in turn allows a child to explore their social world more fully, develop their emotional responses to it and the language needed to describe it, but in turn, this exploration directly impacts on 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 the biological makeup of the child them self 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, whilst related to physical growth, are complex and multifactorial. There've 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 is right in every detail. Indeed, many theories have focused in on just one aspect of child development. Instead, we must consider each theoretical framework as part of a wider whole. Within this resource, overviews of the major theories that are considered to be influential are given. Remember it's not the theories in of themselves that is important, but how they might help us to 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 the 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.

## Concepts of Educational Development

The practice of helping those who teach be better at what they do, through resources, workshops, one-on-one assistance, and other means. Educational development is described as being "broader than faculty development, in that it encompassed instructional, curriculum, organizational, and some aspects of faculty development. In another sense, the term was narrower in that it focused on the teaching domain, as opposed to all aspects of academic career development" (Bédard, Clement, & Taylor, 2010, p. 177). It is an educational approach that emphasizes hands-on, experiential learning as a way to gain knowledge and skills.

Educational development is a growing and vibrant field, defined as: “helping colleges and universities function effectively as teaching and learning communities” (Felten, Kalish, Pingree, & Plank, 2007, p. 93). Actions “aimed at enhancing teaching” (Amundsen & Wilson, 2012, p. 90). 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 an American 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 which aired on Disney Channel and Disney Junior from March 23, 2012, to April 18, 2020 (Miller, 2018). The series centers on a girl who can "fix" toys, with help from her toy friends. It features songs written and composed by Kay Hanley and Michelle Lewis. The series received positive reviews due to the series' concept and the main character, as well as its portrayal of African Americans (Nee stated in 2013 that Doc is African American, as proposed by Disney during her initial pitch, Nee initially only knowing she wanted a girl doctor in a Disney series (Bierly, 2015). Nee conceived the series as Cheers for preschoolers (Karpel, 2012).

On November 16, 2016, Disney Junior renewed the series for a fifth season (Hipes, 2016). On April 4, 2018, Lara Jill Miller, the voice of Lambie, stated that the series finale had been recorded and would premiere on April 18, 2020, ending the series' original run after five seasons, and there were no plans for the show to have a sixth season. Since the show ended, reruns continue to air on Disney Junior both locally and globally, as well as the show itself being made available on DisneyNOW and Disney+. On February 7, 2022, it was announced that the series would be celebrating its 10th anniversary in the form of an animated musical special, which was premiered on August 26, 2022 (Mercedes, 2022).

#### Barbie

Barbie, a fashion doll manufactured by American toy and entertainment company Mattel, has been featured in an eponymous media franchise since the late 1980s. This franchise encompasses a CGI/computer-animated film series that later expanded to other productions and media formats. Referred to among fans as the "Barbie Cinematic Universe", it has become one of the highest-grossing media franchises of all time (Virginia, 2022). The film series aired regularly on Nickelodeon in the United States from 2002 until 2017 where they moved over to streaming services like Netflix, Google Play and Apple TV+. The films revamped into streaming television films 3 years later, which are marketed by Mattel as "specials" and picked up for television broadcast in multiple countries and regions/territories.

Since Barbie's debut on March 9, 1959, the franchise not only produced the flagship components of dolls with their clothes and accessories, but also a large range of branded goods such as books, comic books and video games. The franchise began with the release of two animated TV specials in 1987; Barbie and the Rockers: Out of This World and its sequel. It later began the film series in 2001 with the direct-to-video release of its first feature-length film, Barbie in the Nutcracker. The film series made its American television debut on Nickelodeon in 2002 with its second film, Barbie as Rapunzel. For the following 1½ decades or 15 years, the films were released both on home video formats[a] 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 released on home video formats (Nickandmore, 2022). Since 2012, the franchise has since 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 21 July 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 centered on an eponymous animated interactive fourth wall children's television series created by Chris Gifford, Valerie Walsh Valdes and Eric Weiner, produced by Nickelodeon Animation Studio and originally ran 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). It has since spawned 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 comedy short films created in 1940 by William Hanna and Joseph Barbera. Best known for its 161 theatrical short films by Metro-Goldwyn-Mayer, the series centers on the rivalry between the titular characters of a cat named Tom and a mouse named Jerry. Many shorts also feature several recurring characters.

In its original run, Hanna and Barbera produced 114 *Tom and Jerry* shorts for MGM from 1940 to 1958 (Paul, 2015). During this time, they won seven Academy Awards for Best Animated Short Film, tying for first place with Walt Disney's *Silly Symphonies* with the most awards in the category. After the MGM cartoon studio closed in 1957, MGM revived the series with Gene Deitch directing an additional 13 *Tom and Jerry* shorts 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 programs play a significant role in shaping the development and education of young minds. They serve as a source of entertainment, learning, and socialization for children across the globe. Children's TV programs are designed to cater to the needs and interests of young viewers. They typically incorporate elements such as colorful visuals, engaging storytelling, and interactive characters to capture children's attention. These programs often feature educational content that aims to enhance cognitive, social, and emotional development. One key benefit of children's TV programs is their ability to support learning. Many shows focus on teaching fundamental skills such as numbers, letters, shapes, and problem-solving. For instance, shows like "Sesame Street" have been lauded for their educational approach, helping children develop early literacy and numeracy skills. Research has shown that children who watch educational programs perform better academically compared to those who do not have access to such content. children's TV programs can foster social and emotional development. They often emphasize positive values like sharing,

empathy, and teamwork. By showcasing characters engaging in prosocial behaviors, children can learn how to navigate social interactions and develop emotional intelligence. Programs like "Daniel Tiger's Neighborhood" and "Peppa Pig" have gained popularity for their emphasis on emotional development and teaching important life lessons.

Children's TV programs have the potential to positively impact educational development of children. It is advisable that parents and caregivers must 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 TV programs play a significant role in shaping children's educational development by providing engaging and educational content. These programs can foster cognitive, social, emotional, and language skills while also promoting creativity and critical thinking. However, the impact of television on children's development depends on the quality, content, and age-appropriateness 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 shows 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 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 play a crucial role in children's TV programs. It is important to depict characters from various backgrounds, cultures, and abilities to promote inclusivity and teach children about diversity. By exposing children to different perspectives and experiences, these programs can foster tolerance, empathy, and acceptance. Children's TV programs hold immense potential in shaping the development of young minds. They provide educational content, support social and emotional growth, and ignite creativity and imagination. However, it is vital for content creators to maintain high-quality standards, offer diverse representation, and ensure age-appropriate programming. By doing so, children's TV programs can continue to have a positive impact on children's lives, helping them learn, grow, and thrive (Anderson et, 2014).

### Research Method

In carrying out the study, a descriptive survey design was adopted as the study. The targeted population for the study comprised all preschoolers and pupils in nursery school in Uyo metropolis. Stratified sampling technique was used to 50 preschoolers and 100 pupils from nursery school in Uyo metropolis. This gave a total of 150 respondent used for the study. The instrument used for data collection was a structured questionnaire titled Children Television Programme and Child Development (CTPCD). 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 for the study under consideration. The reliability coefficient obtained was 0.83, and this 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 descriptive statistics meant to answer the research questions and simple regression analysis meant to test the hypothesis. The test for significance was done at 0.05 alpha levels.

**Research Question One:** The research question sought to find out the children television programmes watched by children in Uyo Metropolis. To answer the research question, percentage analysis was performed on the data (see table 1).

**Table 1: Percentage analysis of the different children television programmes watched by children in Uyo Metropolis.**

Types	Frequency	Percentage(%)
Tom and Jerry	75	50**
Barbie	41	27.3
Dora the Explorer	22	14.7*
Doc McStuffins	12	8
<b>TOTAL</b>	<b>150</b>	<b>100%</b>

\*\* The highest percentage frequency

\* The least percentage frequency

SOURCE: Field Survey

The above table 1 presents the percentage analysis of the different children television programmes watched by children in Uyo Metropolis. From the result of the data analysis, it was observed that the programme tagged “Tom and Jerry” 75(50%) was rated the most watched type of children television programmes by children in Uyo Metropolis with the highest percentage value as affirmed by the respondents, while the one tagged “Doc McStuffins” 12(8%) was rated the least type of children television programmes watched by children in Uyo Metropolis. This agrees with the opinion of Miller, (2018) who said that children programmes on television are numerous such as Doc McStuffins, Barbie, Dora the Explorer and Tom and Jerry,

**Research Question Two:** The research question sought to find out the aspect of development of children due to the television programmes. To answer the research question, percentage analysis was performed on the data (see table 2).

**Table 2: Percentage analysis of the aspect of development of children due to the television programmes.**

ASPECTS	Frequency	Percentage (%)
Cognitive Development	44	29.3**
Language Development	41	27.3
Creativity and Imagination	32	21.3
Social and Emotional Development	23	15.3
Media Literacy	10	6.7*
<b>TOTAL</b>	<b>150</b>	<b>100%</b>

\*\* The highest percentage frequency

\* The least percentage frequency

**SOURCE:** Field Survey

The above table 2 presents the percentage analysis of the aspect of development of children aided by the television programmes. From the result of the data analysis, it was observed that the aspect tagged “Cognitive Development” 44(29.3) was rated the most aspect of development of children as aided by the television programmes with the highest percentage value as affirmed by the respondents, while the aspect tagged “Media Literacy” 10(6.7) was rated the least. This work agrees with the opinion of Christakis, et al., (2013) who stated that the impact of television on children's development depends on the quality, content, and age-appropriateness of the programs they watch and that the programmes enhance children in the such aspects as cognitive development, social and emotional development, language development, creativity and imagination, media literacy.

**Research Question Three:** The research question sought to find out the influence of children television programmes on child educational development. To answer the research question, descriptive statistics was performed on the data (see table 3).

**Table 3: Descriptive statistics of the influence of children television programmes on child educational development.**

Variable	N	Arithmetic mean	Expected mean	R	Remarks
CHILD DEVELOPMENT	150	15.83	12.5	0.78	* Strong to Perfect
TV PROGRAMMES		17.00	12.5		Relationship

**Source:** Field Survey

The above table 3 presents the result of the descriptive analysis of the influence of children television programmes on child educational development. The two variables were observed to have Strong to Perfect Relationship at 78%. The arithmetic mean for child development (15.83) was observed to be greater than the expected mean (12.5). In addition to that, the arithmetic mean for TV programmes (17.00) was observed to be higher than the expected mean (12.5). The result therefore means that there is remarkable influence of children television programmes on child development.

### Hypothesis Testing

The null hypothesis states that there is no significant influence of children television programmes on child development. In order to answer the hypothesis, simple regression analysis was performed on the data (see table 4).

**TABLE 4: Simple Regression Analysis of the influence of children television programmes on child educational development**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change
1	.775 <sup>a</sup>	.601	.598	.79927	.601

\*Significant at 0.05 level; df= 148; N= 150; critical R-value = 0.197

The above table 4 shows that the calculated R-value (0.775) was greater than the critical R-value of 0.197 at 0.5 alpha levels with 148 degrees of freedom. The R-Square value of 0.601 predicts 60.1% of the influence of children television programmes on child educational development. This rate of percentage is highly positive and therefore means that there is significant influence of children television programmes on child educational development. The results of tables 3 and 4 agree with the opinions of opinion of Anderson (2014) who attested that it is vital for content creators to maintain high-quality standards, offer diverse representation, and ensure age-appropriate programming and by doing so, children's TV programs can continue to have a positive impact on children's lives, helping them learn, grow and thrive.

### Conclusion

The study concludes that the relationship between children's TV programs and child development is complex and multi-faceted. 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 behavior, and decreased academic performance. Therefore, it is essential for parents and caregivers 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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