THE PORTRAYAL OF VIOLENT CONTENT IN CARTOONS SHOWN ON SATELLITE TELEVISION: DSTV

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A PROJECT SUBMITTED TO COMMUNICATIONS AND MULTIMEDIA DESIGN PROGRAM, IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE AWARD OF BACHELOR OF SCIENCE DEGREE OF THE AMERICAN UNIVERSITY OF NIGERIA, YOLA

Spring 2018
DECLARATION

I hereby declare that this research work entitled, “The Portrayal of violent content shown on Satellite television DSTV is a product of my research work. To the best of my knowledge and belief, this work has never been submitted to any institution for the award of degree, diploma or any certificate of whatever kind. All materials borrowed and used are duly acknowledged the source.

Signature-------------------------- Date----------

Daniel Thompson
DEDICATION

This research work is dedicated to God Almighty and to all who stood by me while in this study.
ACKNOWLEDGEMENT

All praise is to God Almighty for his inspiration guidance during this study. He is my shepherd and strength.

First I am indebted to my Family; they gave me all moral support.

I also express my profound gratitude to my Instructor for granting me all the permission for the study.

I wish to express my gratitude to my humble supervisor MR. Suleiman Amu Suleiman for his patience and sacrificial ability in making all the necessary corrections, who also went a long way to ensure the success of this research work. I remain eternally grateful. I also want to extend my appreciation to all my other major instructors from the beginning of this study to the end. They are all world class instructors, I am very proud of them.

I also wish to extend my sincere gratitude to law enforcement agencies and those who at the pick of insecurity in the state, I nearly missed an Exam. I also give my special Thanks to my course mates who had been an encouragement in their zeal to acquire knowledge even in advanced age.

God bless you all.

I owe a lot to my Associates, for their confidence in me to deliver. My profound gratitude goes to mother Mrs. Beryl Sashi and Mrs. Gloria Musa, who made sure that I finished the study and have obtained a degree certificate in life.

Finally, my special thanks to my humble Chair of the department, Dr. Presly ‘Ruke Obukoadata, PhD

Thank you all God bless you.
CERTIFICATION

I certify that this project was conducted by me Daniel Thompson, ID Nos: A00016859, of Communications and Multimedia Designs Program of The American University of Nigeria, under our supervision

Daniel Thompson, ID Nos: A00016859, of Communications and Multimedia

Professor Suleiman Amu Suleiman

(Supervisor)

Date...........................................

Dr. Presly ‘Ruke Obukoadata, PhD

Chair, Communications & Multimedia Program

Date...........................................
ABSTRACT
The notion that art reflects reality is an ideology set upon works of art to influence the perception of the audience to decode the message as it is or in a way that relates to the message the artist intends to pass across. As a result of this notion, the message or massages tend to influence the audience psychologically altering the way they think, how they behave, and also the perception to which they perceive reality. Over the years, with the evolution of new mediums whereas these works of art can be exhibited. The prevalent mediums thesis day are the internet and the television. Hence countless number of contents are being uploaded and aired every single day. This is a source of entertainment for many depending on their choices or what is been provided for the audience. As a result, these content influences the audience psychologically. The aim of these study is analyzing contents that have violence in it.
# TABLE OF CONTENT

## PRELIMINARY PAGES
- Cover page i
- Declaration ii
- Dedication iii
- Acknowledgement iv
- Certification v
- Abstract vi
- Table of Contents vii-viii

## CHAPTER ONE: INTRODUCTION
1.1 Introduction 1
1.2 Background to the study 1
1.3 Statement of the Research Problem 2
1.4 Objectives of the study 3
1.5 Research questions 4
1.6 Significance of the Study 4
1.7 Scope of the Study 5
1.8 Limitations of the study 6

## CHAPTER TWO: LITERATURE REVIEW
2.1 Introduction 7
2.2 Review of Important concept 7
2.3 Review of Related studies 8
2.4 Theoretical frame work 9
2.5 Relevance of Theories to the study 10

## CHAPTER THREE: RESEARCH METHODOLOGY
3.1 Introduction 12

3.2 Research Design 12

3.3 Population of the study 13

3.4 Sample size and sampling techniques 13

3.5 Method and sources of data collection 13

3.6 Techniques for data analysis 14

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.1 Introduction 15

4.2 Results and Discussions 15

4.3 Summary of findings 17

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction 18

5.2 Summary 18

5.3 Conclusion 19

5.4 Recommendations 20

References 21

Appendix A 23
CHAPTER ONE  THE PROBLEM AND ITS SETTING

1.1 Introduction

Cartoons are mostly 2d animations made from drawing characters and making those characters move in a designed environment in a story of a motion picture. These days, cartoons are mostly made for the entertainment of children mainly. With the element of exaggeration found in these cartoon, children become enthusiastic to watch them and as a result of these, the cartoon comes to have an effect on the child’s life.

According to a report “The Effects of Cartoon Characters as Motivators of Preschool Disadvantaged Children”, children tend to develop interpersonal behavior, social growth, and learning based on characters in cartoons. (Gill). Furthermore, some of these children get attached to cartoons to the extent that they associate more with cartoon characters more than they do with grown-ups.

1.2 Background to the Study

The term Violence simply means to cause intentional harm or hurt someone or something physically. Depending on the context which the word is used, the fundamental concept of inflicting hurt intentionally is what violence is all about. From the dictionary, violence is defined as a behavior involving force physically, with the intention of damaging, hurting, or killing a thing or person.

Cartoons are generally exaggerated drawings of a subject. The inception of cartoons dates back to the 18th century in Italy. This was derived from the concept of caricature which means a drawing that adds or exaggerate its subject anyhow. Caricature was derived from the “caricature” which denotes exaggeration. (Harry)
Content containing violence can be found in cartoons since from its inception. From the early
day of cartoons when it was just a single frame drawing, the aim was to portray what was
going on in the society in an exaggerative way. Cartoonist used this medium to draw and give
their opinion on what was happening in their societies. Some of these drawings had the
elements of violence in them because, at that period of time, there was a lot of tension in
Europe.

From a single frame caricature, cartoons have evolved from single drawings in a frame.
Eventually, these drawings found its way to appearing in newspapers and magazines through
the 1900’s. (Harry)

In the late 20th century, cartoon started to become popular for the element of humor and
exaggeration. Additionally, in the 20th century a breakthrough in the world of animation and
cartoons. The first motion picture of cartoon was created in 1908 by a French director and
cartoonist Émile Cohl titled Fantasmagorie. (Haward)

1.3 Statement of the Problem

Basically, children start to watch cartoons from when they are babies; few months after they
were given birth to. As children continue to grow and develop, they get attached to anything
that can display cartoons for them to watch. With this action, the drawn motion pictures start
to influence and affect children in different ways. Children’s development socially and way
of thinking come to be influenced by what they watch.

The portrayal on violence in cartoons has been an issue for a long time and somehow parents
or guardians feel is safe and ok for their child to watch these cartoons with violence in its
contents. Knowingly or unknowingly, these cartoons start to affect children based on how
they think and also how they interpret the contents in the cartoons. Although not all cartoons
contain violent contents in them, the element of violence is found in some cartoons from the inception of cartoons in the 18\textsuperscript{th} century.

Though cartoon is an exaggeration of its characters in drawing and motion picture with humor, this does not make the violence portrayed in it any less violent. Violence is violence and no matter how its tweaked and exaggerated with humor it is still violence so far it involves the use of force intentionally to harm someone or something. Some parents are care free of the contents shown in the cartoons their children watch on the television. Ironically, children are not allowed to watch movies that contain violence but, contrary to them watching cartoon with or without violence. Tom and Jerry for example is a cartoon that a lot of children watch worldwide and it contains violence. Despite the exaggeration and humor added to this cartoon, it doesn’t change the violent scenes included in the cartoon.

By watching cartoons, children tend to relate what they watch to their reality. Their way of thinking comes to be influenced by what they watch. Depending on the way of thinking of the child, cartoons influences in a negative or positive way and it come to be among the deciding factors of how children perceive reality. (James)

As the years progressed, DSTV has rolled out a few improvements and adjustments so as to decrease the issue of brutal substance in toons and kids. These progressions and adjustment are the parental guardians for the channels they have, parental control to bolt channels that are not age fitting for kids, and giving numerous cartoon channels. Despite the fact that those measures have been set up to handle the issue, the strategies have not been insufficient as we will see further in this study as a result on lack of knowledge and negligence. This conclusion was made based on the responses from the surveys distributed in the course of this study.
1.4 Objective of the Study

The objectives of this study are:

- To improve the endeavors of giving children a proper upbringing.
- To draw attention to the portrayal of violent content in cartoons.
- To improve the filtering of cartoons children watch.
- To find out the extent parents have knowledge about the violent content found in some cartoons.

1.5 Research Question

The portrayal of violent content in cartoons has been prevalent and has raised eyebrows. This issue has invoked questions and controversies. This study aims to look at the following questions:

1. Does the violent content portrayed in cartoons contribute or have an influence on physical and aggressive behavior of children?
2. Are cartoons with violent content and actions deemed more interesting than cartoons without?

1.6 Significance of the Study

Today in our societies, the internet and the television are virtually everywhere and almost in every house. Due to this advancement in technology, contents and messages passed through thesis medium influences children. These influences come to affect a child a way of thinking one way or the other ranging from how developed the defense mechanism is on the child’s mind.
With this technological advancement, all kind of contents is made available to every person including children. Hence it is important to monitor and know the kind of content children are being exposed to. This is to help draw attention to the portrayal of violent content in cartoons and also try to improve on filtering the cartoons children have access to.

This study has significance also to:

Parents: the study will be relevant to parents in the sense that they will pay attention to what children watch on the television and also to improve the filtering process of the cartoon children watch.

Government: Government will be able to make policy statements and regulations to service providers in regards to the kind of information that will be shown on satellite stations through The Nigerian Communications Commission.

Teachers: this has significance to the teachers in the sense that they will be able to advice and recommend what their pupils watch based on their behaviors hence they will be able to advice the parents on what their children should watch.

Students: The students will find this study significant for further studies and research in regards to this topic.

Producers: The study will enable the producer of these various cartoons to know the acceptability of his product in terms of making profit from the sales weather to rebrand or switch over.

Service Providers: The study is significant to the service provider in the patronage of the customers and also in segmenting the cartoon channels based on age grouping and their contents.
1.7 Scope of the Study

With the examination of certain cartoons which contain violent content, this study will analyze these cartoon based on the degree of violence being portrayed in them. This study will engage content analysis to assert the objective of the study.

1.8 Limitations of the Study

Through the years, DSTV has made some changes and modifications in order to reduce the problem of violent content in cartoons and children. These changes and modification are the parental guardians for the channels they have, parental control to lock channels that are not age appropriate for children, and providing multiple cartoon channels. Although those measures have been put in place to tackle the issue, the methods have not been effective as we will see further in this study. This is because the usage of these various modifications on DSTV cannot be confirmed and generalized for all its users.
CHAPTER 2
REVIEW OF RELATED LITERATURE

2.1 Introduction
The issue concerning the portrayal of violence in cartoon has been debated over time. Despite the fact that cartoon is simply exaggerations and also considered as entertainment mostly for children. Violent content is being depicted withstanding the fact that children are not supposed to be exposed to such content. Based on other studies that have been conducted relating to the portrayal of violence in any form of visual media, a similarity with all of the studies is that there is a high tendency that the audience will be influenced one way or the other. As for a child that is growing he/she is learning how the world work and they grab on to what they observe every day. Different theories and study affirm the fact that the audience will be influenced by the content of what they watch. Hence the message being conveyed will have an effect with valence.

2.2 Review of Important concept

Following the media effect theories of Marshall McLuhan, Amid the mid 1960s, English educator Marshall McLuhan composed two books that enormously affected the historical backdrop of media thinks about. Distributed in 1962 and 1964, separately, the Gutenberg Galaxy and Understanding Media both followed the historical backdrop of media innovation and showed the ways these developments had changed both individual conduct
and the more extensive culture. Understanding Media presented an expression that McLuhan has turned out to be known for: "The medium is the message." This idea spoke to a novel interpretation of dispositions toward media—that the media themselves are instrumental in molding human and social experience.

Annie Lang, Kulijinder Dhillon, and Qingwen Dong (2011). The effects of emotional arousal and valence on television viewers’ cognitive capacity and memory. (Annie Lang)

This investigation looks at the consolidated impacts of excitement and valence on watchers' ability allotment to and memory for TV messages. Results demonstrate that when valence (how positive or negative a message is) is controlled, stirring messages are recollected superior to anything quiet messages. At the point when excitement is controlled, positive messages are recollected superior to anything negative messages. Response time comes about propose that limit allotment is a component of both valence and excitement. Watchers assign the most ability to positive exciting messages and minimal ability to negative stirring messages. The quiet messages (both positive and negative) fall between these two.

2.3 Review of related Studies
Sibel Ergün (2012). The influence of violent TV cartoons watched by school children in Turkey. (Ergün)

Today kids are presented to the impacts of TV for a really long time inside their day by day lives. Youngsters invest substantially more energy sitting in front of the TV than taking an interest in some other action. In an investigation he directed, Larson established that youngsters in America, Europe and Eastern Asia sat in front of the TV a normal of 1.5 to 2.5 hours daily. Creators demonstrated that kids invested their energy staring at the TV for 3
hours and 10 minutes. Youngsters in Turkey sit in front of the TV for 3 or 4 hours every day on average. Youngsters spent around 900 hours at school in a year. Then again, they sit in front of the TV 1500 hours in a year. The examination demonstrated that TV was on for 4 hours and 53 minutes every day, all things considered, in family houses. In an examination that investigated the part of TV as a visual and sound-related stimulant in the discernment and obtaining of savagery components, Emanetoğlu established that guardians and youngsters stared at the TV together for a normal of 4 hours on weekdays and 5 hours on the end of the week, between the hours of 18.00 and 22.00.

John Aaron and Schwarts (2011). The Contradiction: Violence in Cartoon

Then again trust that individuals need to consider the courses in which children process data, the measure of mental exertion they contribute, and their own background to pick up a comprehension of how TV viciousness influences kids. For example late research has shown that youngsters don't seem to mirror demonstrations of viciousness in the media, regardless of whether TV or cartoons.

2.4 Theoretical Framework

Hypothetical supporting of Media savagery which is the concentration of this paper, has a place with the social – Scientific hypothesis and has kept on pulling in serious insightful intrigue. The social logical hypothesis of mass correspondence, originates from a deliberate perception and target investigation of broad communications factors, utilizing strategies related with experimental research in sociologies.

The aggressive cue theory: Theory proposed by Leonard Berkowitz that acts of aggression are influenced by the presence of socially learnt cues or environmental situations, which make committing aggression acceptable.
Social Learning Theory: Bandura's social learning theory posits that people learn from one another, via observation, imitation, and modeling. The theory has often been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation.

2.5 Relevance of Theory to the study

These theories are relevant to the study because both the theories talk about learning from outside factors besides one’s self. Basically, children do not learn when growing up from their own self but from behavioral cues from outside factors like other people, what they see on television, and their environment at large.

The aggressive cue theory proposed by Leonard Berkowitz is about postulates that act of aggression is influenced by the presence of socially learnt cues or environmental situations which in turn make practicing acts of aggression okay and acceptable. The aggressive cue theory is relevant to this study because the theory explains that act of aggressive behavior is influenced by existence and presence of socially learnt cues or environmental situations that make it act of aggression acceptable. In the case of this study, the presence of socially learnt cues or environmental situation can be said to be the satellite television which influences the behaviors and in turn make indulgence of aggression seem acceptable to children.

The other theory which is the social learning theory proposed by Albert Bandura is also relevant for this study because it is a bridge between behaviorist and cognitive learning theories; this theory encompasses attention, memory, and motivation. The theory postulates that people learn from one another and this process of learning involves observation, imitation, and modeling. If people are said to learn from one another through observation, imitation, and modeling. Hence if learning is done by either one of these processes, the
theory shows relevance and can be related to this study to explain how violence portrayed in
cartoons can influence the children.
CHAPTER 3
RESEARCH METHODOLOGY

3.1 Introduction
Research refers to a process of arriving at dependable solutions to problems through planned and systematic collections, analysis and interpretation of data. Research is an important mechanism for enhancing knowledge and also promoting of progress in order to enable man to relate to his environment for the purpose of achieving his objectives. Methodology on the other hand refers to the way in which some things are being carried out. In other words, it is a set of method used in working at something. Therefore, research methodology relates to the way in which problems are systematically solved through planned collection and analysis of data. Information and vital issues are always discovered through careful enquires and they are in verifying and broadening the existing knowledge.

3.2 Research Design
The study was conducted using content analysis. The content analysis was used to show the degree of violence portrayed in cartoons and the extent of knowledge and reaction of the children’s guardianies respectively. It is known that this type of method is establish the existence of concepts in a recorded communication of people aimed at people about cause, effects and behaviors. Content analysis was used to assess the portrayal of violent content in cartoons shown on satellite television: DSTV.

This chapter therefore, is divided into two parts. The content analysis part which involves sourcing of data, sampling size, method of investigation, method of data analysis. The survey is the other part which involved distributing the survey, collecting the surveys and also analyzing it.
The sources of the data comprised of an analysis of the top 10 cartoons air under the cartoons channels on DSTV from 2012 to 2017.

3.3 Population of the study
The population for content analysis were ten in number which names are Star vs. the Forces of Evil, Rick and Morty, Steven Universe, The Loud House, Samurai Jack, Adventure Time, The Amazing World of Gumball, SpongeBob Square Pants, We Bare Bears, and My Little Pony: Friend is Magic.

3.4 Sample size and sampling techniques
The sample sizing and sampling techniques for this study involved the use of two techniques for collecting data. Data used in the study was collected by the use of content analysis and survey questions. The data for content analysis was based on the cartoons rate of popularity. The procedure for the questionnaire was systematic sampling placing the entire population on equal opportunity to be selected for the survey respondents. The second technique was for collecting data from the questionnaire. A sample of ten cartoons were chosen to represent the population but only half of the population was sampled.

3.5 Method and sources of data collection
For the content analysis, the method used to for the data collection involved a number of processes. The processes involved choosing the appropriate media that was used for data, selecting the categories which for this study was scene that portrayed violence, recording the absence and presence of the category, the method used for sampling, determining the reliability, and analyzing the data collected by percentages and comparing means and variance.
3.6 Techniques for data Analysis

- The first step was to pick a media which will be used for data and for this study it was the popular cartoon on DSTV.
- Then deriving the coding category: the category for this study was in the context of violence.
- Followed by counting the presence of the category.
- Then deciding the sampling strategy: counting the display of category per scene in an episode divided by the running time of the episode which compare the means and variance of the data collected.

Data obtained from content analysis was analyzed using percentage of scenes with violent in an episode. This was gotten by counting the presence of category in the episode. Although counting the presence of the category is the goal of this method, there is a step to undergo in order to get the percentage of the presence of category; this is:

\[
\frac{VS}{TS} (100) = \%V
\]

- VS – Violent Scenes
- TS – Total Scenes
- V- violence

The number of scenes that portray elements of violence was divided by the total number of scene in an episode and then multiplied by 100 to get the percentage of violence in an episode.
CHAPTER FOUR
DATA PRESENTATION AND ANALYSIS

4.1 Introduction
The data for this study was gotten from the top ten most popular cartoons on the satellite television DSTV

4.2 Results and Discussion
The result for content analysis was as shown below in table 1:

Total = 10 cartoons: 10 episodes, 1 for each of the cartoons.

1. Star vs. the Forces of Evil
2. Rick and Morty
3. Steven Universe
4. The Loud House
5. Samurai Jack
6. Adventure Time
7. The Amazing World of Gumball
8. SpongeBob Square Pants
9. We Bare Bears
10. My Little Pony: Friend is Magic
The category was counted by the number to times it was present in an episode for each of the population sampled and then it was converted to percentage.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Cartoons</th>
<th>Episode Running Time (in minutes)</th>
<th>Number of Scene</th>
<th>Presence of Category (per scene)</th>
<th>Absence of Category (per scene)</th>
<th>% of the presence of Category in an episode</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Star vs. the Force of Evil</td>
<td>23:14</td>
<td>31</td>
<td>17</td>
<td>14</td>
<td>54.8%</td>
</tr>
<tr>
<td>2</td>
<td>Rick and Morty</td>
<td>30:42</td>
<td>46</td>
<td>40</td>
<td>6</td>
<td>87%</td>
</tr>
<tr>
<td>3</td>
<td>Steven Universe</td>
<td>20:15</td>
<td>28</td>
<td>18</td>
<td>10</td>
<td>64.2%</td>
</tr>
<tr>
<td>4</td>
<td>The Loud House</td>
<td>24:31</td>
<td>18</td>
<td>13</td>
<td>5</td>
<td>72.2%</td>
</tr>
<tr>
<td>5</td>
<td>Samurai Jack</td>
<td>20:13</td>
<td>9</td>
<td>6</td>
<td>3</td>
<td>66.6%</td>
</tr>
<tr>
<td>6</td>
<td>Adventure Time</td>
<td>40:16</td>
<td>68</td>
<td>20</td>
<td>48</td>
<td>29.4%</td>
</tr>
<tr>
<td>7</td>
<td>The Amazing World of Gumball</td>
<td>23:40</td>
<td>31</td>
<td>4</td>
<td>27</td>
<td>12.9%</td>
</tr>
<tr>
<td>8</td>
<td>SpongeBob Square Pants</td>
<td>25:46</td>
<td>15</td>
<td>7</td>
<td>8</td>
<td>46.6%</td>
</tr>
<tr>
<td>9</td>
<td>We Bare</td>
<td>19:40</td>
<td>29</td>
<td>6</td>
<td>23</td>
<td>20.6%</td>
</tr>
</tbody>
</table>
Evidence from the table shows the result of the degree of violence found in some cartoons on DSTV and proves the existence of violent contents in them. From the source of data, it can be seen that the top five cartoons which have the most popularity have a greater time portraying violence in the contents of the cartoons. On the other hand, the lower five show less violence in its content. Furthermore, the results of the data indicate that violence is deemed more interesting than other components in the contents of the cartoons. This goes on to answer the research question whether cartoons with violent content and actions are deemed more interesting or not.

4.3 Summary of Findings.

Through the course of these study there were two research question which the study looks into.

1. Does the violent content portrayed in cartoons contribute or have an influence on physical and aggressive behavior of children?

2. Are cartoons with violent content and actions are deemed more interesting than cartoons without?

The summary of the study’s findings is that cartoons that portray violence are deemed more interesting because of the action and the result of the finding has showed.
5.1 Introduction

This chapter draws the summary, conclusion and recommendations to the research work on the portrayal of violent content on satellite television: DSTV. The research work was not the end to the more facts that can be advanced in future, it is therefore open to further research where need be.

5.2 Summary

The following constitutes a summary of the result of this study. The study started by asking two questions which are:

1. Does the violent content portrayed in cartoons contribute or have an influence on physical and aggressive behavior of children?

2. Are cartoons with violent content and actions are deemed more interesting than cartoons without?

The first research question was answered by the review of some literatures in relation to the topic for the study. The first literature reviewed was on the influence of violent TV cartoons watched by school children in Turkey. This literature was about how violent cartoon influence’s children.

Following the reviewed literature, two theories were used for the study. The aggressive cue theory by Leonard Berkowitz and the social learning theory by Bandura. The aggressive cue theory explain that aggressive and violent behaviors can be acceptable in the case whereby those acts are influenced by the presence of socially learnt cues or environmental situations.
Secondly, the social learning theory insinuates that learning is done by imitation, observation, and modeling of others. The theory has often been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation. These two theories were used because they explain how the topic influences it viewers. Following the theories was the methodology used in the course of these research which was content analysis to the top ten most popular cartoons on the satellite DSTV. The cartoons are Star vs. the Forces of Evil, Rick and Morty, Steven Universe, The Loud House, Samurai Jack, Adventure Time, The Amazing World of Gumball, SpongeBob Square Pants, We Bare Bears, and My Little Pony: Friend is Magic respectively in an order of their popularity.

Additionally, the technique used for data collection had a number of processes that were used to arrive at the results. The result obtained from the data after analyzing was used to answer the second research question. The second question asked was whether or not that cartoon with violent content is preferred and deemed interesting than cartoons without. To be able to arrive at this study’s conclusion, the processes were defining the media for data, coding category, and counting the presence and absence of the category.

- Media for data: Most Popular Cartoons on DSTV
- Coding Category: In the context of violence.

5.3 CONCLUSION

Based on the findings the following conclusions have been made from the study;

1. The ratio of people who use parental control to people who don’t is 1:20

2. People prefer cartoons with some element of violence in its content.

3. Just because violent content portrayed in cartoons, it does not mean that that is the only element in the cartoon that can have influence over its viewer.
4. More awareness should be done for the use of parental control to monitor what viewers (children) kind of program they watch.

Conclusively, therefore the study has been able to establish that violent content portrayed in cartoons on satellite television DSTV does not give the conclusion that violence portrayed in cartoons can only influence violence and aggression in children and also content with an element of violence is preferred.

5.4 RECOMMENDATIONS

In view of the possible problem which may arise from the portrayal of violent content shown on satellite television DSTV, the researcher wishes to recommend that;

1. Government should endeavor to constitute policies to monitor contents that are excessive to viewers.

2. More awareness should be made parental control and parental guardiansies to the people to help with preventive measures for children watching what they should have.

3. Government can also put in place means of inspecting the content been aired on television in general without denying the people their rights.
References


APPENDIX A
CONTENT ANALYSIS

Codes for the Cartoon on DSTV Content Analysis.

Technical Data:

Case Number
Cartoons: 1= Star vs. the Forces of Evil; 2= Rick and Morty; 3= Steven Universe; 4= The Loud House; 5= Samurai Jack; 6= Adventure Time; 7= The Amazing World of Gumball; 8= SpongeBob Square Pants; 9= We Bare Bears; 10= My Little Pony: Friend is Magic
Date: 21st April, 2018
Page: page on which the report/article etc. starts.
Location: American University of Nigeria, Yola
Media for data: Most Popular Cartoons on DSTV
Coding Category: In the context of violence.

The category was counted by the number to times it was present in an episode for each of the population sampled.

<table>
<thead>
<tr>
<th>S/N</th>
<th>Cartoons</th>
<th>Episode Running Time (in minutes)</th>
<th>Number of Scene</th>
<th>Presence of Category (per scene)</th>
<th>Absence of Category (per scene)</th>
<th>% of the presence of Category in an episode</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Show</td>
<td>Start</td>
<td>End</td>
<td>Duration</td>
<td>Age</td>
<td>Gender</td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------------</td>
<td>--------</td>
<td>-----</td>
<td>----------</td>
<td>-----</td>
<td>--------</td>
</tr>
<tr>
<td>1</td>
<td>Star vs. the Force of Evil</td>
<td>23:14</td>
<td>31</td>
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<td>2</td>
<td>Rick and Morty</td>
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<td>40</td>
<td>6</td>
<td>87%</td>
</tr>
<tr>
<td>3</td>
<td>Steven Universe</td>
<td>20:15</td>
<td>28</td>
<td>18</td>
<td>10</td>
<td>64.2%</td>
</tr>
<tr>
<td>4</td>
<td>The Loud House</td>
<td>24:31</td>
<td>18</td>
<td>13</td>
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</tr>
<tr>
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<td>Samurai Jack</td>
<td>20:13</td>
<td>9</td>
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<tr>
<td>6</td>
<td>Adventure Time</td>
<td>40:16</td>
<td>68</td>
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<tr>
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<td>The Amazing World of Gumball</td>
<td>23:40</td>
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<td>SpongeBob Square Pants</td>
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<tr>
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<td>We Bare Bears</td>
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<tr>
<td>10</td>
<td>My little Pony: Friend is Magic</td>
<td>21:52</td>
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