

Children's TV Educational Programs Effects Analysis: A Case Study of Pakistan

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ABSTRACT

Aim of the Study: This research study has been conducted to explore the children TV educational programs effects analysis on the intellect and behavior of children.

Methodology: The researcher has adopted the survey method to conduct this research. The participants in this research study were kids enrolled in various Bahawalpur schools. A sample of 500 student respondents was selected randomly from three different age groups for instance; (3-6), (6-12), (13-19). Further; these students were accessed through A class and C class school categorization. Information was gathered regarding the neighborhood's well-known kids' TV networks, including Nickelodeon, Nick Jr., Teen Nick, and Nick Toon. To gather data from a chosen sample, the researcher used the probability sampling technique. Using an open-ended question format and a Likert scale, a standard questionnaire was created as a data gathering tool. The questionnaire for the age group 3-6 years was filled by their parents and teachers because; they are unable to register their preferences. However; the collected data was analyzed by using SPSS software to draw inferences.

Findings: The results have revealed that children TV Educational programs hasten the learning and behavior of children. It increases knowledge, vocabulary, cognition, and comprehension for basic subjects like languages, science and math.

Conclusion: The study concluded that TV educational programs are more effectively in the learning and shaping the behaviours of the children. These programs found fundamental in increasing knowledge and vocabulary of the school children.

Keywords: Children Educational TV Programs, Learning, Interactivity, Cognition, Intellectual Development, Knowledge, Vocabulary, Comprehension for Math's, Science and Language.

Introduction

According to Kirkorian, Wartella and Anderson (1988) Children TV Act 1990 assigned all TV networks to broadcast minimum basic programing should be directed purely to educate and inform the children,

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because; children are spending minimum three hours in front of TV daily. Educational TV programs should be designed to strengthen the cognitive, intellectual and emotional development (Kunkel, 2001). Federal communication commission Children TV Act 1990 implemented to broadcast 30 minutes educational programs daily. EDTV broadcast was compulsory for the renewal of license. EDTV programs were advised to broadcast during 7am to 10am (Collins, 1990; Linebarger & Pitrowski, 2010).

The first EDTV program “Sesame Street (1969) “was produced to deliver educational curriculum to improve, intellect, reasoning, social, and cultural awareness. Sesame Street presented academic themes like digits and letters. This series highlighted the major issues related to emotions, death, race, physical disability diseases, self-esteem, relationship and citizenship. This goal was achieved with the help of educationist and production techniques (Fisch et al., 2001).

The researches have defined six important characteristics for effective EDTV program for children. The clarity to communicate intended message through theme and characters, interactivity in program, relatability of program content for real life adjustment, the imparted message should be rewarded or punished in presented program (Jordan and Woodward, 1997)

EDTV programs conveys direct and indirect learning. EDTV direct effects results in learning, academic aptitude and cognitive development. However; indirect effect improves pro-social skills and everyday life experience and settlement. The child’s family environment helps to achieve desired goals associated with EDTV programs (Kirkorian and Anderson, 2008). EDTV programs watching habit in childhood and teenage period outcomes in good grades, self –esteem, composed and ethical behavioral guides as compared to non-EDTV watching habits. (Anderson et al., 2001).

The characteristics of an effective educational program are identified by another researcher are following; emotional control, obedience, respect, compassion, courtesy, empathy, cooperation and team work. Cartoon programs are imparting curiosity, adventure, rationality and problem solving skills, resilience, reasoning, fear management and safety awareness. Researches explored that EDTV programs must create awareness about health issues, safety measures required during treatment, awareness of the traffic rules, and art & craft activity to shape the house hold things, and repairs. It must communicate outdoor adventure and activities with maximum homemade gadgets (Rai et al., 2017).

Children expands their watching experience with linguistic development that accelerates the cognitive development and comprehension of program contents. Piaget had identified these stages of cognitive development to improve the watching experience and bring desired results like perception, imagination, language & TV literacy (Piaget, 1969; Lemish, 2007). It facilitates in understanding of idea, story, theme, plot, sign, and symbolism (Signorielli, 1991). EDTV watching for more than 3 to 5 hours daily enhances vocabulary. But; the grammar usage is learned through interpersonal communication (Singer & Singer, 2009). EDTV program’s repeated broadcast improves the learning experience in children. (Rutherford, Bittman, & Biron, 2010).

The children’s future life success depends on various factors like knowledge, family environment, social norms, and cultural values to perform their duties in effective manner. Further; the practical life’s achievement basically depends upon mental capacity, family standards and financial status. Educational children TV programs are aiming to transfer any message.

Generally EDTV programs convey moral lessons at the end of program communicated through characters (Signorelli, 1987). The researchers have approved that watching the themes of sympathy and bigheartedness brings positive changings in socialization, selflessness, cooperation, and accepted social behavior (Gauntlett, 2005). EDTV programs produced for toddlers create interest and readiness for school environment. EDTV program creates awareness for different subjects like English, Math’s and science (Bryrant & Bryant, 2003). EDTV programing improves academic performance start to resolve issues in a peaceful manner. EDTV watching habit continues even in adulthood and brings fruitful results (Nancy et al., 2002).

EDTV watching habit improves with parents' instructions to select EDTV content preferably. This practice provides a feeling of socialization, emotional control, nonviolent behavior and resilience. However: it was observed that EDTV watching habit results in improved academic performance for low poor children (Anderson & Collins, 1988).

TV is proved helpful for the promotion of culture. TV programs contents and ideology is controlled by producers, organizations and government. EDTV programs verified successful for the learning of Maths, science and social studies. The researchers attested that EDTV programs fails for the learning of history, civilization and fiction (Naveed, 2020)

EDTV programs format play a vital role in imparting learning that depends on following: the repetition, program script, interactive behavior during watching, fantasized and colorful program production technique and summarizing the important lessons and messages accelerates the EDTV programs learning process (Schement, 2002). EDTV programs are produced to impart the problem solving skill and challenges encountered in daily life (Fuenzalida, 2005).

Four life skills—reading, math, comprehension, and general knowledge—are linked to children's successful learning for their transition in daily life (Calvert & Kotler, 2003). According to National Center for Education Statistics (1999), not all children are impacted by children TV educational programs in the same way. The impoverished and illiterate populations benefit the most from EDTV programs.

A large number of interactive educational TV programs are produced like “The “Bob the Builder”, and “Dora the Explorer”. These EDTV programs are produced to impart interactivity, problem solving skills and adventure. Popular EDTV program the *Electric Company* was produced to improve the mathematical skills in children. The researches have approved that EDTV programs desired goals are attained when these programs are watched in school environment. Another popular EDTV Programs “*Gullah Gullah Island*” and “*Allegra’s Window*” communicated the message of problem solving skill, pro-social behavior and optimistic approach in preschool children. EDTV program “*Blue Clues*” presented the problem solving and cognitive skills in preschool children. The rebroadcasting of EDTV program in schedule facilitates in achieving desired goals. EDTV Program “*Mister Rogers Neighborhood*” presented pro-social behavior, social behavioral skills, creativity, diversity of thought and imagination. It also instructed the strength for willpower, cooperation, love feelings, tolerance for change and ethical values (Serpe, 2019).

The language learning in children is a sign of cognitive healthy growth. The linguistic development in children develops with heredity genes and social environment. The TV watching habit in children on regular basis results in cognitive, intellectual and language development in children. However; some researches have denied the correlation between children TV watching and language development. While; the age appropriate EDTV programs can increase vocabulary in children (Ritonga and Herawati, 2018).

Children TV watching is proven as a instrumental factor for language learning. Unfortunately no single research has supported that children TV watching habit can result in development of language and vocabulary. There are certain factors that promotes language learning process in children like normal physical and psychological growth. The mental and physical capability helps in imitation of language and use of new words and sentences in communication. The language learning process badly effects with adult TV programs watching practice in preschool children. The language learning process with children TV watching habit accelerates only in heavy viewers (Green, 1990).

Researches supported that there are three major elements of interactivity in children TV programs; act, react and repeat (Peebles and Mares, 2018). A research was conducted to analyze the effects of each element of “EDTV program story for” preschool” children. A group of 3-5 years old children were assigned to watch unintentionally any out of four assigned animated genre with moral lesson theme, using 0-3 interactivity modules or with non-interactive viewing. The interactive children TV watching promotes nodding, identifying & labeling of characters, emotions and representativeness. Further; it helps

in understanding of story and moral lesson. The positive and negative effects of EDTV programs can be identified by imitation of children TV characters in real life like clapping (Valkenburg & Vroone, 2004).

Researches discovered that the technological advancement conveyed negative impact for learning , physical and cognitive development. Its parents and guardians responsibility to be vigilant while purchasing TV and selection of content (Lobue et al., 2010).

One of the most popular children EDTV series “Baby Einstein (1997)” was produced for the transformation of children into mastermind. While; the series failed to achieve its desired goals for education and intellectual development. Unfortunately; the series bears the charge of deterioration of moral values and language decay (Park, 2007). TV watching habit effects intelligence and visualization capacity. However; EDTV programs watching habit explicitly improves imagination skill (Encyclopedia of Communication and Information, 2002).

Researches proved that TV watching habit results in creativity. Many researchers criticized this hypothesis. Children idealize TV characters, incidents and dialogues and copy these characters in their imaginative play. Children TV programs and advertisements are more creative as compared to adult programs (Fein, 1981).

EDTV programs improve imagination capacity .Researches supported that television is charged for decreasing creative sense. There is a clash in this ideology. Some researchers favor this ideology, while; some condemn TV programing for the loss of creativity. But; there are six different approaches attached with the decline of creativity hypothesis: creativity, displacement, passivity, rapid pacing, visualization, arousal and anxiety (Anderson and Daniel, 1979).

The researches provided the cause of decrease creativity factor due to TV watching habit .TV arrival has influenced the level of creativity. Because; TV is an easy medium a little effort is required to understand its content due to audio and visual support. Further; the presentation techniques creates child audience passive viewers. Their imagination depends on presented imagery and notes. They start to live in a fantasy world created by others. The intellectual development is connected with balance mental development and experience. It can be measured through intellect, opinions and comprehension (Harrison and William 1986).The genetic evolution of rational or intellectual development is linked with Piaget theory that defines the children ability to understand abstract ideas and sensibleness. The intellectual development helps in implementation of knowledge in practical life. (Werner, 1926)

Children TV programing is delivering intellectual development through its presented themes in direct and indirect manner. It’s observed that children Educational TV programs involves children in interactive behavior, increase their knowledge and vocabulary, and results in cognitive development. The intellectual development in children depends on physical & mental growth and experiences. The process is attained through logic, reasoning, thinking capacity, concepts and visualization. The intellectual development is associated with changes that result due to the growth and experience .It is interconnected with the thinking capacity, reasoning and conceptualization in children (Huston & Wright, 1998).

The inherited progress of intellectual development is related with Piaget Theory. The understanding in children with abstract thoughts and logic .The operationalization of ideas and situations in relation to this world .The intellectual development is associated with the process of cultural encounters ,rationality and the building of understanding .A child at the age of 3 , starts to develop self-awareness, identity and role in a family ,social trends ,accepted behavior ,the idea of morality & ethics and responsibilities assigned for male and female gender. The children start to develop their understanding as a unit of the world in school environment. They can access and understand the opinions, ideas and gestures of the people exist in their surroundings. They prefer to adopt the rewarding behavioral traits.The behavior acceptable for interpersonal relationship. A child develops objectivity in thoughts .He tries to develop cause and effect relationship in different situations and incidents. A child represents his practicality, core logic and

continuity in his play and fantasy. He starts to perform journalizing, operationalization and organization in simple work to complex systematized projects (Werner, 1926).

The thinking pattern is unplanned before the age of six progress gradually with training and intentional practices. The higher level of thinking pattern is achieved when focused, systematic, and abstract thoughts and manipulated, directed and described in meaningful ideological manner (White, 1965). The flexibility in thought pattern is achieved through contextual meaning of the issue, reason of imagination and elements and contents of thoughts. The optimistic thinking approach brings very fruitful results like precision, direction, rapidness and immediate opinion building and conclusions. This target is achieved through the story and narration of programing (Huston & Wright, 1998).

Hypothesis

H1. It's more likely that educational children TV programs strengthening learning process.

Research Questions

1. To investigate educational children TV programs induce interactivity during watching.
2. To explore the importance of educational TV programs as a great source of learning.
3. To identify the selection of EDTV programs intentional to improve the academic performance.
4. To know the importance of EDTV programs to improve vocabulary.
5. To review the value of EDTV programs for the development of cognitive skills.
6. To inquire the importance of educational TV programs for intellectual development.
7. To scrutinize the script of EDTV programs intended to impart resilient behavior in children.
8. To discover the role of EDTV programs for the improvement of problem solving skill.

Theoretical Framework

The theoretical frame work provides the lenses and frame to view any phenomena. The investigator tries to find out the answers of research question from creating links with selected theories in relation of research questions. The data is collected and organized that is appropriate and linked with research question, theory and frame. However; theoretical framework helps the researcher to dragging out of border and limits in focus of analysis simultaneously. This research study is supported by social construction of reality.

This research is conducted in light of social construction theory. This theory states that mass media platforms try to create similar views, opinion, world images and characters through stories and plots in the mind of the viewers they are going to encounter in their real world. The social construction approach is linked with education, knowledge, cognition, cooperation, problem-solving skills, and other life skills capacities that are important for the development of learning and social experiences within a society (Shunk, 2000). The social construction theory states that there is no importance, reality and worth of our social environment and surroundings. It is created by human minds and emotions. How much they have meaning to them. How they perceive and allocate meaning to the physical objects. Further; social construction theory explains that realities are created in cultural context, ideologies, language discourse, religion, state apparatus and empathetic understanding of human behaviors. The meaning of social world are created by human world. The physical world and phenomena is similar for all the world. But the created meanings and vision varies according to human mind, psychology, emotion and perception. There are several other factors working to influence on human mind. (Jackson& Sorenson, 2003).

Research Methodology

All researches are launched by adopting a scientific inquiry technique. The researchers adopt different methodologies to collect data about the research question. The researcher has adopted the survey method to conduct this research. The population of this research study were children studying in different schools of Bahawalpur. A sample of 500 student respondents was selected randomly from three different age groups for instance; (3-6), (6-12), (13-19). Further; these students were accessed through A class class and C class school categorization. The data was collected about the popular children TV channels broadcasted in vicinity like Nickelodeon, Nick Jr, Teen Nick, and Nick Toon. The researcher has adopted probability sampling technique to collect data from selected sample. A standard questionnaire was designed as a tool for data collection based on Likert scale and open ended question technique. The questionnaire for the age group 3-6 years were filled by their parents and teachers because; they are unable to register their preferences. However; the collected data was analyzed by using SPSS software to draw inferences.

Results

Table 1: Presenting Information about Gender Participated in this Research Study. (n=500)

| Category | Response |
|----------|-------------|
| Male | 45.8% (229) |
| Female | 54.2% (271) |

Table 1 shows the data about children respondents contributed in survey. The total sample N= 500 shared collectively in survey research to know the effects of educational children TV programs on cognition, behavior and learning. Rendering to this survey results communally 229 children are male, whereas; 271 participants are female. The percentage lies (45.8%) male participants and 54.2% females.

Figure 1: Displaying Evidence about Age Group of Respondents

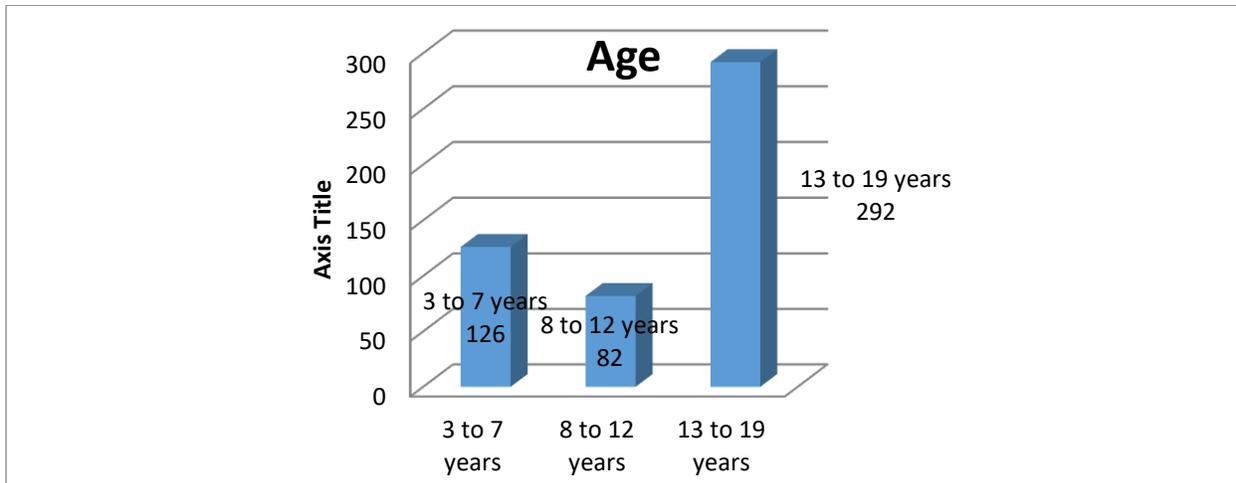
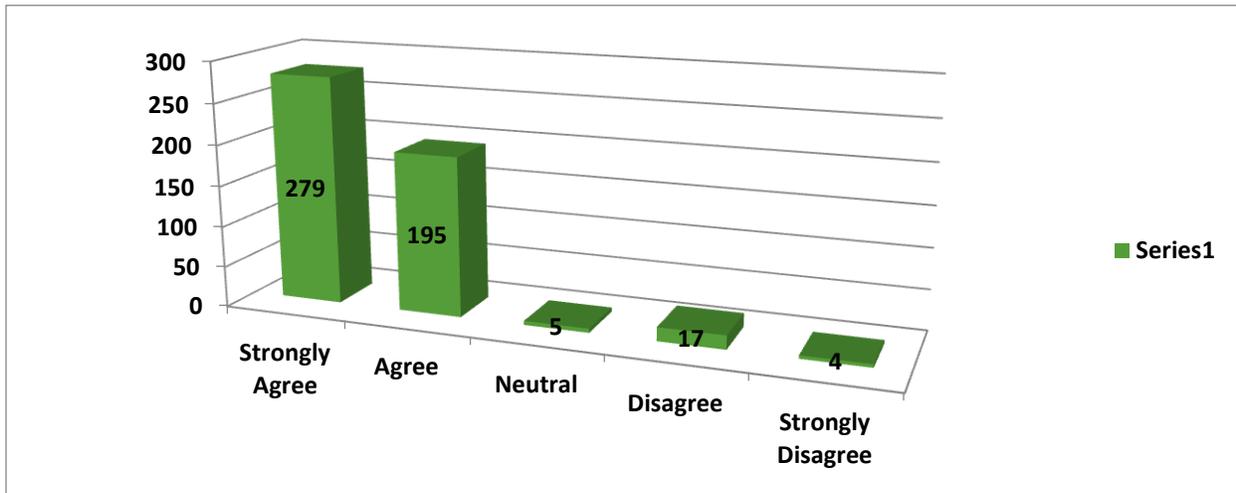


Figure 1 is revealing information about different age groups participated in this survey, "Educational TV Entertainment Programs of Children: Effects Analysis". According to the findings, 126 participants (25.2%) are between the ages of 3 and 7; 82 contributors (16.4%) are between the ages of 8 and 12; and the majority of research participants (58.4%) are between the ages of 13 and 19.

Figure 2: *During watching Motivation and interaction with TV program.*



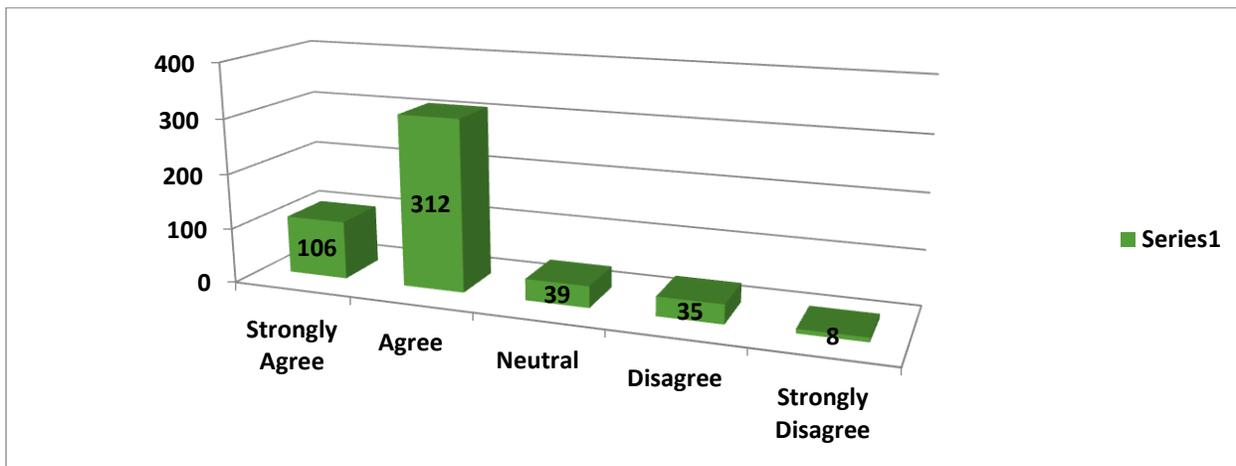
The reaction of the entire sample population to the claim that children's television programs inspire them to act out scenes while viewing is depicted in figure 2 above. Out of the 500 sample, 279 children (55.8%) strongly agree with the statement that children watch TV programs that include them in interaction, 195 children (39%) agree, and 17 children (3.4%) disagree.

Table 2: *Educational Children TV Programs are a Great Source of Learning.*

| Category | Response |
|-------------------|-------------|
| Strongly Agree | 17.4% (87) |
| Agree | 54.2% (271) |
| Neutral | 14.4% (72) |
| Disagree | 12.0% (60) |
| Strongly Disagree | 2.0% (10) |

The response of the entire sample population to the claim that children's educational TV shows are an excellent source of learning is displayed in table 2 above. Out of the 500 children in all, 87 (17.4%) highly agreed with the account, 271 (54.2%) agreed, 72 (14.4%) were neutral, and 60 (12%) disagreed.

Figure 3: *Selection of Educational programs deliberately and effects on academic performance.*



The answer of the entire sample population to the claim that kids intentionally select educational television shows because of its positive impacts on academic performance is seen in figure 3 above. Out

of the 500 sample, 106 children (21.2%) highly agree with the question, 312 children (62.4%) agree, 39 responders (7.8%) are neutral, and 35 participants (7%), disagree.

Table 3: *Children Television Programs Improves Vocabulary. (n=500)*

| Category | Response |
|-------------------|-------------|
| Strongly Agree | 18.8% (94) |
| Agree | 66.8% (334) |
| Neutral | 3.4% (17) |
| Disagree | 10.4% (52) |
| Strongly Disagree | 0.6% (3) |

The response of the entire sample population to the claim that educational children's television shows are an excellent way to expand vocabulary is shown in table 3 above. Of the 500 children in the sample, 94 (18.8%) strongly agreed with the statement, 334 (66.8%) agreed, 17 (3.4%) gave a neutral opinion, and 52 (10.4%) disagreed that children's TV shows help children's vocabulary grow.

Figure 4: *TV programs and strengthening cognitive skills.*

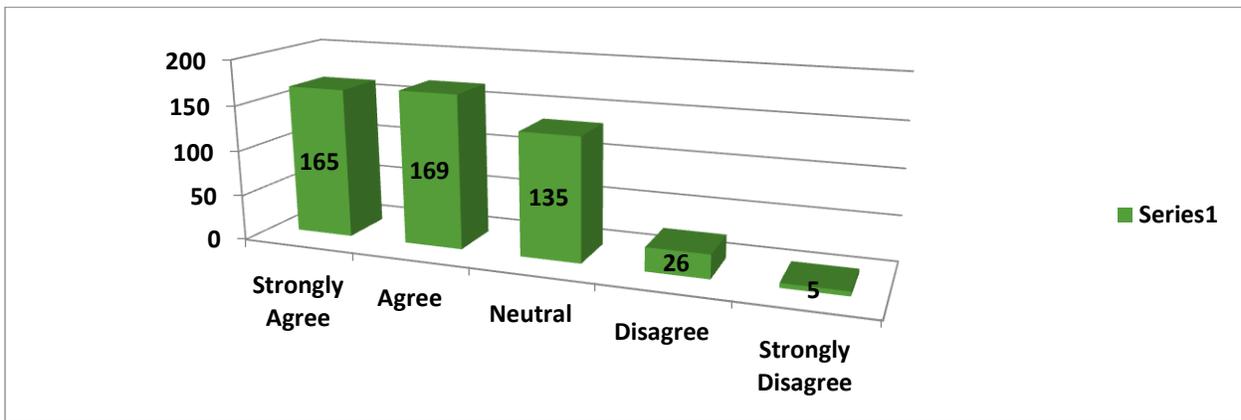


Figure 4 above depicts the response of the entire sample population to the claim that children's television programming improves cognitive ability. Out of the 500 sample, 165 (33%) highly agree, 169 (33.8%) agree, 135 (27%) are indifferent, and 26 (5.2%) disagree that educational TV shows help children develop cognitively.

Figure 5: *Educational Children Television Programs Helps in Progress of Intellectual Development.*

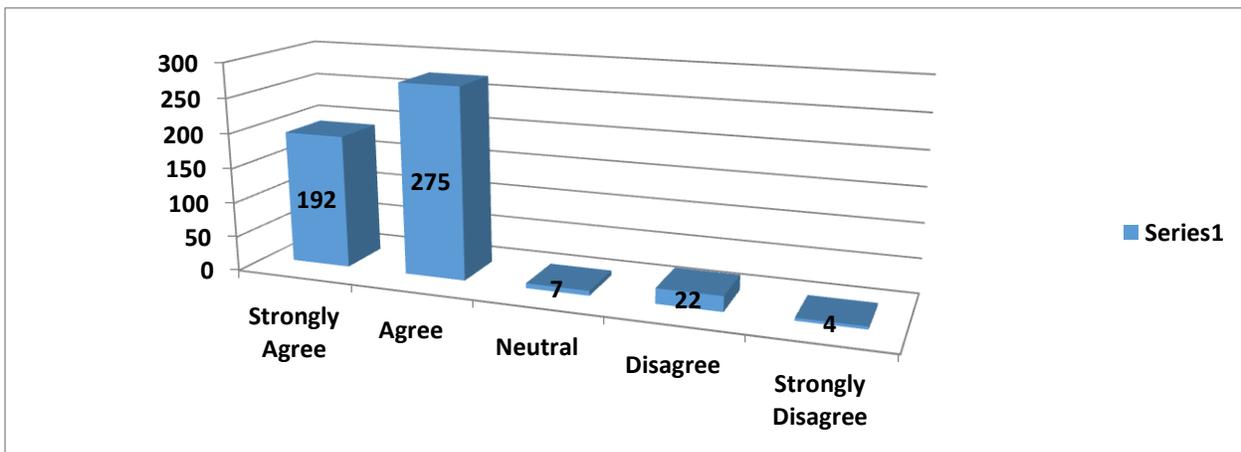


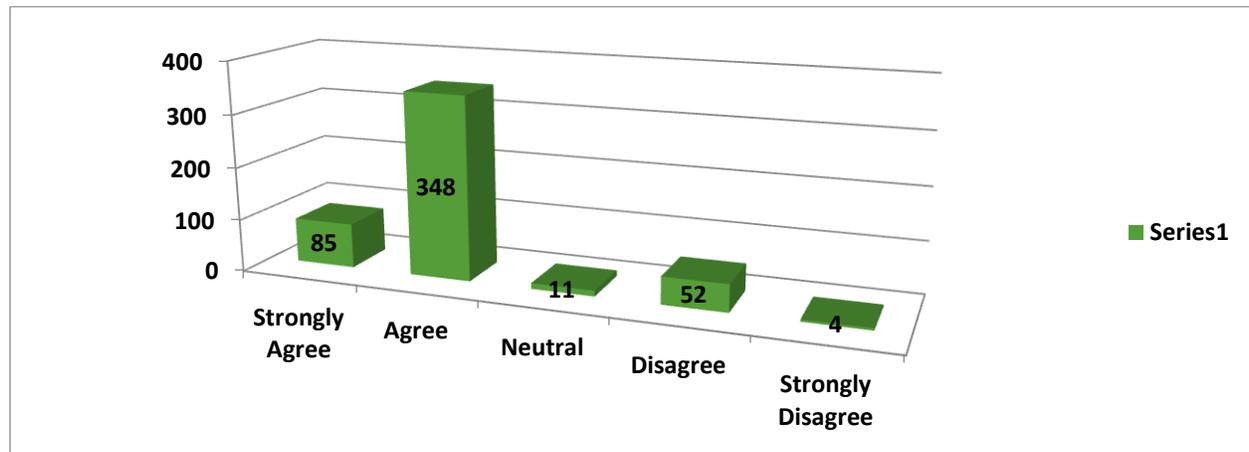
Figure 5 above displays the sample population's response to the claim that educational children's television shows aid in boosting intellectual growth. Out of the 500 total youngsters, 192 (38.4%) strongly agree with the statement, 275 (55%) agree, 7 (1.4%) are neutral, and 22 (4.4%) disagree.

Table 4: *Educational Children TV Programs are Intentionally Produced to Make Adjustment of Children Easier in Real Life Situation. (n=500)*

| Category | Response |
|-------------------|-------------|
| Strongly Agree | 20.4% (102) |
| Agree | 39.2% (196) |
| Neutral | 21.6% (108) |
| Disagree | 18.2% (91) |
| Strongly Disagree | .6% (3) |

The response of the entire sample population to the claim that the themes and scripts of educational children's TV shows help kids adjust to real-world situations and build resilience is seen in table 4 above. Out of the 500 total youngsters, 102 (20.4%) strongly agree with the statement asked, 196 (39.2%) agree, 108 (21.6%) are neutral, 91 (18.2%) disagree, and 3 (.6%) severely disagree.

Figure 6: *Educational Children TV Programs Strengthens Problem Solving Skills. (n=500)*



The responses of the entire sample population to the question statement are displayed in Figure 6 above. From the total sample of 500 children, it was found that 85 (17%) highly agreed, 348 (69.6%) agreed, 11 (2.2%) were neutral, 52 (10.4%) disagreed, and 4 (.8%) severely disagreed with the assertion that educational TV shows aid in the development of problem-solving skills in children.

Descriptive Statistics

Table 6: *Presenting the Descriptive Statistics of Overall Scale Items*

| No | Item statements | Min | Max | Mean | S. D |
|----|--|-----|-----|------|-------|
| 1 | Do you interact with characters if program induce you to participate in show? | 1 | 5 | 2.48 | 1.282 |
| 2 | Do you agree that educational children TV programs are proven a great source of learning? | 1 | 5 | 1.54 | .754 |
| 3 | Do you select educational children television programs deliberately due to its importance and effects on academic performance? | 1 | 5 | 2.27 | .952 |

| | | | | | |
|----|--|---|---|------|-------|
| 4 | Do you agree that educational children television programs are a great source for the improvement of vocabulary? | 1 | 5 | 2.05 | .844 |
| 5 | Do you ever recognized that educational children television programs are reinforcing your cognitive skill? | 1 | 5 | 2.07 | .830 |
| 6 | Do You feel that children educational television programs helps to improve the intellectual development? | 1 | 5 | 2.07 | .946 |
| 7 | Do you know that the basic purpose of children television programs is to make you adjustable in real life situation? | 1 | 5 | 2.21 | .713 |
| 8. | Are you able to reinforcing the problem solving ability from watching educational children television programs? | 1 | 5 | 2.39 | 1.024 |

The descriptive statistics of all the scale components contained in the scale to assess the impact of educational children's television programming are displayed in Table 6 above. The table discusses the highest value, minimum value, average, and standard deviation.

Regression Analysis

Table 7: *Regression Model Summary for Effect of T.V Children Programs on Education of Respondents (N=500)*

| Variables | Values | 95 % CI |
|------------------------------|---------------|-----------------|
| Reg. Constant (α) | 5.714 | [5.14, 6.288] |
| Reg. Coefficient (β) | 0.028 | [-0.072, 0.128] |
| R Square | 0.011 | |
| F-score | 0.297 | |
| P-value | 0.586 | |

B for Unstandardized regression coefficient; CI for Confidence interval

a. Predictors (Independent variable) : (Constant), TV Children Programs

b. Dependent Variable: Education

Note: The results of the regression analysis indicate that there is little impact of television programs for children on the respondents' education. The regression coefficient for the target population is 0.028, with a 95% Confidence Interval of [-0.072, 0.128]. The value of R² is 0.011, indicating the coefficient of determination.

Chi-Square Analysis

Displaying the two statements' cross-tabulation of associations and the chi-square test results showing the relationship's significance Separate variable: TV Kids Programs

Dependent variables: Education, Resilience, Intellect, Vocabulary, Cognition, Interactivity

Table 8: *Educational Children TV Programs and Interactivity*

| | | Do you watch educational children television programs? | | | Chi-Square | P-value |
|---|-------------------|---|-----------|--------------|-------------------|----------------|
| | | Yes | No | Total | | |
| Do you respond if program induce you to interact in show? | Strongly Agree | 131 | 26 | 157 | 6.796 | 0.147 |
| | Agree | 122 | 10 | 132 | | |
| | Neutral | 29 | 5 | 34 | | |
| | Disagree | 145 | 25 | 170 | | |
| | Strongly Disagree | 5 | 2 | 7 | | |
| | Total | 432 | 68 | 500 | | |

Note: Chi-Square is not significant and there is no association among the attributes of both statements.

Table 9: *Educational TV Programs and learning*

| | | Do you watch children television entertainment programs? | | | Chi-Square | P-value |
|---|-------------------|---|-----------|--------------|-------------------|----------------|
| | | Yes | No | Total | | |
| Do you agree that children educational programs are a great source of learning? | Strongly Agree | 242 | 37 | 279 | 28.193 | 0.000 |
| | Agree | 172 | 23 | 195 | | |
| | Neutral | 5 | 0 | 5 | | |
| | Disagree | 13 | 4 | 17 | | |
| | Strongly Disagree | 0 | 4 | 4 | | |
| | Total | 432 | 68 | 500 | | |

Note: Chi-Square is significant at 1% level and there is association among the attributes of both statements.

Table 10: *Selection of Educational Content Intentionally*

| | | Do you watch children television entertainment programs? | | | Chi-Square | P-value |
|---|-------------------|---|-----------|--------------|-------------------|----------------|
| | | Yes | No | Total | | |
| Do you select educational television programs deliberately due to its positive effects on academic performance? | Strongly Agree | 63 | 24 | 87 | 36.934 | 0.000 |
| | Agree | 242 | 29 | 271 | | |
| | Neutral | 71 | 1 | 72 | | |
| | Disagree | 51 | 9 | 60 | | |
| | Strongly Disagree | 5 | 5 | 10 | | |
| | Total | 432 | 68 | 500 | | |

Note: Chi-Square is significant at 1% level and there is association among the attributes of both statements.

Table 11: *Children TV Programs and Improvement of vocabulary*

| | | Do you watch children television entertainment programs? | | | Chi-Square | P-value |
|--|-------------------|---|-----------|--------------|-------------------|----------------|
| | | Yes | No | Total | | |
| Do you agree that children television programs are a great source of expanding vocabulary? | Strongly Agree | 78 | 28 | 106 | 26.325 | 0.000 |
| | Agree | 281 | 31 | 312 | | |
| | Neutral | 38 | 1 | 39 | | |
| | Disagree | 30 | 5 | 35 | | |
| | Strongly Disagree | 5 | 3 | 8 | | |
| | Total | 432 | 68 | 500 | | |

Note: Chi-Square is significant at 1% level and there is association among the attributes of both statements.

Table 12: *Children TV Programs Supports in Expansion of Cognitive ability.*

| | | Do you watch children television entertainment programs? | | | Chi-Square | P-value |
|---|-------------------|---|-----------|--------------|-------------------|----------------|
| | | Yes | No | Total | | |
| Do you ever recognize that educational children television programs are strengthening your cognitive skill? | Strongly Agree | 72 | 22 | 94 | 31.944 | 0.000 |
| | Agree | 304 | 30 | 334 | | |
| | Neutral | 10 | 7 | 17 | | |
| | Disagree | 45 | 7 | 52 | | |
| | Strongly Disagree | 1 | 2 | 3 | | |
| | Total | 432 | 68 | 500 | | |

Note: Chi-Square is significant at 1% level and there is association among the attributes of both statements.

Table 13: *Educational TV Programs and Intellectual Development.*

| | | Do you watch children television entertainment programs? | | | Chi-Square | P-value |
|--|-------------------|---|-----------|--------------|-------------------|----------------|
| | | Yes | No | Total | | |
| educational television programs help to increase intellectual development? | Strongly Agree | 142 | 23 | 165 | 31.178 | 0.000 |
| | Agree | 139 | 30 | 169 | | |
| | Neutral | 131 | 4 | 135 | | |
| | Disagree | 18 | 8 | 26 | | |
| | Strongly Disagree | 2 | 3 | 5 | | |
| | Total | 432 | 68 | 500 | | |

Note: Chi-Square is significant at 1% level and there is association among the attributes of both statements.

Table 14: *Children TV Programs Impart Problem Solving Skill.*

| | | Do you watch children television entertainment programs? | | | Chi-Square | P-value |
|--|-------------------|--|----|-------|------------|---------|
| | | Yes | No | Total | | |
| Are you able to establishing the problem solving ability from watching children television entertainment programs? | Strongly Agree | 63 | 22 | 85 | 29.565 | 0.000 |
| | Agree | 315 | 33 | 348 | | |
| | Neutral | 10 | 1 | 11 | | |
| | Disagree | 43 | 9 | 52 | | |
| | Strongly Disagree | 1 | 3 | 4 | | |
| | Total | 432 | 68 | 500 | | |

Note: Chi-Square is significant at 1% level of and there is association among the attributes of both statements.

Conclusion

Educational children TV programs effects analysis, this study was conducted over 500 children, the data was collected from 271 female and 229 male respondents participated in this study. The results have revealed that 126 participant belongs to (3-7 years) old age group, 82 providers belongs to the age (8 to 12 years) old, whereas; 292 the major participants of this study belongs to (13 to 19 Years) age group.

Kids' TV shows encourage kids to participate in structured activities as they watch TV. The children in the sample, 279 (55.8%), 195 (39%), and 17 (3.4%) highly believe that children's TV programs involve them in interactive activities. Children's Educational Television Programs are a Fantastic Learning Resource. The response of the entire sample population to the claim that children's educational TV shows are an excellent source of learning is displayed in table 2 above. Out of the 500 children in all, 87 (17.4%) highly agreed with the account, 271 (54.2%) agreed, 72 (14.4%) were neutral, and 60 (12%) disagreed.

Because instructional television has a positive impact on academic performance, children actively choose the shows they watch. Out of the 500 sample, 106 children (21.2%) highly agree with the question, 312 children (62.4%) agree, 39 responders (7.8%) are neutral, and 35 participants (7%), disagree.

Watching kid-friendly television improves vocabulary. 94 (18.8%) of the 500 kids in the sample strongly agreed with the statement, followed by 334 (66.8%) who agreed, 17 (3.4%) who expressed a neutral attitude, and 52 (10.4%) who disagreed that kids' TV shows aid in vocabulary development.

Kids Watching television helps to improve cognitive ability. Of the 500 children in the study, 165 (33%) highly agree, 169 (33.8%) agree, 135 (27%) are indifferent, and 26 (5.2%) dispute that educational TV shows help children's cognitive development. Children's educational television programming aids in the advancement of intellectual development. Out of the 500 total kids, 192 (38.4%) strongly agree, 275 (55%) agree, 7 (1.4%) are neutral, and 22 (4.4%) disagree with the statement. The purpose of producing educational children's television is to facilitate children's transition into real-world situations. Children learn resilience and are able to adjust to real-life situations thanks to the scripts and themes of educational children's television shows. Out of the 500 total youngsters, 102 (20.4%) strongly agree with the statement asked, 196 (39.2%) agree, 108 (21.6%) are neutral, 91 (18.2%) disagree, and 3 (.6%) severely disagree.

Children's educational television improves their ability to solve problems. From the total sample of 500 children, it was found that 85 (17%) highly agreed, 348 (69.6%) agreed, 11 (2.2%) were neutral, 52 (10.4%) disagreed, and 4 (.8%) severely disagreed with the assertion that educational TV shows aid in the development of problem-solving skills in children. Kids' instructional television shows are a fantastic way to learn. Due to the educational TV's beneficial benefits on academic achievement, children deliberately choose it. Because educational television improves academic performance, children actively choose to

watch it. Out of the 500 children in the sample, 106 (21.2%) strongly agree with the statement, 312 (62.4%) agree, 39 (7.8%) are indifferent, and 35 (7%) disagree that they deliberately choose educational TV shows because they have a beneficial impact on academic performance. Children's educational television shows improve cognitive abilities. Of the 500 children in the sample, 165 (33%) highly agree, 169 (33.8%) agree, 135 (27%) are indifferent, and 26 (5.2%) dispute that children's television programming aids in cognitive development.

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