

INVESTIGATING THE IMPACT OF MEDIA ON THE LEARNING AND DEVELOPMENT OF THE
EARLY CHILDHOOD CHILDREN IN IRRUA,EDO STATE.

BY

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CERTIFICATION

We certify that this research work was carried out by BLESSING EROMOSELE ONOSETALE with matriculation number EDU2009407 of the Institute of Education, Faculty of the Institute of Education, in partial fulfilment of the requirements for the award of Bachelor's Degree in Early Childhood Education (B. ED)

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DEDICATION

This work is dedicated to my parents Mr. and Mrs. Eromosele for their contribution towards the success of this project and my academic achievement.

ACKNOWLEDGMENTS

I am grateful to God Almighty for giving me the opportunity of a lifetime, for the divine guidance and wisdom, to complete this academic project. I thank Him for the intellectual capacity, creativity, and perseverance that have been bestowed upon me.

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TABLE OF CONTENTS

Title Page ----- i

Certification ----- iii

Dedication ----- iv

Acknowledgments ----- v

Table of Contents ----- vi

Abstract ----- viii

CHAPTER ONE: INTRODUCTION

Background to the Study ----- 1

Statement of the Problem ----- 3

Research Questions ----- 4

Purpose of the Study ----- 5

Significance of the Study ----- 5-6

Scope of the Study ----- 6-7

Delimitation of the stud----- 7

Definition of Terms ----- 7-8

CHAPTER TWO: LITERATURE REVIEW

Theoretical framework ----- 9

Concept of media ----- 11

Media and cognitive development ----- 12

Media and social development	-----	-	-	14
Media and emotional development	-----	-	-	16
Media literacy and critical thinking	-----	-	-	18
Parental involvement in media use				19
Challenges and risk				21
Summary of literature review				22

CHAPTER THREE: METHODOLOGY

Research Design	-----			24
Population of the Study	-----			24
Sample and Sampling Techniques	-----			24
Research Instrument	-----			26
Validity of Instrument	-----			26
Reliability of Instrument	-----			26
Administration of the Instrument	-----			27
Method of Data Collection	-----			27
Method of Data Analysis	-----			27

CHAPTER FOUR: PRESENTATION OF RESULTS, AND DISCUSSION OF FINDINGS

Data Presentation	-----			28
Discussion of Findings	-----			32

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary ----- 33

Conclusion ----- 35

Recommendations ----- 36

REFERENCES ----- 36

APPENDIX ----- 38

Abstract

This study aims to investigate the impact of media on the learning and development of early childhood children in Irrua, Edo State. With the proliferation of various media channels and content, children are increasingly exposed to diverse forms of media from a young age. This research seeks to understand how these media influences affect cognitive, social, and emotional development in early childhood.

Through a combination of qualitative and quantitative research, data will be collected from , educators, themselves. The study will explore the types of media content consumed by the children, the duration of media exposure, and the context in which media consumption occurs.

Key areas of focus will include the impact of educational vs. non-educational media, the role of parental mediation in media consumption, and the potential benefits and drawbacks of media exposure on early learning outcomes. The findings of this research aim to provide insights into how media can be effectively integrated into early childhood education to enhance learning and development, as well as to inform policy recommendations for parents, educators, and policymakers in Irrua, Edo State.

CHAPTER ONE

INTRODUCTION

Background to the study

The early childhood years, spanning from birth to age eight, are a critical period of rapid growth and development. The rapid proliferation of media technologies has significantly influenced various aspects of daily life, including early childhood education and development. In Irrua, Edo State, this influence is increasingly pertinent as families and educational institutions navigate the integration of media into early learning environments. This research aims to explore how different forms of media — such as television, tablets, and internet-based content — affect the cognitive, social, and emotional development of young children in Irrua. Understanding these impacts is crucial for tailoring media use to support optimal developmental outcomes in this specific local context.

Early childhood is a formative period characterized by significant cognitive, social, and emotional growth. Media can play a dual role in this development. On the positive side, educational media, such as interactive apps and age-appropriate television programs, can enhance learning experiences by introducing new concepts, supporting language acquisition, and fostering problem-solving skills. For example, programs designed with educational intent can stimulate curiosity and encourage

exploration.

However, excessive or unsuitable media exposure poses risks, including diminished physical activity, reduced face-to-face social interactions, and potential exposure to inappropriate content. Research suggests that high levels of screen time can impact attention spans and sleep patterns, which are critical to developmental progress. Therefore, it is essential to evaluate both the benefits and risks of media exposure to understand its impact comprehensively.

This study will draw on several key theoretical perspectives to frame the investigation. Jean Piaget's theory of cognitive development underscores the importance of active engagement with the environment, arguing that learning is most effective when children interact with their surroundings in meaningful ways. This perspective highlights the need for media that supports active rather than passive

Research by Eliot and McCarthy (2008) explores the cognitive and social impacts of media exposure, pointing to both beneficial educational content and the risks associated with excessive screen time. The American Academy of Pediatrics (2016) guidelines suggest that media use should be age-appropriate and balanced with other activities to support healthy development, providing a framework for evaluating media's role in early childhood.

The findings of this study will contribute to the existing body of knowledge on the

effects of media on young children and inform strategies for parents, educators, and policymakers to promote healthy media habits and optimal early childhood development in Nigeria.

Statement of the Problem

The impact of media on early childhood development in Irrua, Edo State, presents several critical issues that warrant investigation:

Firstly, there is a lack of comprehensive understanding regarding how various forms of media—such as educational apps, television programs, and internet content— affect cognitive development in young children. This knowledge gap limits the ability of educators and parents to utilize media effectively to support and enhance early learning experiences.

Additionally, excessive media consumption may be negatively impacting face-to-face social interactions among children in Irrua. This potential reduction in social engagement could impair the development of essential social skills and emotional intelligence, which are crucial during early childhood.

The proliferation of diverse media content, there is an increased risk that children in

Irrua might encounter inappropriate material. Determining the extent of such exposure and its implications for children's development is essential for establishing effective media usage guidelines that protect and promote healthy growth.

Addressing these issues through detailed research will provide valuable insights into how media influences early childhood development in Irrua and help formulate strategies to optimize media use for developmental benefits.

Research Questions

To guide this study, the following questions were raised.

1. How do various types of media (e.g., educational apps, television programs, internet content) affect cognitive development in early childhood in Irrua, Edo State?
2. To what extent is the relationship between media consumption and social interaction skills in young children in Irrua?
3. To what extent does media usage be used to balance other activities to support healthy cognitive, social, and emotional development in early childhood in Irrua?

Purpose of the study

1. To critically examine the impact of media exposure on the cognitive, social, and emotional development of early childhood children in Irrua, Edo.
2. To investigate how various forms of media—such as television, digital platforms, and educational apps— affect developmental milestones, learning processes, and social interactions.
3. To provide a nuanced understanding of media's role in shaping early childhood education within the specific cultural and geographical context of Irrua, Edo.
4. To identify both the beneficial and detrimental effects of media on young children.
5. To offer evidence-based recommendations for optimizing media use in early childhood settings to support holistic development.

Significance of the study

The significance of this study is multifaceted, addressing several critical aspects of early childhood development and media influence. First, it provides an in-depth analysis of how various forms of media—such as television, digital platforms, and educational apps—impact cognitive, social, and emotional growth in young children. This comprehensive examination contributes to a broader understanding of media's role in early education, filling gaps in existing research that often overlooks region-specific factors.

The study offers practical insights for educators, parents, and policymakers by identifying both positive and negative effects of media exposure. By highlighting effective strategies and potential pitfalls, it enables stakeholders to make informed decisions about media use in educational settings, promoting practices that enhance learning and developmental outcomes while mitigating risks.

Ultimately, this research not only advances theoretical knowledge but also has practical implications for improving early childhood educational practices, ensuring that media serves as a beneficial tool rather than a disruptive force in the developmental trajectory of children in Irrua, Edo.

Scope of the study

The scope of this study includes a thorough exploration of various forms of media, such as traditional media (television, radio), digital media (websites, online videos), and interactive media (educational apps, games), focusing on their content and usage among early childhood children in Irrua, Edo. It will examine how media affects multiple domains of child development, including cognitive skills (e.g., language acquisition, problem-solving), social skills (e.g., peer interactions, empathy), and emotional development (e.g., self-regulation, emotional expression).

Limitation of the study

Given the focus on Irrua, Edo, the results may not be applicable to other regions with different cultural, economic, or social contexts, limiting the broader applicability of the findings.

Definition of terms

Here are the operational definitions of terms related to the study:

1. Media: Refers to all forms of electronic and digital communication, including television, radio, computers, smartphones, and tablets.

2. Early Childhood Children: Refers to children between the ages of 2-8 years old.

3. Learning: Refers to the process of acquiring new knowledge, skills, and attitudes through experience, practice, or study.

4. Development: Refers to the progressive changes in physical, cognitive, social, and emotional abilities that occur in children as they grow and mature.

5. Exposure: Refers to the extent to which children are allowed to use or watch media, measured in hours per day.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

THEORETICAL FRAMEWORK

Cognitive development theory

Founder:Jean Piaget (1936)

Meaning : Through experiences and interactions, children actively create their own understanding of the world, according to Jean Piaget's Cognitive Development Theory. According to his theory, cognitive development happens in four phases: From birth to two years old, children in the sensorimotor stage use movement and their senses to interact with the world. Object permanence—the knowledge that things exist even when they are hidden from view—is something they study.

Preoperational Stage (2 – 7 years): Children begin to explore and comprehend their worlds through language. Although they learn to manipulate symbols and participate in symbolic play, they are nevertheless unable to comprehend concrete reasoning. They struggle to perceive things from other people's points of view because they think egocentrically. Children's thinking becomes more structured and logical throughout the Concrete Operational Stage (7 – 11 years), but it is still quite concrete. They start to grasp the ideas of time, space, and quantity, as well as the idea of

conservation — that is, that a quantity remains constant even when its shape changes.

Formal Operational Stage (12 years and up): At this stage, adolescents learn to reason abstractly. They are able to consider hypothetical scenarios and abstract linkages, as well as test concepts logically.

Relation to the Topic: Piaget believed that children go through stages of development — sensorimotor, pre-operational, concrete operational, and formal operational.

Media, like TV shows, games, and educational apps, can provide experiences that help children make sense of the world around them in rural areas. For instance, educational programs designed for kids can introduce concepts like numbers, colours, shapes, and social behaviours in a way that aligns with their cognitive abilities at different stages.

By exposing children to age-appropriate media content, we can support their cognitive development in a structured way. Essentially, media can serve as a tool that helps children learn and understand new concepts, reinforcing the developmental stages in Irrua Edo state.

OUTLINE:

This chapter presents a review of literature under the following;

- Concept of media
- Media and cognitive development
- Media and social development

- Media and emotional development
- Media literacy and critical thinking
- Parental involvement in media use
- Challenges and risk
- Summary of literature review

CONCEPT OF MEDIA

The term "media" refers to the numerous channels and platforms used to communicate information, entertain, and educate the general audience. Traditional forms include newspapers, periodicals, radio, and television, while modern versions include the internet, social media, streaming services, and mobile apps. Media has several purposes, including informing the public, providing entertainment, aiding education, and influencing public opinion and behaviour. Traditional Media: This includes both print (newspapers, magazines) and broadcast media (radio, television). These formats have long served as important sources of information and enjoyment. Traditional media often uses a one-way communication model in which organisations develop and disseminate material to a big audience (McQuail, 2010). Digital Media: The internet has transformed how information is consumed and distributed.

Digital Media: The advent of the internet has revolutionized how information is consumed and shared. Digital media includes websites, social media platforms (e.g., Facebook, Twitter, Instagram), streaming services (e.g., Netflix, YouTube), and online

news portals. Digital media allows for interactive communication, enabling users to engage with and contribute to the content (Lister et al., 2009).

Educational Media: Specifically designed to educate and inform, educational media includes television programs, online courses, digital apps, and e-books. These media forms aim to enhance learning experiences by presenting information in engaging and accessible ways (Buckingham, 2003).

Social Media: Platforms like Facebook, Twitter, and Instagram have transformed communication by enabling users to create and share content, connect with others, and engage in real-time conversations. Social media is a significant source of news, entertainment, and social interaction, also playing a critical role in shaping public opinion (Kaplan & Haenlein, 2010).

Interactive Media: This includes video games, virtual reality (VR), and augmented reality (AR) applications. Interactive media allows users to engage with content dynamically and immersively, increasingly used in education to create engaging learning experiences (Gee, 2003).

Media and cognitive development

Media has a substantial impact on brain development, particularly throughout early life. Cognitive development is the process by which children gain the ability to think, learn, and comprehend their surroundings. This development includes a variety of skills such as language learning, memory, problem solving, and critical thinking.

When used correctly, media can be an effective tool for supporting and improving

cognitive functions.

Educational media, such as television programs and digital apps, are intentionally designed to support learning and cognitive growth. For example, programs like "Sesame Street" are structured to introduce young children to foundational concepts such as numbers, letters, and problem-solving skills. Research by Linebarger and Walker (2005) found that children who frequently watched educational television programs exhibited significant gains in vocabulary and pre-literacy skills compared to those who did not.

Interactive media, which includes educational apps and video games, provides opportunities for active engagement and participation. These platforms often incorporate tasks that challenge children to think critically and solve problems. According to Hirsh-Pasek et al. (2015), interactive media can enhance cognitive development by providing immediate feedback, which is essential for reinforcing new concepts and skills. This active participation in learning activities aligns with Jean Piaget's theory of cognitive development, which posits that children construct knowledge through hands-on experiences and interactions with their environment (Piaget, 1952).

Language acquisition is a crucial aspect of cognitive development that media can significantly influence. Television programs and digital apps that focus on language skills can help children develop vocabulary, grammar, and phonetic awareness. Wright et al. (2001) found that children exposed to educational media exhibited

improved language skills and were better prepared for formal schooling. This aligns with Vygotsky's sociocultural theory, which emphasizes the importance of social interaction and cultural tools—like media—in the development of higher cognitive functions (Vygotsky, 1978).

Memory and attention are other cognitive processes that can be influenced by media. Media that requires children to pay attention to details, follow sequences, and recall information can enhance these cognitive skills. Rideout (2013) highlights that interactive media, in particular, can improve working memory by engaging children in tasks that require them to hold and manipulate information. Additionally, games and apps designed with educational objectives can enhance executive function skills, including attention control and cognitive flexibility (Diamond & Lee, 2011).

Media and social development

Social development is greatly influenced by media, especially in the early years of life when the core social skills and behaviours are being established. Learning how to engage with people, comprehending social norms, and honing important interpersonal skills like empathy, cooperation, and communication are all part of social development. These social processes are significantly impacted by a variety of media, such as the internet, digital apps, video games, and television. Modelling behaviours is one of the main ways the media affects social development. Youngsters frequently pick up knowledge by watching and copying the behaviours and

interactions they observe on screen. Children can learn these behaviours from programs and activities that model constructive social relationships including sharing, lending a hand, and working together. As an illustration, instructional initiatives such as "Coco Melon, Mrs. Rachel" have been shown to enhance children's understanding of empathy and emotional regulation by modeling compassionate and kind behavior (Radesky et al., 2016).

Albert Bandura's Social Learning Theory provides a framework for understanding this process. According to Bandura (2001), children learn behaviors and norms by observing and imitating role models in their environment, which includes characters in media. This observational learning can be particularly effective when the models are perceived as attractive, competent, and relatable.

However, media also has the potential to negatively impact social development. Exposure to violent or antisocial content has been consistently linked to increased aggression and decreased prosocial behavior in children. Studies have shown that children who are frequently exposed to violent media are more likely to exhibit aggressive behaviors and have a reduced ability to empathize with others (Gentile & Anderson, 2003). This phenomenon is explained by desensitization, where repeated exposure to violence makes children less sensitive to its effects and more likely to accept aggressive behavior as normal. social media can expose children to negative social dynamics, such as cyberbullying and social comparison. Valkenburg and Peter (2011) suggest that the effects of social media on social development are complex and can vary widely depending on the nature of interactions and the content

consumed.

The diversity of characters and narratives in media can also influence children's social attitudes and perceptions. Media that portrays diverse characters and cultural backgrounds can promote inclusivity and reduce prejudice. Exposure to diverse media content can help children develop more inclusive attitudes and foster cultural understanding (Vittrup, 2009). Conversely, media that perpetuates stereotypes can reinforce negative biases and social divisions.

Media and emotional development

Emotional development is greatly impacted by media, especially during a child's formative years when they are trying to comprehend and control their emotions. The mechanisms via which kids learn to identify, communicate, and control their emotions are referred to as emotional development. Media, which includes the internet, digital apps, video games, and television, can affect these processes in a number of ways.

The representation of emotions and emotional experiences in the media is one of the main ways it influences emotional development. Characters in children's and educational media frequently go through a variety of emotional states and overcome emotional obstacles. Children can learn about various emotions, comprehend emotional reactions, and cultivate empathy by watching these characters. For example, by showing characters who exhibit these traits, shows like "Sesame Street"

and "Daniel Tiger's Neighbourhood" aim to teach kids about emotions, empathy, and emotional control (Linebarger & Vaala, 2010).

Media can also be used to regulate one's emotions. Children may use media to regulate their emotions, such as viewing a favourite show to relax or playing a video game to relieve tension. While this can be good in moderation, it is critical that media not become the major way of emotional control. Overreliance on media to manage emotions can stymie the development of healthy coping strategies and limit possibilities for real-life emotional experiences and interactions (Vygotsky, 1978).

Children's emotional development can be improved by exposing them to prosocial material, or media that encourages constructive social behaviours. By showing characters acting in these ways, prosocial media can teach kids about empathy, cooperation, and sharing. According to research, kids who use prosocial media are more likely to behave cooperatively and sympathetically in social situations (Calvert et al., 2010).

Media literacy and critical thinking

The way people receive, absorb, and assess information is greatly influenced by media, which also has a significant impact on literacy and critical thinking. From an early age, media exposes children to language and reading abilities. Basic literacy

abilities including vocabulary, grammar, and reading comprehension are taught through educational television shows, digital apps, and e-books. For example, it has been demonstrated that shows like "Coco melon" enhance early literacy abilities by presenting letters, sounds, and words to kids in an entertaining manner (Linebarger & Walker, 2005). Children can actively participate with written and spoken language using interactive media, such as educational games and apps, which reinforce learning through interactive activities and instant feedback (Hirsh-Pasek et al., 2015).

Development of Literacy

1. Language Exposure: Young children are exposed to new vocabulary, grammar, and storytelling strategies through media, including educational TV series, apps, and e-books
2. Interactive Learning: Digital media frequently incorporates interactive aspects that enable children to actively engage with knowledge. Programs such as "Coco melon" have been demonstrated to enhance early reading skills by teaching letters, sounds, and words in an entertaining manner.
3. Multimodal Learning: Media literacy involves understanding different forms of media, such as text, images, and audio. Early exposure to these various forms helps children develop multimodal literacy skills, which are essential in today's digital world

Critical Thinking Development

1. Questioning and analyzing: Children are encouraged to ask questions and exercise critical thinking when they are exposed to media content that frequently exposes complicated topics and a range of perspectives. This aids in the development of their critical analysis and evaluation skills.

2. Evaluating Sources: Teaching children to evaluate the credibility of different media sources helps them develop critical thinking skills. They learn to check the credentials of authors, the accuracy of information, and the presence of supporting evidence

In early childhood education, media has a significant influence on literacy and critical thinking. Teachers may assist kids in making deliberate and responsible use of the digital world by incorporating media literacy into the curriculum and encouraging critical thinking abilities. In addition to fostering personal growth, this makes society more knowledgeable and involved.

Parental involvement in media use

Parental involvement in media use is crucial for shaping the media habits and experiences of young children. As children are increasingly exposed to various forms of media, including television, video games, apps, and the internet, parents play a key role in guiding and mediating their interactions with media. This involvement can

significantly influence children's cognitive, social, and emotional development.

One of the primary ways parents can be involved is through co-viewing and co-using media with their children. When parents watch television shows, play video games, or use apps together with their children, they can provide immediate context, explain content, and discuss any questions or concerns that arise. This active participation helps children understand what they are seeing and learning, promoting critical thinking and comprehension (Nathanson, 2001).

Setting appropriate boundaries and limits on media use is another essential aspect of parental involvement. The American Academy of Pediatrics (2016) recommends that parents establish screen time guidelines to ensure that media use does not interfere with sleep, physical activity, and other important activities. For young children, it is especially important to limit screen time to ensure a balanced routine that includes plenty of unstructured play and face-to-face interactions.

Parents also play a critical role in selecting high-quality, age-appropriate media content. By choosing educational and prosocial media, parents can enhance the positive effects of media on their children's development. Educational programs and apps that are designed to teach literacy, numeracy, and social skills can be particularly beneficial. Parents can use resources like Common Sense Media to find reviews and recommendations for age-appropriate media content (Rideout & Hamel, 2006).

Discussing media content with children is another effective strategy. Parents can encourage their children to think critically about what they watch and play by asking

open-ended questions and prompting discussions about the content. This can include talking about the characters' behaviors and motivations, the moral lessons of a story, and the accuracy of the information presented. Such discussions help children develop media literacy skills and the ability to critically evaluate media messages (Hobbs, 2010).

Modeling healthy media habits is also important. Children often imitate the behaviors of their parents, so it is crucial for parents to demonstrate balanced and mindful media use. This includes being mindful of their own screen time, choosing quality content, and showing interest in non-media activities such as reading, playing outside, and spending time with family.

In addition to these strategies, parents can also use parental control tools and settings to manage their children's media use. These tools can help limit access to inappropriate content, set screen time limits, and monitor media use. However, it is important for parents to balance control with open communication, ensuring that children understand why certain limits are in place and encouraging them to make good choices independently.

Parental involvement in media use is not just about setting rules and restrictions; it is also about creating a positive and supportive media environment. By engaging with their children in media activities, discussing content, and modeling healthy habits, parents can help their children develop the skills they need to navigate the media landscape.

CHALLENGES AND RISK

1. Excessive Screen Time:

* Challenge: Excessive screen time can lead to negative effects on children's physical health, such as obesity and sleep disruption¹. It can also impact cognitive development and social skills. Recommends no more than one hour of screen time per day for children aged 2 to 5 years

2. Exposure to Inappropriate Content:

* Challenge: Young children may be exposed to violent, sexual, or otherwise inappropriate content, which can negatively affect their behavior and emotional well-being. NAEYC (National Association for the Education of Young Children) emphasizes the importance of selecting age-appropriate and high-quality media content

3. Cyberbullying and Online Safety:

* Challenge: As children use digital media and social media platforms, they may encounter cyberbullying or other online safety risks. Erikson Institute's report on media literacy in early childhood highlights the need for educating children about online safety and monitoring their online interactions

4. Commercialization and Consumerism:

* Challenge: Media often includes advertising and commercial messages that can influence children's consumer behaviors and materialistic values. NAEYC discusses the importance of teaching children to recognize and critically evaluate advertising to reduce the impact of commercial messages

5. Social Isolation and Reduced Social Skills:

* Challenge: Excessive media use can lead to social isolation and reduced opportunities for face-to-face interactions, which are crucial for developing social skills. NAEYC's position statement on technology and interactive media in early childhood programs highlights the need for balanced media use and promoting social interactions. It is essential to balance media use and ensure that children are exposed to high-quality, age-appropriate content (American Academy of Pediatrics, 2016; Livingstone & Helsper, 2008).

Summary of the Literature review

The literature review on how media affects young children's learning and development has been extensively studied. It examines the various facets of media's involvement in early childhood education, stressing both its possible advantages and disadvantages. When utilised properly, media which includes digital apps, video games, television, and the internet can promote social, emotional, and cognitive growth. Children are exposed to new ideas through educational media, which also improves language proficiency and encourages critical thinking and problem-solving. In particular, interactive media offers immersive and captivating learning opportunities that support cognitive growth.

By showcasing varied individuals and cultures, media can foster inclusivity and serve

as a social role model for beneficial behaviours like empathy and cooperation. On the other hand, social behaviour can be adversely affected by exposure to violent or antisocial content, which can result in heightened hostility and diminished empathy. In order to ensure that children are exposed to age-appropriate, high-quality media and to develop media literacy and critical thinking abilities, parental engagement is essential.

Despite its benefits, media use in early childhood poses several challenges and risks. Excessive screen time can lead to physical health issues, such as obesity and sleep disruption, as well as cognitive and social problems. Exposure to inappropriate content can affect behavior and emotional well-being. Cyberbullying and online safety are additional concerns as children use digital media and social platforms.

To mitigate these risks, it is essential to balance media use with other activities, encourage diverse experiences, and educate children about media literacy. Parental guidance and collaboration with educators are key to maximizing the educational benefits of media while minimizing its potential harms.

This literature review underscores the importance of a balanced and informed approach to media use in early childhood education, emphasizing the need for careful selection of media content, active parental involvement, and the development of critical media literacy skills.

CHAPTER THREE

METHODOLOGY

This chapter describes the methodology of the study under the following subheadings:

Research Design

Population for the study

Sample and sampling Techniques

Research Instrument

Validity the instrument

Reliability of the instrument

Method of Data Collection

Method of Data Analysis

Research Design

This study adopted descriptive survey research design to find out the impact of Media on the learning and development of the Early childhood children in Irrua Edo state

Population of the Study

The population typically include children aged 0-8years, along with their early

childhood educators.

Sample and Sampling Technique

The sample for the study was of 20% of the teachers, selected from 10 primary schools in Irrua local government area which gave a sample of 60 teachers. The teachers were selected using random sampling.

Research Instrument

The research instrument use for the collection of data was questionnaire, it was divided into two sections; section A containing demographic information and teacher response while section B was on the impact of media on young children learning and development. The questionnaire adopted four points Likert scale

Strongly Agree (SA) ----- 4

Agree (A) ----- 3

Strongly Disagree (SD) ----- 2

Disagree (D) ----- 1

Validity of the Instrument

The validity of the research was determined by the researcher's supervisor and all lecturers at the Institute of Education in Benin City. Their input, recommendations, and revisions were used to create the final draft of the instrument that was eventually administered.

Reliability of the Instrument

The reliability of the instrument was carried out using test retest method . Sixty (60) copies of the questionnaire were administered. Thereafter, the Pearson product moment coefficient (Pearson r) was used to ascertain their level of reliance.

Administration of the Instrument

The researcher personally went to the school to give the questionnaire. The researcher informs the respondents about the research's objectives before handing them the questionnaire to complete, and the researcher guides them correctly on how to complete the questionnaire effectively.

Methods of Data Collection

The principals of the selected schools gave their consent for the researcher and two

research assistants to administer the instruments. The questionnaire was distributed to the respondents in 60 copies, which were then immediately collected.

Methods of Data Analysis

Simple percentage analysis, descriptive methods, and tables were used to illustrate the data acquired for this investigation. To properly examine and explain the data gathered and compiled from the questionnaire using mathematical models, the researcher modified a straightforward percentage analysis. The tables showed the data measured in terms of the frequency and percentage distribution of the various variable categories. percentage analysis, descriptive methods, and tables were used to illustrate the data acquired for this investigation. To properly examine and explain the data gathered and compiled from the questionnaire using mathematical models, the researcher modified a straightforward percentage analysis. The tables showed the data measured in terms of the frequency and percentage distribution of the various variable categories.

CHAPTER FOUR

PRESENTATION OF RESULTS AND DISCUSSION OF FINDINGS

Preamble

This chapter present the analysis of collected data, inter-presentation and discussion of results. It is divided into two main sections namely presentation of results and

discussion of findings.

Section A: Presentation of Results

Research Question One

What is the typical daily screen time of children for media consumption in Irrua, Edo State?

Table 1: The Typical Daily Screen Time of Children for Media Consumption in Irrua, Edo State

Daily screen time	Frequency	Percentage
Less than 1 hour	25	41.7
Between 1 and 2 hours	16	26.7
Between 3 and 4 hours	9	15.0
More than 4 hours	10	16.7

Table 1 shows the children's daily screen time for media consumption in Irrua, Edo State, revealing varying usage patterns. A significant proportion, 41.7%, of the children spend less than one hour daily on screens, making it the most common screen time category. Additionally, 26.7% of the children engage with screens for one to two hours each day. Meanwhile, 15.0% of them spend between three and four hours on media consumption, while 16.7% exceed four hours of screen time daily. These figures indicate that while a majority of children have limited screen exposure, a notable percentage still engage in prolonged media use.

Research Question Two

How do various types of media (e.g., educational apps, television programs, internet content) affect cognitive development in early childhood in Irrua, Edo State?

Table 2: How the Various Types of Media Affect Cognitive Development in Early Childhood in Irrua, Edo State

Statement	Mean	Standard deviation	Remark
Using media devices has improved child's memory and cognitive abilities	1.52	0.54	Disagree
Watching television programs (e.g., cartoons, and educational shows) has improved my child's vocabulary.	1.73	0.78	Disagree
Educational media content helps children develop empathy and cooperation skills.	1.90	0.54	Disagree
Screen-based communication (e.g., video calls) has enhanced the child's social interaction skills.	1.83	0.53	Disagree
Media content stimulates children to explore new topics and ideas.	1.78	0.69	Disagree

Table 2 indicates that parents and caregivers generally disagree that media devices improve children's memory and cognitive abilities. Similarly, television programs, including cartoons and educational shows, are not seen as significantly enhancing children's vocabulary. Additionally, educational media content is not considered effective in fostering empathy and cooperation skills among young children. Screen-based communication, such as video calls, is also not viewed as a tool that enhances children's social interaction skills. Furthermore, media content does not

appear to stimulate children to explore new topics and ideas. The findings suggest that various types of media, including educational apps, television programs, and internet content, are not widely perceived as beneficial to cognitive development in early childhood in Irrua, Edo State

Research Question Three

What strategies can be implemented to balance media use with other activities to support healthy cognitive, social, and emotional development in early childhood in Irrua?

Table 3: Strategies to be Implemented to Balance Media Use with Other Activities to Support Healthy Cognitive, Social, and Emotional Development in Early Childhood in Irrua

Statement	Mean	Standard deviation	Remark
Setting daily screen time limits	1.33	0.54	Disagree
Encouraging outdoor playtime	1.62	0.69	Disagree
Co-viewing media content with my child	1.73	0.69	Disagree
Incorporating storytelling and reading books	1.70	0.53	Disagree
Schools and caregivers should provide media literacy training to guide children's consumption habits.	1.83	0.81	Disagree

Table 3 reveals that there is disagreement with the idea of setting daily screen time limits as a way to regulate children's media consumption. Likewise, encouraging outdoor playtime is not widely accepted as a necessary measure for promoting

balanced development. Additionally, co-viewing media content with children, which could help guide their understanding and interpretation of what they watch, is not perceived as important. Similarly, incorporating storytelling and reading books, which are known to support language and cognitive development, is not widely endorsed. Furthermore, providing media literacy training for children through schools and caregivers is also not considered an essential strategy for guiding children's media consumption habits. The findings indicate that parents and caregivers in Irrua, Edo State, generally do not support key strategies for balancing media use with other activities to promote healthy cognitive, social, and emotional development in early childhood.

Discussion of findings

The findings of this study highlight the need for balanced media consumption among children. Promoting activities that do not involve screens, raising awareness about the risks of excessive screen time, and encouraging digital literacy are essential measures. Parents and educators play a crucial role in guiding children toward healthier media habits and a balanced lifestyle.

The findings indicate that various types of media are not widely seen as

beneficial for cognitive development in early childhood in Irrua, Edo State. According to Piaget's Cognitive Development Theory, active, hands-on learning experiences are crucial, which media often fails to provide. While media can introduce new concepts, it is the interactive and experiential learning that truly supports cognitive development.

To maximize the benefits of media, it should be used as a supplementary tool, combined with interactive and real-life experiences. Educational apps that encourage problem-solving and critical thinking, as well as curated television programs and internet content that include interactive elements, can be beneficial. By aligning media use with Piaget's principles, caregivers and educators can better support children's cognitive growth and development.

The findings indicate that parents and caregivers in Irrua, Edo State, generally do not support key strategies for regulating children's media consumption and promoting balanced development. This contrasts with Jean Piaget's Cognitive Development Theory, which emphasizes active, hands-on learning for cognitive growth. Strategies like limiting screen time, encouraging outdoor play, co-viewing media, storytelling, and media literacy training are not widely accepted, despite their alignment with Piaget's principles. To support children's cognitive development

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

Summary

This study was designed to investigate the impact of media on the learning and development of early childhood children in Irrua .

The study used descriptive research design, the population of the study was 300 teachers, the sample for this study was 20% of the total population and they were selected using stratified sampling procedures which gave a sample of 60 teachers.

The instrument used for the collection of data was a questionnaire. The instrument had section A and B. Section A consisted of demographic data while section B consisted of three additional items. The reliability of the instrument was carried out using Pearson products moment correlation (Pearson r) to determine its level of reliability. A correlation coefficient was obtained and it showed that the instrument was reliable. The data collected were analyzed using the Pearson product-moment coefficient (Pearson r). The study used descriptive research design, the research instrument used was the questionnaire to collect data. To carry out this study, three research questions were raised.

- How do various types of media (e.g., educational apps, television programs, internet content) affect cognitive development in early childhood in Irrua, Edo State?

- To what extent is the relationship between media consumption and social interaction skills in young children in Irrua?

- What strategies can be implemented to balance media use with other activities

to support healthy cognitive, social, and emotional development in early childhood in Irrua?

Based on the analysis of data, the following findings were made:

- Parents and educators are crucial in guiding children toward healthier media habits and a balanced lifestyle.

- Parents and caregivers in Irrua, Edo State, generally believe that media devices do not improve children's memory or cognitive skills. They also think TV shows, including cartoons and educational programs, do not significantly boost vocabulary. Educational media content is not seen as effective in teaching empathy and cooperation. Screen-based communication, like video calls, is not viewed as helpful for social interaction skills. Media content does not seem to inspire children to explore new ideas. Overall, different types of media are not widely seen as beneficial for early childhood cognitive development.

- To a great extent, parents and caregivers in Irrua, Edo State, generally do not support setting daily screen time limits for children. They also do not widely accept the importance of encouraging outdoor playtime or co-viewing media content with children. Incorporating storytelling and reading books, which help with language and cognitive development, is not widely endorsed. Additionally, media literacy training for children is not considered essential. Overall, parents and caregivers do not support key strategies for balancing media use with other activities to promote healthy development in young children.

Conclusion

Based on the findings of this study, it was concluded that the community does not widely embrace the idea that media devices can enhance children's memory, cognitive abilities, vocabulary, empathy, cooperation skills, or social interaction capabilities. Similarly, initiatives aimed at providing media literacy training for children are not considered essential. This lack of endorsement for key strategies suggests a general reluctance to rely on media as a developmental tool.

Recommendations

1. **Promote Balanced Media Use:** Encourage a balanced approach to media consumption by setting daily screen time limits and ensuring that children engage in a variety of activities beyond screens.
2. **Encourage Outdoor Play and Physical Activities:** Facilitate opportunities for outdoor play and physical activities, which are essential for children's physical health and social skills development.
3. **Active Parental Involvement:** Encourage parents and caregivers to co-view media content with their children. This practice can help guide children's understanding and interpretation of what they watch, turning media consumption into a more interactive and educational experience.
4. **Incorporate Storytelling and Reading:** Promote storytelling and reading books as

regular activities. These practices support language development, cognitive skills, and creativity.

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APPENDIX

Institute of Education

University of Benin

Benin City, Edo State.

Dear Respondent,

REQUEST TO COMPLETE A QUESTIONNAIRE

I am Blessing Eromosele Onosetale, a final year student of Early Childhood Education of the above department. I am conducting a research on " INVESTIGATING THE IMPACT OF MEDIA ON THE LEARNING AND DEVELOPMENT OF THE EARLY CHILDHOOD CHILDREN". The research is in partial fulfillment of the requirement for the award of Bachelor of Education (Ba. E.d) Degree in Early Childhood Education.

Your response to the attached questionnaire therefore, will be very useful to the study. I assure you all information supplied are strictly for academic purposes and would be treated with utmost confidentiality.

Thank you for your cooperation

Yours faithfully,

Eromosele Onosetale Blessing

Researcher

SECTION A: Demographic Information

1. Sex: Male () Female ()
2. Marital status: Married () Single ()
3. Age: 25-30() 31-35 () 36-40 () 41-45() 46-50()
4. Qualification: NCE() Diploma () Bsc () B.Ed () M.Ed ()
5. What types of media do Children use mostly: Television () Tablets () smartphones () computers ()

SECTION B

Instruction: For each item, kindly tick (✓) in any of the columns that represents your opinions.

Keys: SA = Strongly Agree, A = Agree, SD = Strongly Disagree, D = Disagree.

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