PERCEPTIONS OF PRESCHOOL TEACHERS ON THE AVAILABILITY AND USE OF CARTOONS AS INSTRUCTIONAL MATERIALS FOR TEACHING LEARNERS IN IJEBU-ODE

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ABSTRACT

The study investigated teachers' perceptions of the availability and use of cartoons as instructional materials for teaching preschool learners in Ijebu-Ode, Ogun State. A descriptive research design was employed. The population comprised preschool teachers in public primary schools in the Ijebu-Ode local government area. Simple random sampling techniques with a total of 147 preschool teachers were selected as the sample size. Three research questions and three hypotheses guided the study. A self-developed and validated questionnaire "Teacher Perception on the Use of Cartoons Questionnaire" (TPUCQ) was used for data collection with 0.84 as the reliability coefficient. Descriptive statistics were used for analyzing research questions. Hypotheses were tested using a t-test. The findings revealed that Super Why, Word World, team unizoomi, Number Blocks, Wonder Pets, and Cyber Chase were educational cartoons available and utilized for instruction delivery. Teachers perceived cartoons as instructional materials that made

preschool pupils laugh or smile, open their horizons, speak volumes, increase attention, and make the lessons interesting among others. It also arouses children's imagination. There was a significant difference in the mean ratings of teachers on the availability, use, and perceptions of cartoons as instructional materials for teaching preschool learners. Government and stakeholders within the educational industry should provide relevant educational cartoons for preschools in the Ijebu-Ode local government area of Ogun State.

Introduction

In years past, teachers had been blamed for pupils' poor performance in examinations due to their wrong choice and use of teaching methods. A critical look at teaching and learning has shown that activities involved in both embrace other variables apart from teaching methods. These include pupils' factors, teacher's qualifications/experience, school environment, instructional materials, and many others. To achieve excellent and effective teaching as well as greater learning outcomes, there is a need to make use of a host of devices, techniques, and strategies. To provide closer experience to real-life situations, instructional materials should be made use of to enhance the acquisition and retention of information. To be specific, instructional materials are regarded as educational resources used for explaining the content of instruction, which makes learning less abstract and more concrete.

Government, stakeholders in the education sector, and parents among others have been greatly concerned about teaching at the pre-primary and primary school levels in Nigeria. Pre-primary education as described in the National Policy on Education (2014), is referred to as the education given in any educational institution to children between ages 3 and 5 plus before entering primary school. As stated further in the document, major objectives at this level include effecting a smooth transition from the home to school, preparing the child for the primary level of education, providing adequate care and supervision for children when their parents are at work, on the farm or market place, inculcating in the child the spirit of inquiry and creativity through exploration of nature and the local environment, playing with toys, artistic and musical activities and so on.

Personal experiences of the lead researcher in this study during teaching practice supervision and other research findings revealed that the low performances of pupils in public pre-primary and

primary schools today in Nigeria are quite alarming (Ogunyemi, 2013), to the point that most primary six pupils find it difficult to read, carry out simple mathematics, speak simple English among other tasks encounter at these levels. Although the National Policy clearly states that the language of the immediate environment should be used as a medium of instruction in the first three years of primary school while the English language is to be included for instruction at the higher primary level, even with this, pupils still found it difficult to comprehend. Many factors such as methods of teaching and availability of instructional materials have been identified as the cause of these incidents. Omeje and Chineke (2015) explained instructional materials as fundamental resources in schools used to enhance instruction, further the pursuit of knowledge, and provide experiences of educational significance for individual pupils or groups of pupils. Similarly, Njoku (2010) described instructional materials as any human and material resources that are used by the teacher to promote a greater understanding of learning experiences and to enhance the creative ability of the pupils. Such materials further encourage imaginative thinking among learners and sometimes show the reflection of what happens in everyday life. Instructional materials help to encourage creative exploration, experimentation, discovery, and innovation among learners (Sofowora, 2007). Pupils often learn best when they observe and copy the behaviour of adults. This is to buttress the fact that learning is more effective when sensory experiences are well-stimulated. To achieve this, there is a need to incorporate pictures, slides, radio, cartoons, and any other audio-visual tools along with other strategies and methods during the teaching-learning process.

Among different instructional materials that children may be exposed to is a cartoon. Cartoons are creative but also provide a suitable environment through which children can explore and play without any restraint. Karakas (2012) elaborated further that cartoons are types of art that showcase different forms of events or conditions that are related to social relationships with a humorous style of thinking. Explaining further, he likens them to jokes, in the sense that they include elements of wit and tell a lot with less material. Cartoons in a simple explanation could then be described as forms of jokes turned into images. At the preschool level, cartoons can be made use of in developing the language of the immediate environment in children as stated in the National Policy on Education (2013). Also at home, children, be it at nursery or kindergarten, could be exposed to cartoons to develop them physically and mentally. This could be achieved by the teacher through active participation and discussion on what children have seen in the different

cartoons shown to them (Karakas, 2012). Cartoons are of different types such as political cartoons, illustrated cartoons, gags, comic books, and serial cartoons. Others include commercial cartoons, television cartoons, and feature-length animated cartoons which are created by consecutive photographs from drawn patterns with movement that are continuous (Ibili & Sahin 2016). On their part, Wyk, & Micheal (2011), explained further that the use of cartoons could serve as a method to support teaching in class or outside of class by teachers. To them, cartoons are sometimes used to support teaching in constructive and contextual learning, social skills, collaborative learning, and critical thinking as well as within small group learning. That is, children could convey what they learn or see in cartoons as they move into real life, which may shape them and their senses, as well as have their ways of life changed through the world of cartoons. To some extent, the effectiveness of using cartoons in the classroom depends on the availability and teachers' use of such. This is to say that teachers are responsible for the choice of cartoons suitable for pupils' age and the subject. Furthermore, the teaching period can be made likable, and thus increase pupils' interest to learn. It also helps to increase pupils' memory and provides effective learning through sounds and colours. Among all teaching instruments available for use in the teaching-learning process at the public preschool level in Nigeria, cartoons have perhaps been seldom used. Based on this study, therefore, examined the perceptions of public preschool teachers regarding the availability and use of cartoons as instructional materials for teaching.

Statement of the Problem

It has always been insinuated that non-availability or shortage of instructional materials, teacher attitudes towards the used of instructional materials, lack of relevant curriculum to the societal need and wrong management of the education industry in Nigeria have led to poor academic standard. Moreover, supervisors from ministries and commissions are often seen moving from one school to the other to supervise and assess the performance of the administrative heads and the teachers, yet the academic quality of the end products (pupils) has not improved at all. It could be noticed that the poor quality of preschool products reflects the continuing crisis in that level of education and primary school suggests that something is wrong with what goes on in the public school system with reference to teaching methods and availability of instructional materials (such as cartoons). Albert Bandura's Social Cognitive theory classified that children learn a lot from television. Through it, their moral judgment could be developed (Nabavi, 2012). This study took

its strength on this theory by trying to find out how preschool teachers perceived the use of cartoons as instructional materials for teaching preschool children to improve their overall development. So many studies have talked extensively on how cartoons have influenced children's behaviour positively and negatively, little had been done to find out the availability and use of cartoons in promoting overall development among children by preschool teachers. Therefore, this study therefore sought to find out how teachers perceive the availability as well as the use of cartoons as instructional materials for teaching preschool learners in Ijebu-Ode, Ogun State.

Purpose of the Study

The study mainly focused on the availability and use of cartoons as instructional materials for teaching preschool learners as perceived by teachers in Ijebu-Ode, Ogun State. In specific terms, the study:

1. determined the availability of cartoons as instructional materials for teaching preschool learners in public preschools in Ijebu-Ode, Ogun State.
2. looked at the extent to which teachers use cartoons as instructional materials for teaching preschool learners in Ijebu-Ode, Ogun State.
3. examined teachers' perceptions of cartoons as instructional materials for teaching preschool learners in Ijebu-Ode, Ogun State.

Research Questions

1. Are cartoons available as instructional materials for teaching learners in public preschools in Ijebu-Ode, Ogun State?
2. Do teachers use cartoons as instructional materials for teaching learners in public preschools in Ijebu-Ode, Ogun State?
3. What are the teachers' perceptions of cartoons as instructional materials for teaching learners in public preschools in Ijebu-Ode, Ogun State?

Hypotheses

H01: There is no significant difference in the mean ratings of teachers on the availability of cartoons as instructional materials for teaching preschool learners in public schools in Ijebu-Ode, Ogun State.

H02: There is no significant difference in the mean ratings of teachers on the use of cartoons as instructional materials for teaching preschool learners in public schools in Ijebu-Ode, Ogun State.

H03: There is no significant difference in the mean ratings of teachers' perceptions on cartoons as instructional materials for teaching preschool learners in public schools in Ijebu-Ode, Ogun State.

Instructional Materials

Instructional materials are referred to as things the teachers use to enhance the teaching and learning process. They are the means used to bring about effective teaching and learning. It is all the things' teachers utilize to interactively enhance, motivate and facilitate teaching and learning to ensure the achievement of set objectives (Obara & Okoh, 2013). The effectiveness of instructional materials often depends upon the manner and degree to which they meet the needs of the teacher and students. Instructional materials are selected based on the principles of the provision of accurate materials that will enrich and support the curriculum, taking into consideration the interests, abilities, and maturity levels of the pupils. Teachers should be encouraged in every way to use instructional strategies as it makes learning more concrete and meaningful (Burseri & Dorgu, 2011). Teachers need to use different instructional materials to ensure and imbibe pupil-centered methods in the classroom for creativity, innovation and critical thinking purpose in pupils. Classroom teaching is likely to be more effective when it is informed by an understanding of how pupils learn. It is therefore important that the major implications of instructional materials be reflected in classroom practice. In recent times, emerging research findings seem to show that oriented instructional materials are becoming increasingly popular in the teaching of various subjects, especially at the secondary school level of education in Nigeria (Osakwe, 2009).

Despite the usefulness of instructional materials in the classroom, Mkpa (2007) observes that many teachers are very reluctant to use them in their teaching. He posits that many teachers use instructional materials last at the time they are being examined or supervised for certification. Now that such supervision is rarely done, they do not bother to use the resources any longer even when

they become in-service teachers. Corroborating Mkpa's view, Enem (2012) expressed that some teachers find it difficult to use instructional materials in delivering their lessons, probably due to lack of interest, resourcefulness, or inadequate training on the need and how to use instructional materials. To Okobia (2011), the use of instructional materials provides the teacher with interesting and compelling platforms for conveying information since they motivate learners to learn more. That is, it is one of the strategies that the teacher used to organize and provide education for pupils (Okoji and Olubayo, 2021). Through it, pupils' senses are stimulated, and their interest is being aroused which made them to be positively influenced in their academic performances (Asogwa, Isiwu and Ugwuoke 2021). Furthermore, the teacher is assisted in overcoming physical difficulties that could have hindered his effective presentation of a given topic when instructional materials are incorporated into the teaching learning process. He noted that the use of electronically mediated instruction to duplicate the traditional face to face classroom has resulted in a shift from teacher- to student-centered classes. In this situation, the responsibility for learning is shifted to the students. The teacher facilitates learning by acting as a coach, resource guide, and companion in learning. The use of instructional materials not only encourages teachers and students to work collaboratively but also results in more cooperative learning activities among the students. Ikerionwu (2013) refers to instructional materials as objects or devices that help the teacher to make learning meaningful to the learners. Similarly, Ezegbe (2012) classified them into two visual materials, made up of reading and non-reading materials, and audiovisual materials comprising electrically operated and non-electrically operated materials. Therefore, (Ordu, 2021), suggested that teachers must be sufficiently trained on how to use instructional materials/ teaching aids and have a deeper understanding of the subject so that they will be able to pass the right knowledge across to pupils. teachers to be sufficiently trained in the use of teaching aids and have a full understanding of their subject to pass on the right knowledge to students.

Cartoons as Instructional Materials

Cartoons have been described as tools that draw pupils' attention and ensure the continuity of this attention by reducing tension as well as test anxiety and create a more comfortable learning environment (Cevat and Ozuzgan, 2014). It was further explained that cartoons as humorous art takes its essence from drawing and can be created by facilitating the technical possibilities of the visual arts consisting of humorous drawing of certain depictions (Uslu, 2007). Cartoons to Sinha

and Mallick (2022**),** are often seen as effective tools that are useful in teaching to achieve effective learning process and advice, in addition they are funny and bring fantasy to life or near life situations. Cartoons can be easily detected by children. Looking at the significance of cartoons, pupils first concentrate on the line in the cartoon, then think over every detail, make comments by establishing connection and weave a story in minds putting out the contrast and associations between objects. During the teaching-learning process cartoon can be helpful for initiating debate and focused group discussions in a classroom among learners as it stimulates them to engage in critical thinking to assess and formulate their views and opinions (Girija, 2016). With this aspect, cartoons improve students' critical thinking and problem-solving skills as well as allow them to express themselves, think freely and imagine expressing their thoughts and feelings orally and in writing (Uslu, 2007). Moreover, cartoons enable children to realize the events in different aspects while they make them smile. One of the main objectives of cartoons is not only to make the students laugh but rather to make them think. In cartoons, there is usually a critical perspective. Cartoons as visual aids, motivate pupils and create the opportunity for discussion. Communicating with cartoons is easy communication which is not complicated. The warmth and the charm of the cartoon as well as the comfort that motivate laughing and smiling, have given the desired message of utilizing relaxation easier to facilitate insertion into the memory of children (Özer, 2005). Therefore, the function of cartoons which press firmly on the ground of getting the students to instruct and think increases the effect of cartoon in education (Cevat & Ozuzgan, 2014) through which pupils' ability and capacity to investigate social and environmental issues are developed (Kleeman, 2016). In this sense, cartoons have great importance in terms of education, which can be summarized as follows:

- Children want some sort of entertainment during lessons. The power to achieve this, through the language of humour, is fully embedded in cartoons. This language of humour learning leads children to learn. They participate more in class without getting bored and create fun dimensions throughout the lesson. It is effective in terms of learning the skills and abilities of the students. The teachers attract the students' attention and help them to learn the subject by asking questions about cartoons drawn in the lesson. In addition, children develop oral and written skills by examining the cartoon which they draw.

- Cartoons are important in that children are helped to establish relationships between the subjects. They contribute to learners' development of problem-solving skills. This makes it easier to capture the details from the information embedded in the cartoons.

- Children's attention span is very limited. Their attention is quickly distracted in the class, and they quickly get bored. Teaching the subjects with cartoons will prevent them from getting bored and will provide the focus on lesson for a long time. At the same time, it will be a significant contribution to liking the subject/topic being taught.

- Cartoons have an important role in motivating students toward the lesson for a long time. When introduction is being given and their interests decline during lesson, it is effective for focusing on lesson again. This situation will get them to retention.

- Cartoons make a positive contribution to the development of children's thinking and comprehension skills. Therefore, they have a role in the formation of a ready audience as the objectives set are effective in teaching them well.

- Cartoons are effective for communicating with children. It helps them to easily commit to memory the messages related to the goals. It can be mentioned that a humorous approach is attractive while communicating with children. Communicating with the cartoon is an easy way that is not complex, there is a side kept in mind.

- Education with cartoons has nothing to do with memorization. Since cartoons are composed of different, interesting, images and symbols, they remain in the minds of individuals for a long time. As a result, it is easy to remember the knowledge learned.

- Pupils' ability to make comments on what they see is improved through cartoons. Despite the fact that pupils' perspectives differ, interpretation still emerges on the same subject. This further shows the richness and diversity of ideas among students and enhances group discussions which help in finding the most accurate results together.

- Drawing cartoons in the classroom assist pupils who are interested in cartoon and have the capability and interest for it to emerge (Cevat & Ozuzgan, 2014).

Empirical Review

In their investigation on teachers' perceptions, attitudes, intentions and behaviors concerning the use of cartoons for teaching and modeled according to Technology Acceptance Model (TAM), Ibili and Sahin 2016) found out that teachers have great hesitations about the ease

use and their perception of the usefulness for using cartoons in SEM due to the insufficient technological infrastructure of the classroom. This therefore summed up that the high level of teachers' intention for using cartoons affected their attitudes positively. Also, Egounletia, P.M., Hindemeb, U.O.S. and Sonou, T. K. (2018), noted that when cartoons were appropriately used, it will have greater impact on listening, speaking, reading and writing abilities of EFL beginners.

Islam, Ahmed, Islam and Abu (2014) while examining the impact of student's abilities to acquire new knowledge or skills through visual learning materials and blended leaning that is integration of visual learning materials with teacher's instructions, found out that the interactive blended approach greatly promote students' ability of acquisition of knowledge and skills. Furthermore, in the study, they found out that students' responses and perceptions were very positive towards the blended technique than the other two methods. This is to buttress the fact that visual learning materials with teacher's instructions may be an appropriate method especially for school children.

Cevat and Oguzhan (2014) while determining the effects of teaching practices done by using cartoon on students' achievement and knowledge retention in a study found out that the teaching practices done by using cartoon provided significant differences in increasing students' academic achievement and the level of knowledge retention in favor of the experimental group. This result illustrated that the teaching done with cartoons affects students' achievements and knowledge retention positively and develops children's social skills such as their ability to collect, categorize and assemble information and material (Egounletia, P.M., Hindemeb, U.O.S. and Sonou, T. K., 2018). To further buttress the usefulness of cartoons in academic achievements of pupils, Sofowora (2014), in a study on the effectiveness of adaptive interactive cartoon animated package in teaching and learning of English language in Osun State concluded that Adaptive Interactive Cartoon Animation was an effective, creative and motivating method for teaching English Language in Nigerian primary schools. More still, in the study pupils that were exposed to Adaptive Interactive Cartoon Animation performed significantly better than those taught English Language using the traditional method. Also supporting this, (Nazar, Farukh, Ahmad & Mansha, 2019), concluded that cartoons are effective aids in teaching English because it enhances children's comprehension level and the motion of it as well as the presentation of vocabulary within the context make learning easier and attractive to children. This further corroborated his

earlier findings in a study carried out in 2007 that pupils who are expose to problem solving approach using cartoons and comics perform significantly better than those that use the normal conventional talk and chalk method (Sofowora, 2007) and engender participation of pupils in the teaching and learning process (Eneh and Eneh 2008). It also creates positive learning environment for the students and stimulate students' imagination and creativity (Khalid, Subahan and Lilia 2010), while it further arouses imagination of children and the closeness to reality from the motion of cartoons with colours and the complement sounds can make them more interesting than regular images for children (Nazar, Farukh, Ahmad & Mansha, 2019). Rezan, (2012) concluded in his study that cartoons help to improve children's perception level, problem solving, creative thinking, decision-making and observation skills. Thus, attract children's attention and interest that motivate them to learn (Sajana, 2018) and make them high achievers.

Methodology

In this study descriptive research design was employed. While the target population of the study comprised preschool teachers in public primary school in Ijebu-Ode local government area of Ogun State. Simple random sampling techniques with a total of 147 preschool teachers were selected. The study used two types of instruments, namely: Teacher Perception on the Use of Cartoons Questionnaire (TPUCQ) with responses on a four-point Likert scale rating and a Checklist on the Availability of Cartoons for Teaching (CACT) with reliability coefficient 0.84 and 0.82 respectively for data collection. Descriptive statistics of mean and standard deviation were used for analyzing research questions. Hypotheses were tested using t-test at .05 significance level.

Result and Discussion

Descriptive Analysis of the Research Questions
Research Question 1: To what extent cartoons as instructional materials for teaching preschool learners are available in public pre-primary schools in Ijebu-Ode, Ogun State?

Table 1: Mean and standard deviation responses on the availability of the cartoons as instructional materials for teaching preschool learners in public pre-primary schools in Ijebu-Ode, Ogun State

| Items	Mean	SD	Decision
Messy Goes to Okido	2.44	1.148	Disagree
Superwhy	2.52	0.876	Agree
Word world	2.50	1.186	Agree
Team unizoomi	2.72	0.924	Agree
Number blocks	2.74	1.247	Agree
Sid the Science Kid	2.48	0.975	Disagree
Backyardigan	2.12	1.313	Disagree
Wonder pets	2.84	1.375	Agree
Word Girl	2.42	1.059	Disagree
Ask the Storybots	2.41	1.046	Disagree
Cyber chase	2.60	1.011	Agree

Source: Field survey, 2020
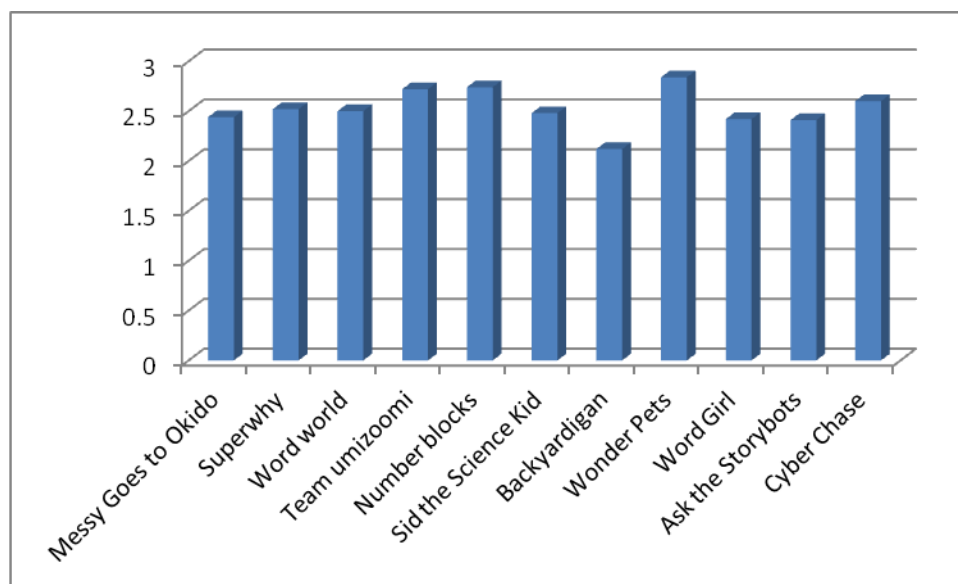
Figure 1: Educational cartoons as instructional materials for teaching preschool learners in public pre-primary schools in Ijebu-Ode, Ogun State

Based on the cut-off point of 2.50 (strongly agree (SA) 4, agree (A) 3, disagree (D) 2 and strongly disagree (SD 1). 4 + 3 + 2 + 1/4 = 2.5. Any mean score equal to 2.50 or greater than 2.50 was regarded as agreed and less than 2.50 was disagreed. Table 1 indicated that respondents agreed on 6 (54.5%) items out of 11 raised. This implies that Superwhy, Word World, Team Unizoomi, Number Blocks, Wonder Pets, and Cyber Chase were educational cartoons available for instruction delivery as agreed by teachers in public preschools in Ijebu-ode local government area of Ogun state.

Research Question 2: To what extent do teachers use cartoons as instructional materials for teaching preschool learners in Ijebu-Ode, Ogun State?

Table 2: Mean and standard deviation responses on teachers' use of cartoons as instructional materials for teaching preschool learners in Ijebu-Ode, Ogun State

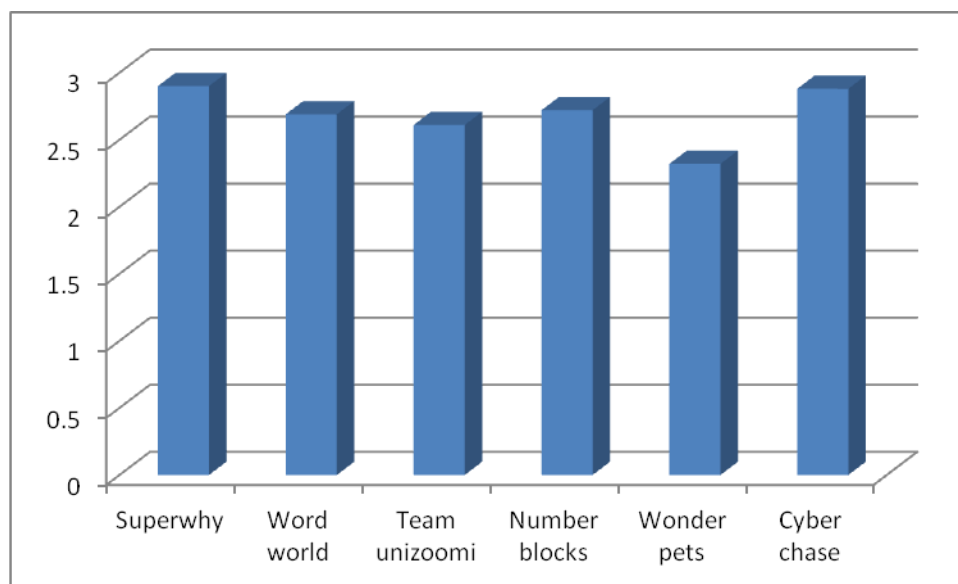| Items	Mean	SD	Decision
Superwhy	2.90	1.198	Agree
Word world	2.69	1.308	Agree
Team unizoomi	2.61	1.030	Agree
Number blocks	2.72	0.818	Agree
Wonder pets	2.32	0.892	Disagree
Cyber chase	2.88	0.9901	Agree

Source: Field survey, 2020

Figure 2: *Extent on teacher's use of cartoons as instructional materials for teaching preschool learners in Ijebu-Ode, Ogun State*

Based on the cut-off point of 2.50 (strongly agree (SA) 4, agree (A) 3, disagree (D) 2 and strongly disagree (SD 1). $4 + 3 + 2 + 1/4 = 2.5$. Any mean score equal to 2.50 or greater than 2.50 was regarded as agreed and less than 2.50 was disagreed. Table 2 indicated that respondents agreed on 5 items out of 6 available. This implies that Superwhy, Word World, Team Unizoomi, number blocks, and Cyber Chase were among the educational cartoons used for instruction delivery by teachers in public preschools in the Ijebu-ode local government area of Ogun state.

Research Question 3: What are the teachers' perceptions of cartoons as instructional materials for teaching preschool learners in Ijebu-Ode, Ogun State?

Table 3: Mean and standard deviation responses on the teachers' perceptions on cartoons as instructional materials for teaching preschool learners in Ijebu-Ode, Ogun State

Items	Mean	SD	Decision
As a preschool teacher, I perceived cartoons as:			
making learner laugh or smile	2.54	1.148	Agree
opening the horizon	2.52	0.876	Agree
arousing children's imagination	2.50	1.186	Agree

|			
attracting children's attention and interest in learning	2.62	0.924	Agree
gives the lessons	2.74	1.247	Agree
increasing children's critical thinking and problem-solving skills	3.48	0.975	Agree
making learning permanent	2.72	1.313	Agree
stimulating learning	2.84	1.375	Agree
making teaching effective	2.62	1.059	Agree
motivating children	2.81	1.046	Agree

Source: Field survey, 2020
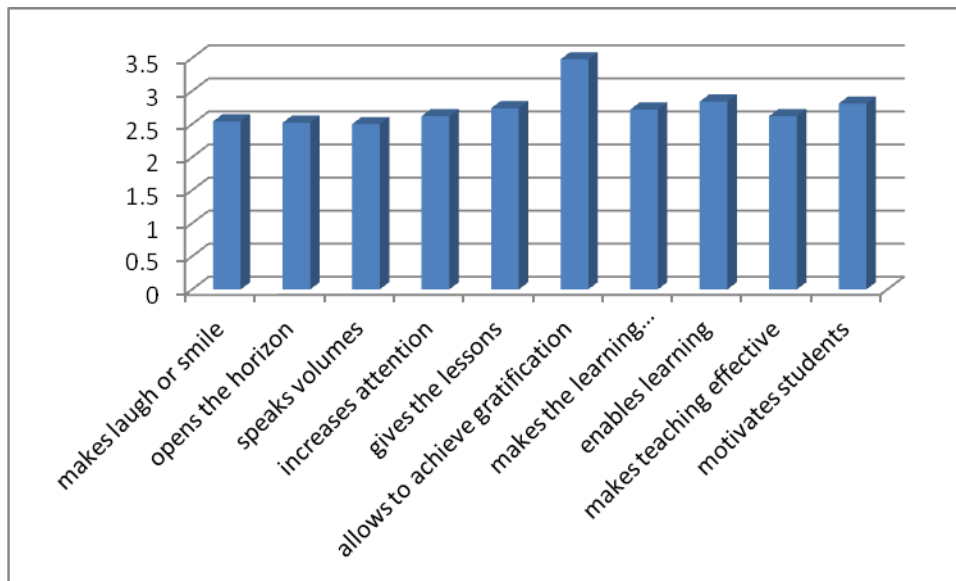
Figure 3: Teachers' perceptions on cartoons as instructional materials for teaching preschool learners in Ijebu-Ode, Ogun State

Based on the cut-off point of 2.50 (strongly agree (SA) 4, agree (A) 3, disagree (D) 2 and strongly disagree (SD 1). 4 + 3 + 2 + 1/4 = 2.5. Any mean score equal to 2.50 or greater than 2.50 was regarded as agreed and less than 2.50 was disagreed. Table 3 indicated that respondents agreed on all the items raised as the teachers' perceptions of cartoons as instructional materials for teaching preschool learners. This implies that teachers perceived cartoons as instructional materials that made preschool pupils laugh or smile, open their horizons, speak volumes, increase attention, make the lessons interesting, allow to achieve gratification, make learning permanent, enable learning, make teaching effective, motivate children and increases their participation in the teaching-learning process (Eneh and Eneh 2008, Nazar, et al., 2019). It also arouses children's imagination (Khalid, Subahan, and Lilia, 2010) and attracts their attention and interest in learning (Sajana, 2018) thus increasing children's critical thinking and problem-solving skills (Girija, 2016). Cartoons as found in this study also make teaching effective (Nazar, Farukh, Ahmad & Mansha, 2019).

Test of Hypotheses

H$_o$1: There is no significant difference in the mean ratings of teachers on the availability of cartoons as instructional materials for teaching preschool learners in public pre-primary schools in Ijebu-Ode, Ogun State.

Table 4: Significant difference in the mean ratings of teachers on the availability of cartoons as instructional materials for teaching preschool learners in public pre-primary schools in Ijebu-Ode, Ogun State

Groups	N	Df	Mean	SD	T	p-value	Decision
Male	10		26.8732	5.98792			Reject
Female	137	145	22.4605	5.47099	4.669	0.02	H$_{O1}$

Source: Field survey, 2020

The result from Table 4 showed that the t-value is 4.699, the degree of freedom (df) is 145, and P = 0.02 since P = 0.02 < 0.05 which implies that the null hypothesis was rejected. Researchers concluded that there is a significant difference in the mean ratings of teachers on the availability of cartoons as instructional materials for teaching preschool learners in public pre-primary schools in Ijebu-Ode, Ogun State.

H$_o$2: There is no significant difference in the mean ratings of teachers on the use of cartoons as instructional materials for teaching preschool learners in Ijebu-Ode, Ogun State.

Table 5: Significant difference in the mean ratings of teachers' use of cartoons as instructional materials for teaching preschool learners in Ijebu-Ode, Ogun State

Groups	N	Df	Mean	SD	T	p-value	Decision
Male	10		24.0141	9.50563			Reject
Female	137	145	18.1447	6.45126	7.098	0.02	H$_{O2}$

Source: Field survey, 2020

The result from Table 5 showed that the t-value is 7.098, the degree of freedom (df) is 145, and P = 0.02 since P = 0.02 < 0.05 it implies that the null hypothesis was rejected. These researchers concluded that there is a significant difference in the mean ratings of teachers' use of cartoons as instructional materials for teaching preschool learners in Ijebu-Ode, Ogun State for children exhibited greater academic achievement when cartoons were used during the teaching-learning process as in the study of Cevat and Oguzhan (2014).

H$_o$3: There is no significant difference in the mean ratings of teachers' perceptions on cartoons as instructional materials for teaching preschool learners in Ijebu-Ode, Ogun State.

Table 6: Significant difference in the mean ratings of teachers' perceptions on cartoons as instructional materials for teaching preschool learners in Ijebu-Ode, Ogun State

Groups	N	Df	Mean	SD	T	p-value	Decision

| Male | 10 | | 21.0311 | 7.89313 | | | Reject |
| Female | 137 | 145 | 19.8214 | 5.73821 | 6.8322 | 0.02 | H_{O2} |

Source: Field survey, 2020

The result from Table 6 showed that the t-value is 6.8322, the degree of freedom (df) is 145, and P = 0.02 since P = 0.02 < 0.05 which implies that the null hypothesis was rejected. It could be concluded that there is a significant difference in the mean ratings of teachers on their perceptions of cartoons as instructional materials for teaching preschool learners in Ijebu-Ode, Ogun State. That is, teachers' perceptions of the use of cartoons as instructional materials are on the high side and they also comment that it increases children's imagination and makes lessons more interesting to them. This is in line with the findings of Nazar, Farukh, Ahmad & Mansha, (2019) that cartoon characters arouse the imagination of children and the closeness to reality from the motion of cartoons with colours and the complement sounds can make them more interesting than regular images for children

Discussion of Findings

The findings revealed that Super Why, Word World, Team Unizoomi, Number Blocks, Wonder Pets and Cyber Chase were educational cartoons available and used for instruction delivery as agreed by teachers in public preschools in Ijebu-ode local government area of Ogun state. Also, teachers perceive cartoons as instructional materials that make preschool pupils laugh or smile, open the horizon, speak volumes, increase attention, give the lessons, allow to achieve gratification, make learning permanent, enable learning, make teaching effective, and motivate students. These findings corroborate with Cevat and Oguzhan (2014), that teaching with cartoons affects students' achievements and knowledge retention positively and serves as effective materials for educational activities in various aspects (Şentürk and Şimşek 2021). Sofowora (2014), in his study, also supported this assertion that Adaptive Interactive Cartoon Animation was an effective, creative, and motivating method for teaching English Language in Nigerian primary schools. Further still, Gamage (2019) in his study, concluded that cartoons can be effectively used as an authentic supplementary tool in ESL classrooms to teach speaking skills to ESL learners. This was also buttressed in the submission of Egounletia,, Hindemeb,and Sonou, (2018) that teachers in their study in Benin recognized the efficiency of cartoons as a means for fighting anxiety and motivating EFL beginners to develop their oral production. Also, cartoon characters arouse children's imaginations which further draws them close to reality through motion, colours, and compliments of sound thus making the lesson more interesting to children (Nazar, et al., 2019). Khalid, Subahan, and Lilia's (2010) study on the physics teachers' views of the effect of cartoons on learning and teaching physics showed that more than 70 percent of the respondents have positive views on the impact of cartoons on teaching and learning. Teachers view that teaching and learning using cartoons can create a positive learning environment for the students and stimulate their imagination and creativity. The findings also indicated that there was high significant difference in the mean ratings of teachers on the extent to which cartoons as instructional materials for teaching preschool learners are available and used for children exhibited greater academic achievement when cartoons were used during teaching-learning process. While there was significant difference in the mean ratings of teachers on their perceptions on cartoons as instructional materials for teaching preschool learners in Ijebu-Ode, Ogun State for they

commented that it increases children's imagination and makes lessons more interesting to pupils. These is to corroborate the study of Cevat and Oguzhan (2014) that the teaching practices done by using cartoon provided significant differences in increasing students' academic achievement and the level of knowledge retention in favour of the experimental group. It is also in consonance with Sofowora (2014) that pupils who were exposed to Adaptive Interactive Cartoon Animation performed significantly better than those taught English Language using the traditional method and that the use of Adaptive Interactive Cartoon Animation significantly enhanced pupils' attitudes towards English Language and enhance participation. This was in line with the conclusion of Eneh and Eneh (2008) in their study on using comics and cartoons in teaching pupils, they expressed that cartoon unlike the conventional method of teaching reading, engender pupils' participation during the process of teaching and learning. This study also found out that cartoons are important tools that could be used to develop the skills of understanding and explanation in children (Rezan, 2012).

Conclusion

Instructional materials as the name implied, modified instruction delivery for better understanding particularly at the preschool level. From the findings, This paper concluded that superwhy, word world, team unizoomi, number blocks, wonder pets and cyber chase were educational cartoons available and used for instruction delivery as agreed by teachers in public preschool in Ijebu-Ode local government area of Ogun state and that cartoons as the instructional materials made preschool pupils smile or laugh, opens their horizon, made them speak, increases their attention, add flavour to the lessons, allows to achieve gratification, enables and makes learning permanent, makes teaching more effective and motivates pupils to be actively involved in learning activities.

Recommendations

Based on the findings of the study, this paper recommended that:

1. Government and stakeholders within the education industry should provide relevant educational cartoons for preschool in public primary schools in Ijebu-Ode local government area of Ogun State.
2. School heads should endeavour to supervise the use of relevant educational cartoons for effective teaching and learning process in the classroom.
3. Teachers should develop a positive attitude on the use of educational cartoons for instruction delivery and desists from using the common traditional method of teaching.
4. The use of cartoons should be made compulsory in the teaching process when introducing it into the preschool and primary school curriculum.
5. Teachers should select, provide and allow children to watch cartoons that will tell them good, and fun filled stories with good morals which will build good characters in them
6. Teachers and parents should strive to provide a prepared learning environment and reading atmosphere at both school and home. A child, who sees his teachers and parents reading and enjoying cartoon books and magazines, will naturally catch the good habit of reading cartoon books and magazines for academic and general success.

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