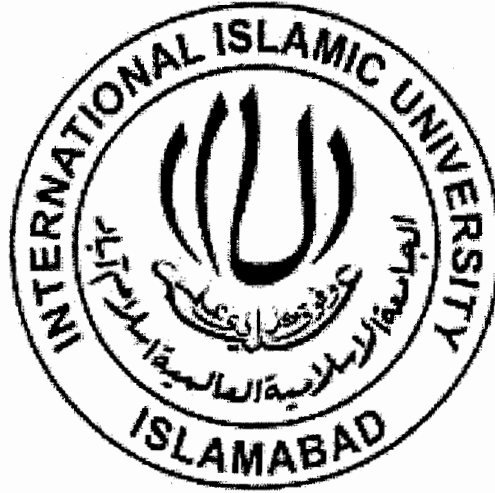


708274

**IMPACT OF VIOLENT CARTOONS ON CHILDREN**

**M.sc Thesis**



Research Scholar

**Umaira Anwar**

**Reg No: 121-FSS/MSCMC/F09**

Supervisor

**Shazia Iram**

Department of Media and Communication Studies

**International Islamic University Islamabad**



Accession No TH 8274

MA/MSc  
303.6  
UMI

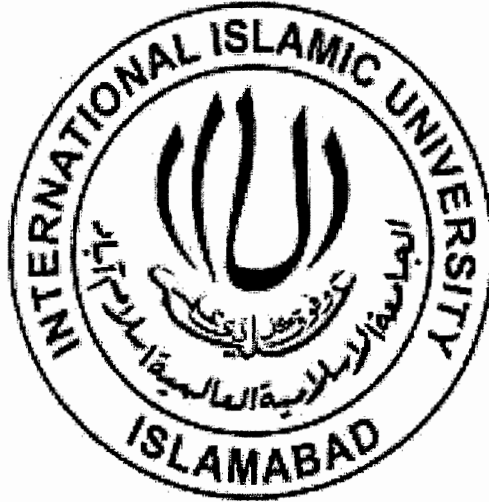
1. violence in mass media



**IMPACT OF VIOLENT CARTOONS ON CHILDREN**

M.sc Thesis

T08274



Research Scholar

**Umaira Anwar**

Reg No: 121-FSS/MSCMC/F09

Supervisor

**Shazia Iram**

**Department of Media and Communication Studies**

This thesis has been submitted as partial fulfillment of master in media and communication studies to the center for Media and Communication Studies, International Islamic University Islamabad

2011

*DEDICATED.....*

*To my dear and loving Parents*

*&*

*My self*

## **ACKNOWLEDGEMENT**

**In the name of ALLAH, the most kind and most merciful**

I am grateful to ALLAH ALMIGHTY, who bestowed me with health, abilities, and guidance to complete the project in a successful manner, and without HIS help I was unable to perform this task, and that makes me bow my head before ALLAH with gratitude.

I am very much thankful to my parents who supported me on every stage of life. Last but not the least, I also present salutes to my teachers, my friends who have helped me in shaping this study.

2011

International Islamic University Islamabad

Faculty of Social Sciences

Department Center for Media and Communication Studies

Date : 13-9-11

**Final Approval**

It is certified that we have read this thesis submitted by **Umaira Anwar**. It is our judgment that this thesis is of sufficient to warrant its acceptance by the International Islamic University Islamabad for the master degree in Media and Communication studies.

**VIVA VOICE COMMITTEE**

**Supervisor**

Shazia Iram

**External Examiner**

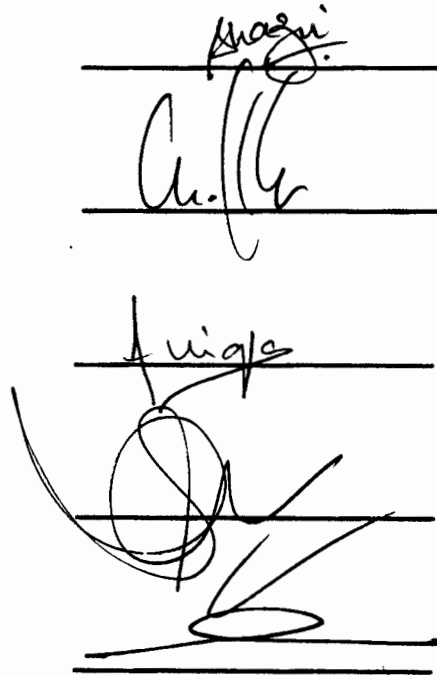
Dr. M. Khalid

**Internal Examiner**

Aniqa Naseer

HOD CMC

**Dean FSS**

The Viva Voice Committee members have signed their names on horizontal lines. The signatures are: Shazia Iram (Supervisor), Dr. M. Khalid (External Examiner), Aniqa Naseer (Internal Examiner), and the Dean of the Faculty of Social Sciences (Dean FSS).

## **DECLARATION**

This thesis has been submitted as partial fulfillment of master in media and communication studies to the center for media and communication studies. I solemnly declare that this is my original work and I have not plagiarized any material and whatever I quoted from a secondary source proper citation and references have been made.

**Umaira Anwar**

**Reg No: 121-FSS/MSCMC/F09**

A handwritten signature in black ink, appearing to read 'Umaira Anwar', with a stylized flourish at the end.

# TABLE OF CONTENTS

<b>1. INTRODUCTION &amp; BACKGROUND.....</b>	<b>1</b>
1.1 Objectives .....	4
1.2 Research Question.....	5
1.3 Rationale.....	5
1.4 Hypothesis.....	5
<b>2 LITERATURE REVIEW.....</b>	<b>7</b>
2.1 Conceptual framework.....	8
2.2 Theoretical framework.....	9
<b>3 RESEARCH METHODOLOGY.....</b>	<b>11</b>
3.1 Description & Design of the Methodology.....	11
3.2 Identification of the Population & Sampling Method.....	11
3.3 Operationalization of the key Variables.....	12
3.4 Detail of the Instrument & Data Collection.....	13
3.5 Technique for Data analysis & Interpretation.....	14
<b>4 RESULTS &amp; FINDINGS.....</b>	<b>15</b>
4.1 Table of Frequencies.....	15
4.2 Bar Chart of Frequencies.....	19
4.3 Hypothesis Testing.....	22
<b>5 DISCUSSION &amp; ANALYSIS.....</b>	<b>26</b>
5.1 Discussion.....	26
5.2 Conclusion.....	28
5.3 Recommendations.....	29

## **REFERENCES & APPENDIX**



## **ABSTRACT**

Children watch television more today than ever before, and studies have shown that children learn academically educational and violent contents from television, which has shown its impacts on the attitudes and behaviors of children's. Cartoon violence is an issue which recently has been growing in importance. The aim of this study is to investigate the Impact of violent cartoons on children. The study is exploratory in nature. The study explores through introduction, objectives, hypothesis, literature review and methodology. The research will be a survey study and the data will be collected by using verified questionnaires. The area of interest will be children of age 6 to 12, and schools will be targeted to get the desired results. The cases will be selected by snowball sampling. After getting the desired results, the impacts of violent cartoons on children will be judged and analyzed to what extent attitude and behavior changes in aggressive and violent in nature.

## **CHAPTER NO 1:**

### **1: INTRODUCTION and BACKGROUND:**

The aim of this study is to investigate the Impact of violent cartoons on children.

During the developing stages in a child's life, there are different ways in which they understand television. It all depends upon the period of their attention span and how they interpret the information. The focus of this study is to learn how, and in what ways, do cartoons influence the young children.

Television informs, entertains, educates and teaches the children about other worlds, other peoples, and about their surroundings. It enhances their knowledge, shapes up their perception, sharpens their skills, and provides them with information's about their environment.

Heavy Television viewers are more affected through Television content than those who watch less Television, *cultivation theory by George Gerbner 1977*. Children's are also the heavy viewers of television. This largest single segment of the audience, has been receiving various messages through television in an environment where means of recreation are extremely limited. Since future belongs to them, effect of television on Pakistani children seems to be a matter of investigative interest to a lesser degree, of some genuine concern.

Children watch cartoon by a lot of interest. A major content of television is in the form of cartoons for children. Cartoons were revolutionized by a name now well known even across seas. "Cartoon" came to refer to animation, and the word "cartoon" is currently used to refer to both animated cartoons and gag cartoons. At the end of the 1980s, the word "cartoon" was shortened, and the word "toon" came into usage with the live action/animated feature *Who Framed Roger Rabbit* (1988), followed two years later by

the television series *Tiny Toon Adventures* (1990). *Felix the Cat* could be considered the first series of the animated cartoon industry.<sup>1</sup>

In 1928, Walt Disney introduced the first cartoon success in the creation of "Mickey Mouse," a well love character through the ages. Walt Disney made the first animated film with sound, with Mickey Mouse as the star, titled 'Steamboat Willie'.<sup>2</sup> After the success of Mickey, Walt Disney continued to astonish the world by creating the first talking cartoon, and the first color cartoon. In the early 1950's, Disney released "Snow White and the Seven Dwarfs," the first feature length cartoon movie. Now children are not only addicted to television but also to the cartoon entertainment channels such as to mention POGO, cartoon network, Disney etc.

Cartoon violence is an issue which recently has been growing in importance. The younger generation has become insensitive to the growing violence and suffering in the real world by the impact of the subtle use of violence in cartoons. Typically, children begin watching cartoons at an early age of six months on television, and by the age two or three children become enthusiastic viewers. This has become a problem because too many children are watching too much television and this shows that they are watching (even if they are cartoons) have become violent and addictive.

Cartoons can categorize broadly into two types, Good Cartoons and Bad Cartoons. As the word itself is self-explanatory, Good Cartoons refer to cartoons that are focused towards positive growth in child. For good cartoons, the basic criterion is that it should give a moral lesson, providing useful information and be educational. Examples of such cartoons are somewhat hard to find in today's media, however, the ones that remain are, Bob the builder, Dora the explorer. Cartoons which typically show aggression, violence, and sexually explicit material are the ones that are described as Bad Cartoons. These cartoons tend to have a negative impact on the children and affect them adversely. Now a

---

<sup>1</sup> <http://en.wikipedia.org/wiki/Cartoon>

<sup>2</sup> <http://animatedcartoons.blogspot.com/>

day's all cartoons are based on one of these characteristics. Ben10, which is famous and favorite of children especially between the ages 4-7 years, shows a lot of aggression and violence in it. This is mainly because of early exposure of children to violence in cartoons, the prime example are Tom and Jerry and Ben 10.<sup>3</sup>

Cartoons have their affects which are both positive as well as negative. Positive effects would refer to being taught the lesson of love and affection, character building and education. This study is an effort to focus on the negative effect of violent cartoons. For example the continuous beating and thrashing (is one of the factor of negative affect) shown in the cartoons is when at times shown on the news channels, seems of no real concern to the younger generation since they have already seen it in a different form. This does not bring hatred and anger in them when they watch such real violent content and unconsciously accept the violence as a norm of the society. On the other hand, similar problem deals with the use of sexual material in the cartoon either in visual or audio form or in the form of hidden messages. The advent use of sexual content exposes the children at a very tender age; they gradually become immune to the sexual differences between the opposite genders and do not realize that such content is not useful for them at such a young age.

Schramm said *'The violence on the Television may stimulate aggression in an already frustrated and aggressive child* (singer and singer 1984), Violence in cartoons can make aggressive attitude in children, which has an adverse impact on the society at large. This aggressive attitude can become a problem for the parents, teachers at school and young friends in general. Aggressive children are unsafe for younger siblings and their classmates. They are unpredictable and may even cause harm to themselves while being in an aggressive action.

Most cartoons represents an unrealistic world, as a matter of fact, young children are exposed to a world that does not even exist and are extremely involved in the delusional

---

<sup>3</sup> <http://www.allfreessays.com/essays/Affect-Of-Cartoons-On-Children/173211.html>

world of cartoons. Such as gender differences are also seen in the cartoons. Boys generally idolize superheroes like superman and batman while, girls like fairytale heroines like Cinderella, snow white etc as role models.

Taking a closer look at this observable fact, the process involves greater unrealistic expectation in future life that can obstruct their emotional and psychological growth and stability. When young boys idealize these super heroes, they start expecting such impractical characteristics e.g. flying, super powers etc which are quite obviously impossible to gain. These high expectations can bring themselves to a stage of depression, anxiety and discontent in adulthood.

But the cause of concern is equally large for the girls. The concept of a 'living happily ever after' emerges from the Disney fairytales. Girls are more sensitive and emotional, they start assuming their life as a fairytale, with a perfect home and a perfect spouse. But the fact is that life is not perfect. People can be imperfect and so their lives and to hope and assume that one would lead a perfect life, will have an adverse effect on the emotional well being of the child. When there is higher unrealistic expectations it can lead to disappointment in later life hence leading to discontent life, anxiety and hopelessness. These are the attitudinal and behavioral changes, which can affect the children.

In the light of this introductory background information, this study attempts to explore the impacts of cartoons on children.

### **1.1: OBJECTIVES:**

Main aim of this study is to investigate the impacts of violent cartoons on children.

Specific objectives include:

- 1- To explore that to what extent cartoons create violence in children.
- 2- To identify the impacts that lead to attitudinal change in children.
- 3- To identify the impacts that lead to behavioral change in children.

## 1.2: RESERCH QUESTION:

This research investigates the following:

1. What are the negative impacts of violence shown in cartoons on children?
2. What are the reasons of their attraction towards television?
3. How over exposure of information affects children in the form of cartoon?

## 1.3: RATIONALE:

- Much Research has been taken on the impact of Television but many dimensions are still need to be investigated with greater stress and with greater scope.
- The main purpose of this study is to be conscious about the impacts of violent cartoons on children and to identify those critical impacts which lead to behavioral and attitude changes in the lifestyle of children.
- As the time passed, the nature of television programming is completely different from the late nineties and with early twenties, in which the study and research has lost its weight due to the passage of time passed. For these reasons, it was important for a study to be conducted with fresh base line data and information for future research in this direction of Pakistani children, which would be different from the viewing behavior of the children in other countries.

## 1.4: HYPOTHESIS:

- The following hypotheses are developed, and will be tested to describe the relationship among the dependent and independent variables. *Violent cartoons are the Independent Variable whereas, Dependent Variable are the attitude and behavior of children.* In this research the amount of viewing television and its

violent content in the form of cartoons are the most major area of study so our hypothesis going to be:

**H1:** Most of the children are heavy viewers of Television.

**H2:** Heavy television cartoons viewer children are more aggressive in behavior.

**H3:** Cartoons need more censorship these days.

## CHAPTER NO 2:

### 2: LITERATURE REVIEW:

In this section literature is reviewed on television and children. Studies made in Pakistan related with this topic are as under:

Dr. Alay Ahmad study titled as '*Effect of Television programmes and commercials spot messages on children*' was conducted in Peshawar (1978), following variables were considered, *Television programme preferences and its causes; viewing hours; learning from Television programmes and advertisements; meeting place of the family; frequency and nature of communication; preference between Television programmes and movies*. Results showed that social drama was most favorite by the girls, violence and crime programmes were most favorite of boys, their parents however disliked unsuitable programme for their children. Younger children preferred cartoons. More results showed that children preferred Television programmes then movies.<sup>4</sup>

Dr. Fazal Rahim Khan from Dera Ismail Khan study titled as '*Violence on Television in Asia: a case of Pakistan*'. He analyzed twenty one content of PTV dramatized entertainment programmes. According to the study 85.7 percent of the sampled programmes contained violence and 68.0 of characters were violent in it. It also showed that extent of violence in PTV programmes is much higher (15.4%) of broadcasting hours than it is in U.S.A. (1.7%).<sup>5</sup>

---

<sup>4</sup> Alay Ahmed ( Dr. ), effects of television programmes and commercial spot messages on children, ( abstract), department of psychology, university of Peshawar, 1978.

<sup>5</sup> Fazal Rahim Khan ( Dr.), violence on television in Asia: a case in Pakistan , Gomal university, Dera Ismail Khan, 1989.



Apart from these two studies no other major study has been taken or at least known commonly.

Pioneering work in this field was completed by Heild Himmelweit et al in U.S.A during 1956. His study was replicated by Wilber Schramm, who said '*The violence on Television may stimulate aggression in an already frustrated and aggressive child*', researchers however been successful in establishing a relationship between Television viewing and aggressive behavior ( singer and singer ; 1984).

It has been demonstrated that the average American viewer is exposed to 31 hours of television a week, of which three to nine hours is devoted to commercials (Furnham, & Bitar, 1993). In the case of children, the average preschooler watches 28 hours per week, while the average school-aged child, watches 24 hours per week (Lazar, 1994). Based on the percentages reported by Furnham & Bitar (1993), these children are exposed to as much as eight hours of commercials per week. It is likely that these numbers are similar to those we would find in Canada (Kline, 1993). Due to the level of exposure children have to television, it is important to determine what kind of socializing effect television may have on them. More research was designed in the aspect that television has an impact on children's beliefs, and behaviors (Kline, 1993; Butter, Weikel, Otto, Wright, & Deinzer, 1991; Huston & Alvarez, 1990; Meltzoff, 1988; Downs, & Harrison, 1985). Dietz and Strasburger's review (1991) summarized the research of the previous 20 years, which demonstrated the multiple effects of television on child and adolescent cognition and behavior.<sup>6</sup>

## **2.1 CONCEPTUAL FRAMEWORK:**

- Independent Variable : Violent Cartoons
- Dependent Variable : Attitude, Behavior

---

<sup>6</sup> <http://www.fortunecity.com/meltingpot/kamimura/130/thesis/litrev.html>

*In this research, the main aspect to investigate is impacts of violent cartoons on children, so exposure to violent cartoons will be independent variable. As children are dependent to violent cartoons so, children's Attitude and Behavior will be dependent variable in this study.*

## **2.2 THEORITICAL FRAMEWORK:**

This Thesis will be grounded in Cultivation Theory. This theory will provide the theoretical framework for the rationale for this project.

My Research topic is relevant to the **"Theory of Cultivation"** by Gerbner and Larry Gross (1969). The theory applies here as television programming effects on the attitudes, behaviors of the Children's. Cultivation Theory is an attempt to understand and explain the dynamics of television and its effects which lead to the behavior changes of children. As media is the source of the most broadly shared images and messages in history. Television cultivates children's Attitude toward negativity as well as positivity. In cultivation theory there is clear evidence how children learn from television.

The first component of the theory, "institutional process analysis," investigates how media messages are produced, managed, and distributed. The second component, "message system analysis," examines images in media content. The third component, "cultivation analysis," studies how exposure to the world of television contributes to conceptions that viewers have about the real world. In its simplest form, cultivation analysis tries to ascertain if those who watch more television, compared to those who watch less but are otherwise comparable, are more likely to perceive the real world in ways that reflect the most common and repetitive messages and lessons provided by television programs.

Cultivation Theory explains a look at media as having a long term passive effect on audiences, which starts off small at first but has a compound effect, an example of this is body image and the bombardment of images.

Gerbner conducted a survey to demonstrate this theory. From his results he placed television viewers into three categories;

- light viewers (less than 2 hours a day),
- medium viewers (2–4 hours a day) and
- heavy viewers (more than 4 hours a day).

This theory is an important aspect to study. Cultivation theory applies to the topic of impact of violent cartoons on children. Main variables in cultivation theory are Television and its viewers; same are these variables in this study. As Children are also heavy viewers of television in this so this factor also represents a part of cultivation theory. Impact of violent cartoons on children has all the components present which is relevant to cultivation theory.

## **CHAPTER NO 3:**

### **RESEARCH METHODOLOGY**

#### **3.1 DESCRIPTION and DESIGN OF THE METHODOLOGY:**

The study is based on empirical research; the main purpose of empirical research is to explain current practice and to judge the implications of research findings for practice and theory.

In order to find the relationship between cartoons and children, the survey research method had been used in this study .The Data will be collected by using verified structured closed-ended questionnaire.

#### **3.2 IDENTIFICATION OF THE POPULATION AND SAMPLING METHOD:**

The area of interest will be the children (of age 6 to 12) and their parents. The convenient sampling had been used in this study. The rationale of using convenient sampling was to collect data from parents as researcher was unable to find parents who visited schools daily so it was also difficult to find those parents whose children are in the desired age group of 6 to 12. The sample size of 100 parents was taken for the survey.

For the purpose of this study , population was taken some from schools of city of Wah Cantt and some from teachers of International Islamic university Islamabad. Wah Cantt is selected because it has the largest number of education institutes and is declared a city having 100% literacy rate.<sup>7</sup>

---

<sup>7</sup> Press release-economic survey of pakistan

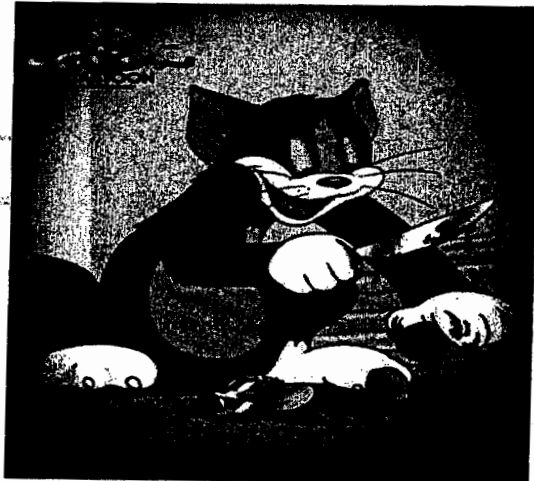
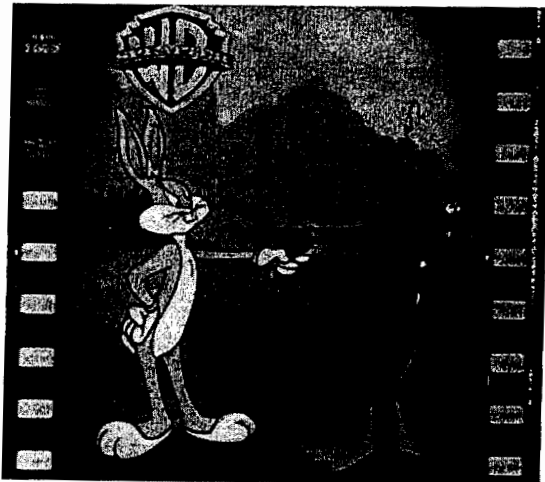
**3.3 OPERATIONALIZATION OF THE KEY VARIABLES:**

- Independent variable: violent cartoons
- Dependent variable: attitude, behavior of children

**Operational Definition:**

➤ **Violent Cartoons:**

Cartoons which typically show aggression, continuous beating and thrashing, the use of guns and weapons, the use of sexual material and vulgar language in the cartoon either in visual or audio form or in the form of hidden messages are described as violent cartoons.



➤ **Attitudes:**

Attitudes are learned evaluation; they are not something that people are born with. Attitudes are changeable and are presumed to influence behavior. An attitude is a “*relatively lasting tendency to respond favorably or unfavorably*” toward something (Simons, 1976, p. 80). We have attitudes toward people, places, events, products, policies, ideas, and so forth (O’Keefe, 1990).

➤ **Behavior:**

The manner in which one behaves. It is actions or reactions of a person in response to external or internal stimuli.

▪ **Human behavior**

refers to the range of behaviors exhibited by humans and which are influenced by culture, attitudes, emotions, values, ethics, authority, rapport, hypnosis, persuasion, coercion, social norms, social media and/or genetics.

▪ **Learned Child behavior:**

This is the behavior that child learns from his/her environment. This behavior is learned in a manner any other habit is learned. Environment is made up of everything that surrounds the child, like: Behavior and attitude of family members, Friend circle, School mates, Teachers, Daily personal experiences, Television, cartoons, Movies, Advertisements, Video games, Social habits and styles surrounding circumstances

### **3.4 DETAIL OF THE INSTRUMENT OF DATA COLLECTION:**

The instrument used for the data collection was the questionnaire with closed ended. The questions are designed under the Likert scale to evaluate the data under those factors which influence children attitudes and behaviors.

➤ **SAMPLING:**

The cases will be selected by Snow Ball Sampling. Snowball sampling is an approach for locating information-rich key informants. Snowball sampling is not a stand-alone tool; the tool is a way of selecting participants and then using other tools, such as interviews or surveys. As sample are going to be parents of the children of age (6 to 12) .so snowball sampling is a convenient way to communicate with them and with their parents to know about their attitudinal , and behavioral changes after watching violent cartoons.

The questionnaires were given to the parents by hand and they were asked about the attitude and behavioral changes of their children after watching violent cartoons. They responded their answers according to five options ranging from (a) “never”, (b) “rarely”, (c) “sometimes”, (d) “often”, and (e) “regularly”. Parents were asked about the gender and ages of their children to analyze the data according to the study.

**3.5 TECHNIQUE FOR DATA ANALYSIS AND INTERPRETATION:**

SPSS statistics software technique is used for data analysis and interpretation.

**CHAPTER NO 4:**

**4.1: RESULTS and FINDINGS**

**4.1 Tables of Frequencies:**

Table 1:

**What extent of time does your child spend on TV for watching cartoon**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 2hours	25	25.0	25.0	25.0
3hours	58	58.0	58.0	83.0
4hours	13	13.0	13.0	96.0
5hours	4	4.0	4.0	100.0
Total	100	100.0	100.0	

Table 1 represent the data of Question 5 shows that how many hours children spend on TV in a day. 25% children spend 2 hours on TV, 58% children spend 3 hours on TV, 13% children spend 4 hours on TV and 4% children spend 5 hours on TV in a day. Where as, those who watch 2 to 3 hours TV are our light viewers and those who watch 4 to 5 hours TV are our heavy viewers.



Table 2:

**How often does your child insist buying stuff like sword, gun, fireworks etc**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	8	8.0	8.0	8.0
	rarely	18	18.0	18.0	26.0
	sometimes	41	41.0	41.0	67.0
	often	30	30.0	30.0	97.0
	regularly	3	3.0	3.0	100.0
	Total	100	100.0	100.0	

Table 2 represent the data of Question 7 shows that 41 % child insist buying sometimes, 30% child often insist and 3 % child insist regularly. Where as , 8 % child never insist and 18% child rarely insist buying stuff.

Table 3:

**How often does your child insist to buy branded cartoon character stuff**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	never	3	3.0	3.0	3.0
	rarely	4	4.0	4.0	7.0
	sometimes	30	30.0	30.0	37.0
	often	49	49.0	49.0	86.0
	regularly	14	14.0	14.0	100.0
	Total	100	100.0	100.0	

Table 3 represent the data of Question 8 shows that 30% child insist buying sometimes, 49% child often insist and 14% child insist regularly. Where as, 3% child never insist and 4% child rarely insist buying branded stuff.

**Table 4:**

**How often do you observe violence and aggression in his/her behavior after watching cartoons**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid never	7	7.0	7.0	7.0
rarely	11	11.0	11.0	18.0
sometimes	42	42.0	42.0	60.0
often	37	37.0	37.0	97.0
regularly	3	3.0	3.0	100.0
Total	100	100.0	100.0	

Table 4 represent the data of Question 11 shows that 42% child are observed aggressive in behavior, 37% child are often observed aggressive in behavior and 3% child are regularly observed aggressive in behavior. Where as, 7% child are never observed aggressive in behavior and 4% child are rarely observed aggressive in behavior after watching cartoons.

**Table 5:**

**What of the following do you observe your child doing after watching cartoons**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid screaming	20	20.0	20.0	20.0
shouting	32	32.0	32.0	52.0
flashing lights	4	4.0	4.0	56.0
beating	9	9.0	9.0	65.0
punching	14	14.0	14.0	79.0
fighting	21	21.0	21.0	100.0
Total	100	100.0	100.0	

Table 5 represent the data of Question 13 shows that 20% child are observed screaming, 32% child are observed shouting, 4% child are observed doing flashing lights. Where as, 9% child are observed beating, 14% child are observed punching and 21% child are observed fighting after watching cartoons.

Table 6:

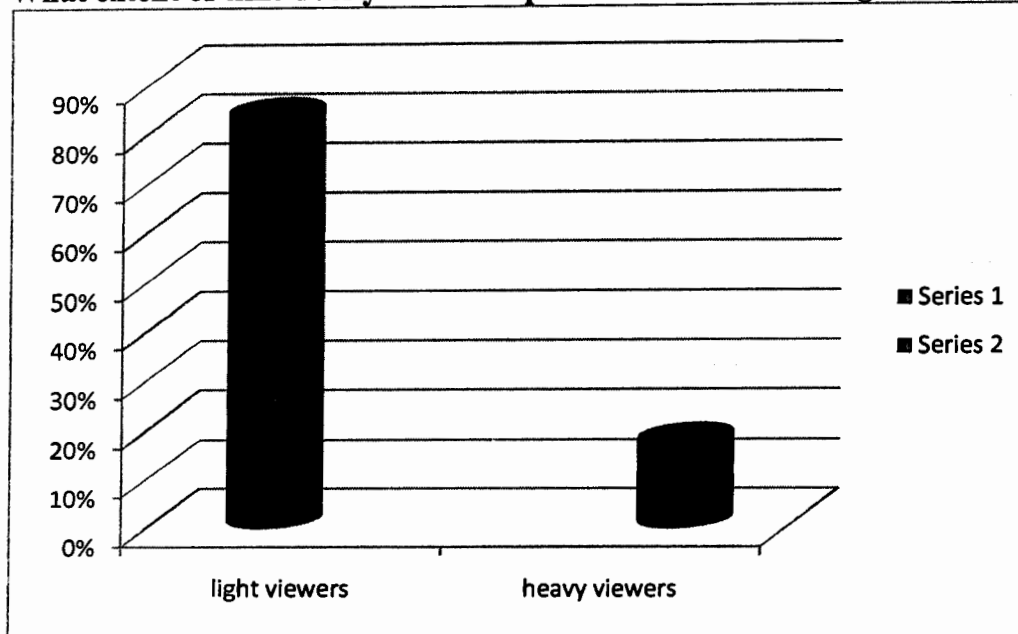
**How often do you feel that today's cartoon need censorship**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid sometimes	6	6.0	6.0	6.0
often	28	28.0	28.0	34.0
regularly	66	66.0	66.0	100.0
Total	100	100.0	100.0	

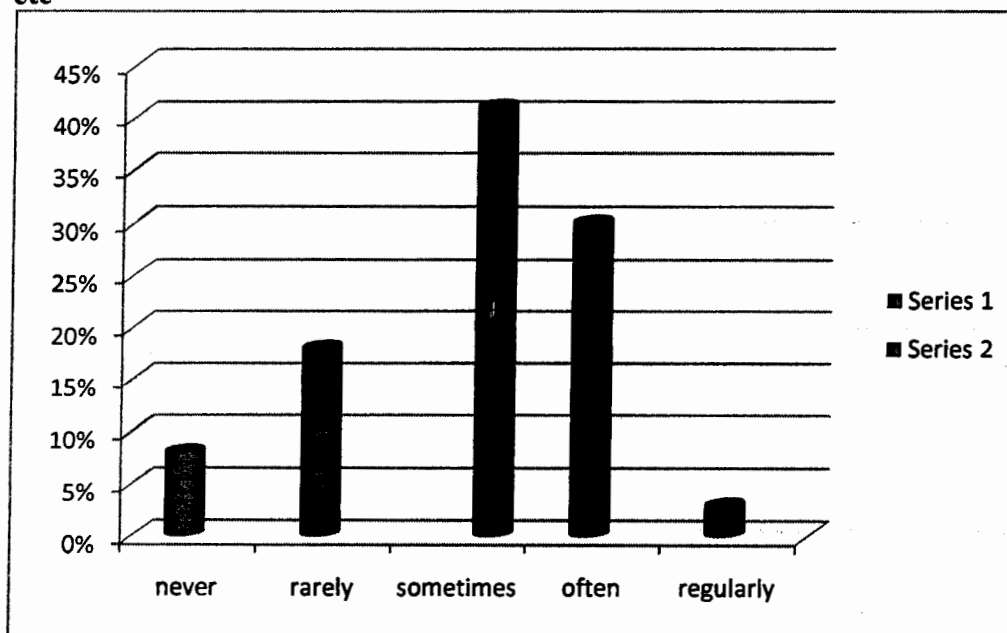
Table 6 represent the data of Question 15 shows that 66% parents responded that today's cartoon need censorship regularly while, 28% parents responded that today's cartoon need censorship often and 6% parents responded that today's cartoon need censorship sometimes.

### 4.2 BAR CHARTS OF FREQUENCIES:

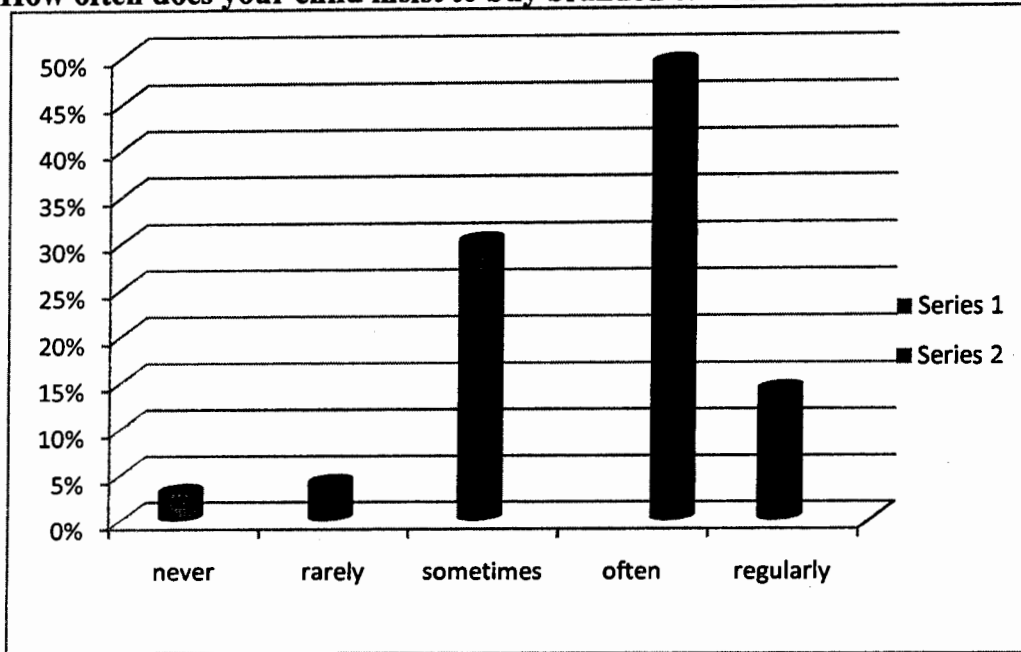
**What extent of time does your child spend on TV for watching cartoon?**



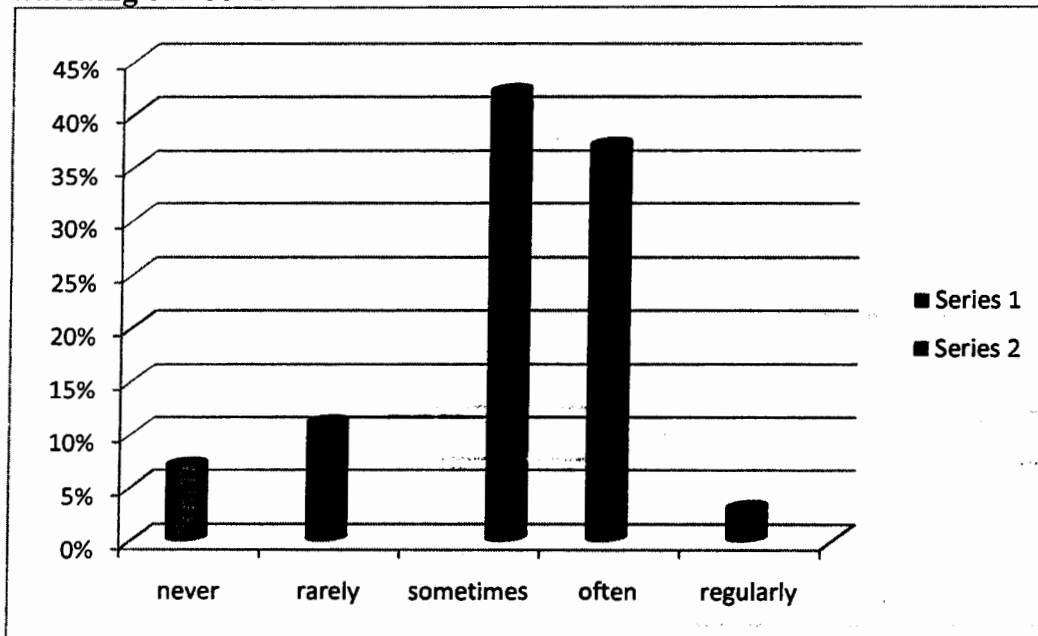
**How often does your child insist buying stuff like sword, gun, fireworks etc**



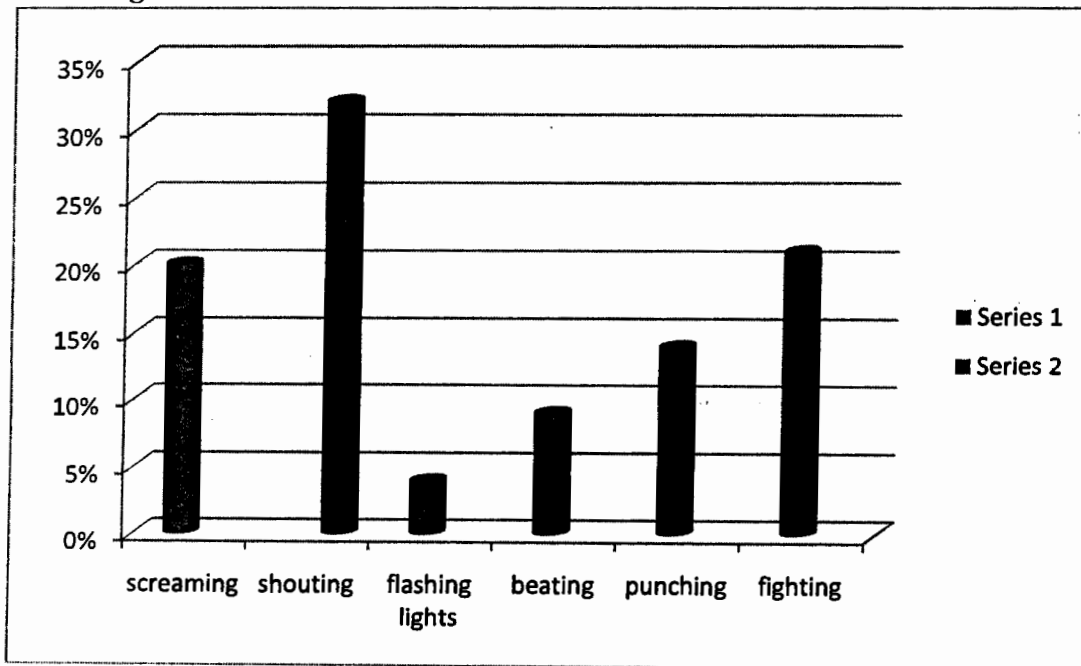
**How often does your child insist to buy branded cartoon character stuff**



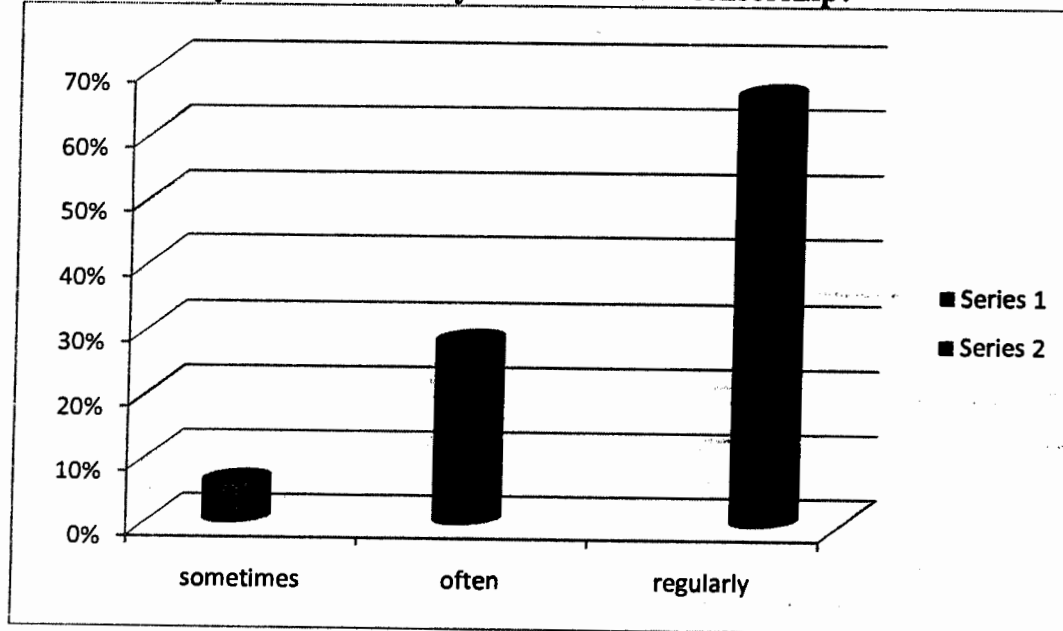
**How often do you observe violence and aggression in his/her behavior after watching cartoons?**



What of the following do you observe your child doing after watching cartoons



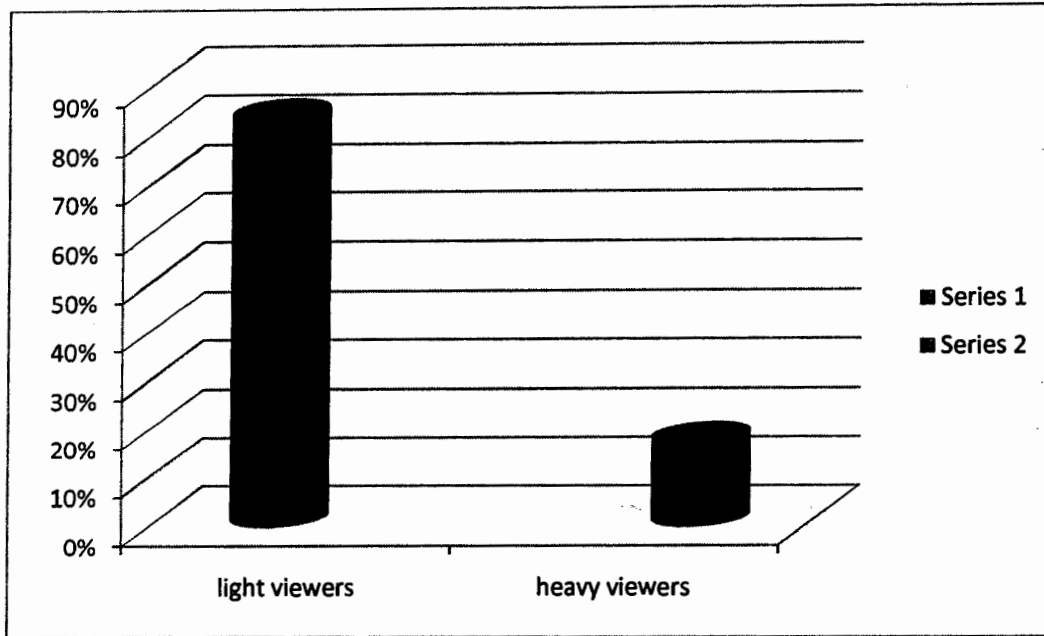
How often do you feel that today's cartoon need censorship?



### 4.3 HYPOTHESIS TESTING:

HYPOTHESIS 1 (H1):

**Most of the children are heavy viewers of Television.**



**Figure: Indicating children as light and heavy viewers**

This Table shows the frequency percentage of children in which it evaluates the time which children spend on watching TV. Those who watch TV for 2 to 3 hours are indicated as light viewers in the figure and those who watch TV for 3 to 4 hours are indicated as heavy viewers. This table shows that light viewers are more than heavy viewers as light viewers are 83% and heavy viewers are 17%.

HYPOTHESIS 2 (H2):

**Heavy television cartoons viewer children are more aggressive in behavior.**

**Table of Correlation**

		what extent of time does your child spend on TV for watching cartoon	how often do you observe violence and aggression in his/her behavior after watching cartoons
what extent of time does your child spend on tv for watching cartoon	Pearson Correlation Sig. (2-tailed) N	1.000  100.000	.259** .009 100
how often do you observe violence and aggression in his/her behavior after watching cartoons	Pearson Correlation Sig. (2-tailed) N	.259** .009 100	1.000  100.000

**\*\*.** Correlation is significant at the 0.01 level (2-tailed).



**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
how often do you observe violence and aggression in his/her behavior after watching cartoons	Equal variances assumed	.755	.387	-2.649	98	.009	-.634	.239	-1.108	-.159
	Equal variances not assumed			-3.242	29.630	.003	-.634	.195	-1.033	-.234

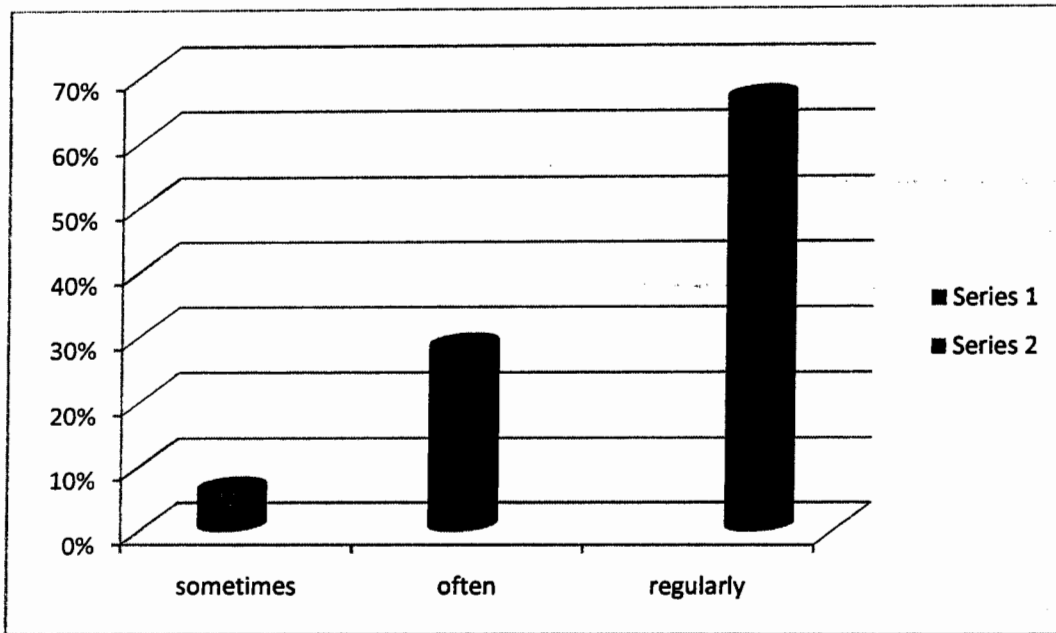
**Group Statistics**

what extent of time does your child spend on TV for watching cartoon	N	Mean	Std. Deviation	Std. Error Mean	
how often do you observe violence and aggression in his/her behavior after watching cartoons	light viewers	83	3.07	.934	.103
	heavy viewers	17	3.71	.686	.166

T –Tests were done to find out whether there was a difference between the behavior of heavy viewers and light viewers. Results ( $t(98) = -2.649, p=0.009$ ) indicated that there was a clear difference such that heavy viewers ( $M=3.71, SD=0.686$ ) tended to be more aggressive as compared to light viewers ( $M=3.07, SD=0.934$ )

HYPOTHESIS 3 (H3):

**Cartoons need more censorship these days.**



This Table shows the frequency percentage of the need of cartoons censorship these days. Majority parents agreed for the need of cartoon censorship regularly by 66%. Where as, very less parents disagreed for this statement.

## **CHAPTER NO 5:** **DISCUSSION AND ANALYSIS**

### **5.1 DISCUSSION:**

The present study examined the cartoon watching habits of the children and its impact on their attitudes and behaviors after watching cartoons. The focus was on the affect of violent content of cartoons particularly on children of age 6 to 12. The degree of impact of violent cartoons both on light and heavy viewer children was assessed. It was also investigated that after watching cartoons, how much violence and aggression in behavior of children is observed by parents. This study also examined the need of censorship these days.

H1 proposed that most of the children are heavy viewers of Television. To prove this hypothesis, sample of 100 parents was selected conveniently. They were asked what extent of time does their child spend on TV for watching cartoons?, they were given four options from (1) "2 hours", (2) "3 hours", (3) "4 hours", (4) "5 hours". The first two options were to be considered as light viewer children's who watch 2-3 hours cartoons daily. And the last two options were to be considered as heavy viewer children's who watch 4-5 hours cartoons daily. **Spss simple frequency test** was applied for this hypothesis. According to the results 83% viewers are found to be light and 17% viewers are found heavy of viewing cartoons. After reviewing the data, the result disapproved this statement that majority of the children are heavy viewers of television, as most of the children are light viewers.

H2 proposed that heavy television cartoons viewer children are more aggressive in behavior. To prove this hypothesis, sample of 100 parents was selected conveniently. They were asked how often they observe violence and aggression in his /her behavior after watching cartoons. They were given five options from (a) "never", (b) "rarely", (c)

“sometimes”, (d) “often”, and (e) “regularly”. **Spss Correlation test and T-Tests** were applied for this hypothesis. According to the results, there was a difference between the behavior of heavy viewers and light viewers. Results ( $t(98) = -2.649, p=0.009$ ) indicated that there was a clear difference such that heavy viewers ( $M=3.71, SD=0.686$ ) tended to be more aggressive as compared to light viewers ( $M=3.07, SD=0.934$ ). After reviewing the data, the result proved this statement that Heavy television cartoons viewer children are more aggressive in behavior.

The cultivation theory also supports this finding. It also gives the concept that television specifically cultivates the audience through repeated exposures. Viewers are likely to adopt views, roles, values, attitudes and behaviors as they consume relatively more television. Gerbner's research led him to conclude that heavy television viewers are more likely than light viewers to describe the world as it is portrayed on TV. Those who watch more TV, their behavior are more likely to the contents which they see on TV.

H3 proposed that Cartoons need more censorship these days. To prove this hypothesis, sample of 100 parents was selected conveniently. They were asked how often cartoons need censorship these days. They were given five options from (a) “never”, (b) “rarely”, (c) “sometimes”, (d) “often”, and (e) “regularly”. **Spss simple frequency test** was applied for this hypothesis. According to the results 66% parents responded that today's cartoon need censorship regularly while a small number of parents disagreed to this statement. After reviewing the data, the result proved this statement that cartoons need more censorship these days.

## **5.2 CONCLUSION:**

The content of Television programs can easily target mass audience as well as children who are fond of viewing cartoons. Violence has become a common element of all television content specifically cartoons that is stimulating aggression in children. According to the results and findings of this particular study, heavy viewers are found to be more aggressive in behavior as compare to the light viewers but the results are not much different for the light viewers as the change in attitude and behavior is also observed in light viewers to some extent as well. Heavy viewers are more stimulated as they spend more time in watching such content and it is proved in the second hypothesis in this study. In a short span of time, the content of cartoons has changed to a large extent resulting change in attitudes and behavior of children. So this study also finds that today's cartoon needs more censorship these days, and the content of current cartoon programs must be monitored and evaluated both by the parents and the media owners on regular basis as it can effect the character building process of the young generation.

### 5.3 RECOMMENDATIONS:

- It is recommended more research on broad level should be done on such violent contents of television and on children psychology.
- It is further more recommended that awareness should be spread upon parents, and media should contribute in educating parents by various means.
- Government censorships programs should be enhanced and policies should be made for contents of foreign cartoons channels.
- This study has proved children are still light viewers of television so parents should focus to have an accountability of children's television viewing so that they should not become the heavy viewers.

TH 8274

**REFERENCES:**

- i. Communication, theories ,origins ,methods ,and uses, in the mass media (third edition) Werner J.Severin & James W.Tankard, Jr
- ii. <http://www.fortunecity.com/meltingpot/kamimura/130/thesis/litrev.html>
- iii. Alay ahmed ( Dr. ), effects of television programs and commercial spot messages on children, ( abstract), department of psychology, university of Peshawar, 1978.
- iv. Fazal Rahim khan ( Dr.), violence on television in Asia: a case in Pakistan , Gomal university, Dera Ismail khan, 1989.
- v. <http://communicationtheory.org/cultivation-theory/>
- vi. [http://www.colorado.edu/communication/metadiscourses/Papers/App\\_Papers/Gulisano.htm](http://www.colorado.edu/communication/metadiscourses/Papers/App_Papers/Gulisano.htm)
- vii. [http://assets.cambridge.org/97805215/82964/frontmatter/9780521582964\\_frontmatter.pdf](http://assets.cambridge.org/97805215/82964/frontmatter/9780521582964_frontmatter.pdf)
- viii. <http://www.answers.com/topic/behavior#ixzz1Sdvfr2gN>
- ix. <http://www.answers.com/topic/human-behavior#ixzz1SdwliYx5>
- x. <http://www.child-discipline-with-love.com/child-behavior.html>
- xi. <http://animatedcartoons.blogspot.com/>
- xii. <http://www.allfreeessays.com/essays/Affect-Of-Cartoons-On-Children/173211.html>
- xiii. <http://en.wikipedia.org/wiki/Cartoon>

**APPENDIX:**

**QUESTIONNAIRE**

Total no. of children: \_\_\_\_\_

No. of Boys: \_\_\_\_\_ No. of Girls: \_\_\_\_\_ Ages - Boys: \_\_\_\_\_, Girls: \_\_\_\_\_

Q1: How often did you observe stereotype & racism in cartoons in past?

- a) Never
- b) Rarely
- c) Sometimes
- d) Often
- e) Regularly

Q2: How often did you observe stereotype & racism in cartoons in present?

- a) Never
- b) Rarely
- c) Sometimes
- d) Often
- e) Regularly

Q3: How often you observed adult content (nude, Mature) in cartoons in past?

- a) Never
- b) Rarely
- c) Sometimes
- d) Often
- e) Regularly

Q4: How often you observed adult content (nude, Mature) in cartoons in present?

- a) Never
- b) Rarely
- c) Sometimes
- d) Often
- e) Regularly

Q5: What extent of time does your child spend on TV for watching Cartoon?

- 1) 2 hours
- 2) 3 hours
- 3) 4 hours
- 4) 5 hours



**Q6: How often does your child like to spend time in watching cartoons rather than playing outside?**

- a) Never
- b) Rarely
- c) Sometimes
- d) Often
- e) Regularly

**Q7: How often does your child insist buying stuff like sword, gun, fireworks etc?**

- a) Never
- b) Rarely
- c) Sometimes
- d) Often
- e) Regularly

**Q8: How often does your child insist to buy branded cartoon character stuff?**

- a) Never
- b) Rarely
- c) Sometimes
- d) Often
- e) Regularly

**Q9: How often does your child copy the dialogues & actions of cartoons?**

- a) Never
- b) Rarely
- c) Sometimes
- d) Often
- e) Regularly

**Q:10 How often does your child prefer to watch cartoons instead of doing art & other activities?**

- a) Never
- b) Rarely
- c) Sometimes
- d) Often
- e) Regularly

**Q11: How often do you observe violence & aggression in his/her behavior after watching cartoons?**

- a) Never
- b) Rarely
- c) Sometimes
- d) Often
- e) Regularly

Q12: How often do you observe your child watches cartoons only for the sake of fun & entertainment?

- a) Never
- b) Rarely
- c) Sometimes
- d) Often
- e) Regularly

Q13: What of the following do you observe your child doing after watching cartoons?

- 1) screaming
- 2) shouting
- 3) flashing lights
- 4) beating
- 5) punching
- 6) fighting

Q14: How often does your child like to watch informative & innocent cartoons like bugs n bunny, sesame street etc?

- a) Never
- b) Rarely
- c) Sometimes
- d) Often
- e) Regularly

Q15: How often do you feel that today's cartoon need censorship?

- a) Never
- b) Rarely
- c) Sometimes
- d) Often
- e) Regularly

