

**VIOLENCE IN TV CARTOONS AND ITS IMPACT ON
CHILDREN**



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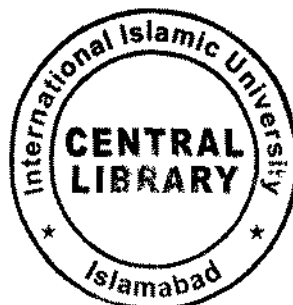
Department of Sociology

Faculty of Social Sciences

INTERNATIONAL ISLAMIC UNIVERSITY,

ISLAMABAD

2014



Accession No 74-14879

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MSC
302.2345082
MAV

Television and children.
Cartoons on television.
children's television programs.



International Islamic University Islamabad, Pakistan

Faculty of Social Sciences

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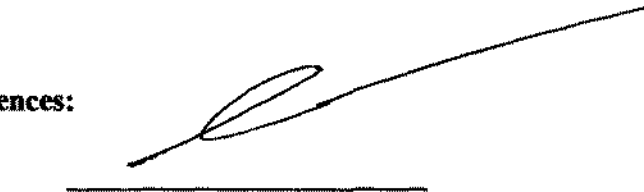
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Dedicated To
My Beloved Parents

ACKNOWLEDGEMENT

In the name of Allah almighty, the most gracious, the most merciful, the creator of this universe, Who blessed me caring parents, co-operative teachers and friends, I acknowledge all of them.

I feel proud to express my thanks to my teacher and supervisor Dr. Naureen Saher for her perfect piece of advice and an excellent guidance throughout the study. I have gained such a learning experience and knowledge from my supervisor as it will help me a lot in my further studies.

I would like to express my sincere thanks and pray for my parents and my siblings for their prayers, encouragement, care, help and financial support for my academic career.

I also would like to thank my dearest and caring friends whose motivation and help provided me confidence in the completion of this study.

In the last thanks to all of the people who helped me in bringing my dream into the reality.

ABSTRACT

Cartoon network is one of the most favorite cartoon channels for children. As cartoon network is 24 hours channel, so children spend most of their leisure time in front of it. It not only attracts the children through its contents but also inculcates some positive and negative habits in them. One of the main factors which influence the children while watching cartoons is violence. Violence is a vital part of most of the cartoon programs. This study was conducted to find out the behavioral changes of the children caused by watching the violent cartoons. Objective of this study was to trace the impact on the behavior of the children after watching cartoon programs. Data was collected using survey research from 50 mothers using simple random sampling technique and SPSS was used for data analysis. This study explored the impact of violence presented in cartoons on children's behavior. They not only imitate their favorite cartoon characters but even force their parents to buy the same costumes or even fake weapons as displayed by different cartoon characters. This study may provide a baseline for future researchers to analyze the behavior of the children influenced by the content shown in the cartoons.

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CHAPTER 1

INTRODUCTION

1.1: Background of the study

Television shows and animated films, for over 80 years, have been entertaining the kids. Felix the Cat the first ever cartoon icon, which started its journey in 1920s. In the next 10 years, Donald duck, Mickey Mouse and Pluto was the cartoon character which were being introduce by Disney Brother' s Cartoon Studios (Box Office Mojo.com, 2004).

Nowadays, children's physical activities are limited by excessive watching on television. As cartoon watching is the most favourite hobby of children in their leisure time, so they like to watch cartoons on television rather than to do any physical activity.

Cartoon watching affects the attitude and behaviour of the kids i.e. their liking and disliking, way of talking, and behaving with other children. It also has a strong affect on their language and the way of their dressing and eating.

Cartoon Network is the most favourite cartoon channel in the world. Cartoon network started its transmission in 1992, and has gained record breaking popularity. Since August 2002, it has been watched in more than 80 million homes in United States of America and in 145 countries throughout the world. It is one of the top ad-supported channels for cable television network. Cartoon Network is the 24/7 channel and broadcasting only " Cartoons" , yet its 68 percent audience belongs to children of the age group from 2 to 17 years, whereas, rest 32 percent belongs to the age group of above 18 years and adults. The children from the age group from 6 to 11 are the core audience of the Cartoon Network (Stabile and Harrison, 2003).

Cartoon programs contained violence as its integral part. It is noted that cartoon content is full of violence than serial plays and comedies (Potter and Warren, 1998). As the result, children are more exposed to violence showed in the cartoon program

than any other television program broadcasted during prime time i.e. 8pm to 11pm (Gerbner, Gross, Morgan and Signorelli, 1994).

The children are the most important faction of the society which is being affected by the Television contents and cartoons that is why children like dresses and accessories/ belongings of their favourite cartoon characters. It was observed that 78 percent of the children are attracted by the dresses of cartoon character. Moreover, 44 percent children like to buy different accessories related to different cartoon characters and 39.9 percent of the kids buy these accessories sometimes. It was observed that majority of the children (63%) liked to watch comedy and a limited number liked to watch love and action in cartoon programs. Due to their tender minds, most of the children try to imitate the actions performed by different characters. Violence is also integral part of the even those cartoons which are comedic in their genre. Even in comedic cartoons, characters fight with each other which are liked by the kids. Many kids liked fight scenes between two characters e.g. Tom and Jerry and many other children liked to fight with their classmates and other children after watching these comedic fights (Susan, 1998).

In researching the effects of cartoon violence on children and how it relates to their health; the only major effect was how it influenced children's emotional behaviour. The first violent cartoons were "Popeye the Sailor" and "The Flintstones" from the 1950s since then it is obvious the amount of violence and graphics have changed in the cartoons children watch today (Kirsh, 2006).

In the older cartoons violence contains comedic elements. For example, "The Road Runner Show" and "Tom & Jerry" cartoons. These cartoons always contain comedic relief and not so much graphic detail such as blood; this in turn makes the violence in these cartoons seem more real.

Cartoons with comedic elements and those without comedic elements are still perceived to be less violent than live-action forms of media violence observed by children. Experiments have shown in the past that aggressive behaviour is a lot higher after children watch non-comedic cartoons such as "Teenage Mutant Ninja Turtles" and "X-Men" (Kirsh, 2006). One thing that differentiates these types of cartoons is perceived reality.

In non-comedic cartoons, the characters seem more unrealistic and the acts or abilities are more fantasy like. For example, turtles who are ninjas and characters with powers like becoming invisible or X-ray vision. A child's ability to distinguish between fantasy and reality impacts the control on aggression.

1.2: Real life studies

Findings from the laboratory are further supported by field studies, which have shown the long-range effects of televised violence. Leonard Eron, Ph.D., and his associates at the University of Illinois, found that children who watched many hours of TV violence when they were in elementary school tended to also show a higher level of aggressive behaviour when they became teenagers. By observing these youngsters until they were 30 years old, Dr. Eron found that the ones who had watched a lot of TV when they were eight years old were more likely to be arrested and prosecuted for criminal acts as adults.

Studies by George Gerbner, Ph.D., at the University of Pennsylvania, have shown that children's TV shows contain about 20 violent acts each hour and also that children who watch a lot of television are more likely to think that the world is a mean and dangerous place.

In spite of this accumulated evidence, broadcasters and scientists continue to debate the link between the viewing TV violence and children's aggressive behaviour. Some broadcasters believe that there is not enough evidence to prove that TV violence is harmful.

Scientists who have studied this issue say that there is a link between TV violence and aggression, and in 1992, the American Psychological Association's Task Force on Television and Society published a report that confirms this view. The report, entitled *Big World, Small Screen: The Role of Television in American Society*, shows that the harmful effects of TV violence do exist.

1.3: Global scenario

Japan is the only country in the world with nearly as much entertainment violence as the United States (Strasburger, 1995). Strasburger asks the question "If media

violence contributes to real-life violence, why isn't Japanese society more affected?" The portrayal of violence in Japanese anime is different than the portrayal of violence in American cartoons.

The violence is more realistic and there is a greater emphasis on physical suffering, for example the consequences of violence are emphasized (Strasburger, 1995, 32). In the popular Japanese anime, "Elfen Lied," the killing machine Lucy decapitates heads, chops off limbs, and severely injures other characters. When these characters die or become injured, they stay dead and chopped off body parts don't miraculously grow back.

Despite the abundance of violence in this anime, it has emotional undertones that overcome the physical violence. The plot moves because of the emotional and heart-wrenching story behind each character, violence is just a side-show, and the theme of the anime is love and friendship. Take a look at the popular American cartoon, "Tom & Jerry," where a cat and mouse literally chase each other and attempt to severely hurt or kill the other. That's the whole plot of the cartoon, a cat trying to eat a rat and a rat trying to kill a cat. When one does inflict pain on the other character, they just get back up and start fighting again.

In Japan the "bad guys" commit most of the violence and the "good guys" suffer the consequences (Strasburger, 1995). The exact opposite happens in American cartoons. "In this context, violence is seen as wrong, a villainous activity with real and painful consequence, rather than as justifiable" (Strasburger, 1995, 33).

A study has found that the children copy the negative behaviour they saw on the TV such as, gossiping, hitting, calling names etc.

The U.S. psychologists' quizzed 95 girls aged (10) ten and 11 (eleven) about their favourite TV shows, rating them for violent content and verbal and indirect aggression. The shows included Lost, Buffy the Vampire Slayer, American Idol, Scooby-Doo and Pokémon. The researchers found that output aimed at children as young as seven, which included a number of cartoons, had the highest levels of violence. The psychologists recorded 26 acts of aggression an hour compared with just five in shows aimed at general audiences and nine in programs deemed unsuitable

for the children of age under fourteen. Results showed that there are higher levels of physical aggression in children's programs than in programs for general audiences. It added that the TV industry distinguished between animated violence and non-animated violence and appeared to rate the former as less harmful.

There is ample evidence that animated, sanitized and fantasy violence has an effect on children. Research on the effects of violent video games, which are all animated, indicates that they have the same effects on children's aggressive thoughts, feelings and behaviours that violent TV shows have demonstrated. In fact, even cartoonish children's games increase aggression.

Labelling certain types of media violence as "fantasy" violence is misleading and may actually serve to increase children's access to harmful violent content by reducing parental concern.

The study, by academics at Iowa State University and published in the Journal of Applied Developmental Psychology, also found that children copied at school the verbal aggression they had seen on TV. In addition, the effects of televised physical aggression were extensive, such that exposure to televised physical aggression was associated with a variety of negative behaviours in girls. This anti-social behaviour included verbal and physical aggression and excluding others from friendship groups.

Author Jennifer Linder said: "There is ample evidence that physical aggression on TV is associated with increases in aggressive behaviour, but there was little until this study that has shown a link between televised aggression and resulting aggression among children".

Professor Douglas Gentile, who led the study, said content ratings on TV programs should provide detailed information on the aggression shown. The U.S. introduced a ratings system in the mid-1990s but the idea has not been picked up in Britain.

Children have become much more interested in cartoons over many years and it has become a primary action to some lives. Typically, children begin watching cartoons on television at an early age of six months, and by the age two or three children become enthusiastic viewers. This has become a problem because too many children are addicted to television and the shows that they are watching (even if they are cartoons) have become violent and addictive.

The marketing of cartoons has become overpowering in the United States and so has the subliminal messaging. The marketing is targeted toward the children to cause them to want to view the cartoons on a regular basis, but the subliminal messaging is for the adults' to target them into enjoying the "cartoons". This is unfortunate because children watch the cartoons on the television and they see material that is not appropriate for their age group.

Children's channels include many cartoons that have almost no story but lots of fighting. It's not practical to expect parents to sit with their children whenever they watch television. The best solution is to introduce a rating system and assign different time slots to show these programs so that parents would know when to turn off the television.

Better choices include shows such as Boonie Bears, a cartoon series about two bears' efforts to fend off a logger trying to cut down trees in their forest. Released last year by a digital animation company with the Shenzhen Huaqiang Group, it became an instant hit across the country.

"Containing little fighting and killing, the program is both entertaining and beneficial to young viewers," Zhang says.

Ye Lan, chief writer for China TV Animation magazine in Beijing, takes a different view. Pleasant Goat's commercial success implies that its creators must be doing something right, says ye, also a contracted scriptwriter for Disney.(Kellogg, 1992).

"The humour, simple storyline, and straightforward confrontation between the goats and the wolf are what make the program so appealing to young viewers however; the producers may have slipped in their portrayal of confrontation between cartoon characters."When a confrontation is depicted too realistically or without stretching it to an unbelievable state, children may think they can copy it at home. That's where the danger lies.

"We all work with one simple idea, which is to make enjoyable programs for children. It is unreasonable to make us shoulder so many responsibilities. But I agree that China should introduce a rating system and label programs for parental guidance if some of the content may mislead children," he says.

1.4: Scenario in Pakistan

Cartoons are the most frequent and easily accessible source of entertainment which we provide to our children. With the vastness of media and extension of channels, it has become easier for children to watch their favourite cartoons on a single click and at the same time it has become more convenient for parents to provide children with this all-time favourite activity of theirs. Time which was previously spent by children in outdoor activities is now replaced, as now they can be found glued to the TV sets for long hours, peering at all sorts of cartoons, mostly without the supervision of elders who are completely unaware that this might have certain effects on their psychological development later on displayed in their behaviour patterns.

There is a wide range of cartoons from fairy tales like 'Beauty and the Beast' to action-based cartoons like 'Ben Ten' and 'Pokémon'. Children between the ages of 6-8 have different preferences; girls are usually into fairy tales and animated 'Barbie' series whereas boys and some girls even usually have their favourite super hero cartoons like 'Spiderman' or 'Batman' or action flicks like 'Bay Blade' or 'Dragon Ball-z'. Children are at a stage when their minds are developing and forms impressions easily so parents need to be careful what they expose them with (nayyab, 2009).

Children are unable to differentiate between fantasy and reality and often believe that if Elmer Fudd remains unharmed even after being bashed by Bugs Bunny with a hammer a number of times so can they. Mukarram, 8, studying in class 2 received a warning from his school after he got caught for beating up a fellow student. When asked for explanation the child replied innocently, "I was just showing my friend one of the moves I saw in a cartoon the night before." His family members admitted the fact that they never kept an eye on his TV activities (sarhandi, 2009).

According to a research carried out by The American Academy of Paediatrics (AAP) and the American Academy of Child and Adolescent Psychiatry (AACAP), "Children who view shows in which violence is very realistic, frequently repeated or unpunished, are more likely to imitate what they see." Hassan, father of two sons said,

“There was a time when one of my sons began to play pranks on his little brother quite frequently, and I failed to understand the reason behind this sudden change in his behaviour, one day however I found him watching ‘The Cramp Twins’, and understood the reason for all this bullying.” Hassan also said that he has become conscious of the cartoons that his sons watch since that time (Nayyab, 2009).

Children watching too much cartoons often fantasize about the kind of life that various characters are living. Huma, an exasperated mother of 7-year-old daughter shared her experiences about her daughter’s fixation with her favourite cartoon, ‘Winx Club,’ “She creates a lot of fuss every time we go for shopping as she insists on having the same wardrobe as the characters in the ‘Winx Club’.” College going girl Ayesha, elder sister of a young kid Rumaiza says, “My youngest sister is really under the influence of these glamorous tales and she assumes herself to be princess who is interested in wearing strapless frocks and wants to do ball dance.” She believes that such programs are putting a negative impression on the innocent minds of children. Living in Pakistan these impressions are not encouraged as our culture is conservative towards such activities (Nayyab, 2009).

On the other hand, there are lots of cartoons, which are not only the best source of entertainment for kids, but could also be used for educational purposes. For instance, cartoons like ‘Barney’ can be used to stop some toddler from crying whereas ‘Blues Clues’ or ‘Dora the Explorer’ can be used for some brain activity making children learning shapes or identify colours etc. One of the teachers at a local primary school said, “For mind building and constructive learning of children, students have a cartoon period once a week, and we try to show them standard cartoons after thorough selection so that they could derive something positive out of it. The influence of cartoons can be made positive by a little effort on the part of parents or elders. They should make their kids realize that these fantasy things have no true value and identity, no such ‘Spiderman’ exists who will jump from top of one building to another with the help of his web, there is no such ‘Ben 10’ wristwatch which will start blinking and will alert Ben of every evil action before hand. If someone is killed or beaten up by cartoons it does not mean that kids should also start doing the same. Parents need to keep an eye on their children’s activities and should be observant of any peculiar changes in their behaviour. With intervals they should have an

interrogation session with them and try to clear the reality of things and should answer the controversial and ambiguous questions they have in their mind. Thus, for making cartoons a healthy entertainment and a good and effective source of learning for children parents should pay a little heed towards providing selective cartoons to their children which could have a positive impact on them (Nayyab, 2009).

1.5: Statement of the problem

Cartoons, a source of entertainment or violence, the difference is elaborated in this research. This research helped the researchers to evaluate the impact of cartoons on children. It deeply elucidated negative impact of cartoons on the children's behaviour. It can also provide the basis of new research in the future. This research can help the parents to keep check or monitor their children that what sort of cartoons they are watching. Parents can save their children's personality and behaviour from being distracted by the television violence.

1.6: Objectives of the Study

- To study the behavioral changes caused by violent cartoons
- To explore the areas/ways through which cartoons impact on the behavior of children
- To enlighten the parents towards the hazards of unsupervised TV viewing of the children
- To suggest possible solutions/measures to stop children getting influenced by violent cartoons

1.7: Research questions:

- What behavioral changes are caused by violent cartoons?
- What are the areas/ways through which cartoons impact behavior of children?
- How to enlighten the parents towards the hazards of unsupervised TV viewing of the children?
- What are the possible solutions/measures to stop children being influenced by violent cartoons?

1.8: Hypothesis

H1: Violence shown in cartoons influences the behaviour of the children.

CHAPTER 2

LITERATURE REVIEW

2.1: Violence shown in TV cartoons

Cartoons and animated films were once the favourite programs of viewers of the different age groups in the society. These cartoons and films were enjoyed by almost every person, from different walks of life on their television sets and theatres. In the beginning when the animated movies and cartoons started their journey, the program contents of both contained humour and entertainment for all ages and sophistication levels. Cartoons, however, now lack their cross-generational appeal and converted into “kids stuff” (Kellogg, 1992). Cartoon is not a precise term nowadays as it is applied to multifaceted graphic form. It is the most entertaining source for kids as they developed a strong affiliation and attachment with it (Kemnitz, 1973).

Animated programs and cartoons are playing a vital role in enhancing the profit of companies manufacturing toys as cartoons are source of advertisement for corporate companies. It can be said that cartoon are generally half-hour commercials for profit oriented companies. The last decade has seen an astronomical change in the genre of animated programs broadcasted on television. We are in the midst of “toon-boom” (Kellogg, 1992).

Cable television network is now available to almost every house. Nickelodeon and Cartoon network broadcasts 16 hours/day and 24 hours/day respectively, having a Lion’s Share of TV viewer ship and about 80 percent of advertising impacts. Revenue generated by Cartoon Network in the year 2000 was \$500 million (Westcott, 2002). Most of the classic animations on Cartoon Network are now no longer broadcasted on regular basis with the exception of Tom and Jerry and Loony Tunes due to their popularity in kids (Susan, 2000).

The main stream press, however, did not highlight the harmful effects of Cartoons and Animations on kids. Cartoon Network is now no longer safe for kids due to its adult contents. It was believed by both the parents and the children that cartoons which were being presented on television were Safe. But cartoons are obviously having an

adverse affects on children, if they watch cartoon character is smoking. We must assure the safe contents of cartoon programs and address the harmful effects of cartoon programs like Space Ghost and Harvey Birdman, Attorney at Law on kids. Cartoon related injuries are now becoming a serious problem, which is now needed to be addressed in public. Due to strong affiliation with these supernatural characters, many of our children fall prey to some serious injuries (Saturnine, 2004). Under the guise of "having fun" how many more kids will get injured? It must be kept in minds that it is the result of balanced coverage of Animation World Network that it is willing to publish my case study on the harmful effects of cartoons on kids.

In the current settings, we can find televisions everywhere, not just our living rooms but in bedrooms, grocery stores, airplanes, and class rooms etc. adults are not the only ones watching TV; children today are watching more TV than ever before. When a child is born, his / her first learning institution is his/her mother's lap. Our ancestors who have spent their childhood without television, were more organized and devoted to their work. Mothers used to knit for their children. They used to do different activities at home and their children used to play around them. Just one century changed the scenario. After the birth of television, many things were changed. People have remade their scheduled according to the timings of the television programs. Different programs were introduced. From the 1930s to the 1960s, theatrical cartoons were produced in huge numbers. One of the most interesting things which were introduced was the 2D visual art. Cartoons entered in the family of television content. Children used to enjoy cartoons very much.

Television and other media have always been blamed about showcasing violence to a large extent. Many television shows are infamous for their violent content. Television violence is about murders, bloodshed, explosions, disaster and death. TV shows often demonstrate hitting, stabbing, screaming, thus expressing negativity. This destruction shown on television has a deep impact on the viewers, especially children. Considering the impressionable years they are in, children are most vulnerable to violence.

It is a point of debate whether television reflects society or behaviour of society reflects what is shown on television. But at some point it becomes a vicious circle.

People follow what they see on TV and television shows are based on what is prevalent in society. Television is bound to have a deep impact on the viewers, especially children and teenagers. Children tend to follow whatever they see blindly. Television violence influences children to a great extent because they relate to characters on television.

Television violence affects children of different ages in different ways. The effect depends on their level of understanding, the way they interpret and process information and their own experiences and upbringing. According to the American Academy of Paediatrics (AAP), kids under 2 years of age should not watch television and those older than 2 should not be allowed to watch more than 1 to 2 hours a day of good TV shows. Television or any media for that matter can shape child behaviour. Audio-visual media have the potential to influence a child's mind and make the child follow what he/she sees, without much thought. It's high time the elders realize this and restrict TV exposure of children.

2.2: Initial focus of media

The initial focus of the media was to provide information, entertainment and education. Old cartoons have always served the purpose like "mina kay sath" etc. but with the passage of time this purpose has got changed. The entry of animated cartoons and movies which are a motion picture or television film consisting of a photographed series of drawings, objects, or computer graphics that simulates motion by recording very slight, continuous changes in the images, frame by frame changed the complete scenario.

Children have become much more interested in cartoons over the years. Typically children begin watching cartoons on television at an age of six months, and by the age of two or three, children become keen viewers. Here the fact is proved that cartoons are serving as a baby sitter. This has caused a problem as too many children are watching too much television and the shows that they are watching (even if they are cartoons) have become violent and addictive. Berk (1993) says that because young children cannot fully recognize what they see on television, they are very much under its influence. Davidson (1996) agrees that children are extremely susceptible to

television between the ages of two to eight years because of their maturational ability they cannot distinguish between reality and fiction.

Cartoon violence is one of the most likely forms to promote imitation. Joanne cantor, a communications professor emeritus at the University of Wisconsin medicine, who has researched media influence on children in 1998, says "it normalizes violence and also trivializes violence in a way by focusing not on negative consequences of violence but making it funny". She also noted that the violent act are glorified and committed by an attractive role model or hero, violence is seen as a way of resolving conflict which is often started by the "goodie" and that little or no harm is shown by the victims. Tom and Gerry, Ben 10, Scooby doo, Popeye the sailor man, swat cats, power rangers, Pokémon, batman and spider man are only a few examples which are full of violence whether the violence is done to save the world or to make it funny.

In the early ages of life, children are more likely to copy or imitate what they watch or see. And this gets engraved in their little minds for their whole lives. This can cause physical and emotional imbalance in their life, boys and girls both watch same kinds of cartoons whether its Barbie or Ben 10. But the impact of cartoon violence is different on both boys and girls. Boys are seen to be more violent than girls. Violence is something that is perceived and judged through its representation. Features of the violence cause it to be rated in different ways. For example, Gunter (1985) found that "TV viewers judged the severity of violence according to a number of factors:

1. The physical nature or type of knowledge perpetrated
2. The kind of weapon used (cutting weapons were seen as the "worst")
3. Degree of harm done to the victim(s) of the violence
4. The nature of physical context in which the violence takes place;
5. The realism of the setting for the violence;
6. Suicidal norms, themselves relating to the character perpetrates or is victim of the violence.

Violence in cartoons is increasing in nearly every famous cartoon which is eminent among children and these cartoons will greatly affect the children behaviour growing up. Shouting, screaming, abusing, eating or hurting can be the result or effect of cartoon violence.

Television programming as of the current era is all about showing reality without censorship, meaning that child watchers are inundated with shows depicting physical and sexual violence, as well as the use of illegal substances and harsh language. Unfortunately, due to this proliferation of negative media content, it may only be a matter of time before life imitates fiction, and children begin to copy the acts they view. "Extensive research evidence indicates that media violence can contribute to aggressive behaviour, desensitization to violence, nightmares, and fear of being harmed." (American Academy of Paediatrics).

According to the American Academy of Paediatrics website, children between the ages of 2 and 18 spend an average of three hours each day watching television. A three-year National Television Study, reported by the AAP, found that children's shows had the most violence of all television programming. Statistics read that some cartoons average twenty acts of violence in one hour, and that by the age of 18 children will have seen 16,000 simulated murders and 200,000 acts of violence on television. Young people are especially in jeopardy of the negative effects of television violence because "many younger children cannot discriminate between what they see and what is real," reports the American Academy of Paediatrics.

2.3: Desensitization

According to the article "Media Violence," the American media shows heroes justifiably using violence as a means to resolve conflict. The American Academy of Paediatrics website suggests that prolonged exposure to this type of violence increases acceptance of violence as a means of solving problems. The 1995 to 1997 AAP National Television Study showed that 61 percent of programming "portrayed interpersonal violence, much of it in an entertaining or glamorized manner."

2.4: Depression

According to "Children, Adolescents, and Television," 37 percent of parents reported their child being frightened or upset because of a television news story. While children

are watching television, they are being bombarded 60 percent of the time with various images of violent acts. Viewing hour after hour of violence increases the likelihood that a child will see the world as a dark and sinister place. The American Academy of Paediatrics calls this the “mean world” syndrome.

2.5: Aggression

“Fear of being the victim of violence is a strong motivation for some young people to carry a weapon, to be more aggressive,” claims the American Academy of Paediatrics website. Violence portrayed on television is shaping the attitudes and manners of society. “More than 3,500 research studies have examined the association between media violence and violent behaviour; all but 18 have shown a positive relationship,” states “Media Violence.” Repeated exposure to violence on television increases the likelihood of responding to others with violence.

2.6: How Television Violence Affects Children:

- Infants are attracted to watching TV. For them, it's just a play of light and sound, something visual and moving they enjoy watching. They often miss the program content. They can make sense only out of characters and faces familiar to them. It is said that if behaviour on television is presented to them in simpler ways, they are likely to imitate it.
- When children reach an age of two and half years, they begin to pay more attention to what is shown on TV and tend to imitate it. At that age children prefer to watch fast-moving characters and are likely to get exposed to television violence. During the pre-school age, children begin to derive meaning from what they see on television. Intense scenes and sounds attract them. Cartoon violence draws in the children of that age. It is seen that preschoolers behave aggressively after watching action and violence on TV.
- During their initial years of schooling, children begin to understand what's shown on the television. They are able to follow the actions of characters and the consequences of the characters' actions. But they tend to think less on what they see, which results in reactions of a superficial nature. If children identify with a villain, they may start enacting his behaviour. They think of emulating that violent hero. Due to overexposure to TV violence they may become

tolerant to real world violence. Studies say that watching horror movies is sometimes an attempt by children to get over their own phobias.

- When adolescent, they start watching television independently. At that age, they can reason everything they see but they are not mentally involved. They start idealizing someone and are tempted to act like him. They start believing that whatever is shown on TV is real. If they are exposed to suicides and crime they may try to imitate those kinds of behaviour.

Children's minds are not mature enough to understand the context of the violence they watch on television. Take an example of a psychic villain or a murderer who constantly bears a feeling of guilt about his acts. In the first scenario, a child does not perceive the psychological disorder that has made him a villain. In the second case, a child fails to understand how empty a murderer's life is. Thus they are unable to comprehend the causes and effects of evil behaviour. They do not understand the nuances of the scenes on television. They wrongly interpret the wrongdoer and go the wrong way.

Primarily, children become insensitive to others' pain. They may become numb on watching something terribly violent. Secondly, children feel that people around them are all of a violent nature. They think the world around them is similar to what is portrayed on TV. Due to this, they fear people. They speculate something ill happening to them. They feel the possibility of frightening incidents taking place in their lives. Influenced by the violence shown on TV, they may tend to harm others. They might become over-aggressive and rebellious. They can disobey rules. They may become impatient and refuse to wait for things, they then leave work unfinished thus do not perform well in school. Television violence can impact children in two distinct ways. Either they develop immunity towards cruelty or an extreme fear of living in a dangerous society grips them.

Television shows portraying the 'positive' are almost history. Scenes of TV stories are no more depictions of only the good. Today's wrestling shows, violent movies and intense emotions expressed on TV, are bound to leave a long-lasting impact on television viewers. Children have to face the after effects of television violence. Today's children are the future of our society and it's important that they stay away

from violence. Violence might make children timid and pessimistic. It may instil evil feelings in their minds. Television violence creates a wrong picture of society in the young minds. They make suicidal attempts or may even take to murders. Youth takes to committing crime leading to youth violence. These harmful effects of television violence need to be curbed.

Parents have an important role to play in preventing their kids from watching the violence that is showcased on television. Kids should be encouraged to watch children's programs. Parent must use their discretionary powers to decide which programs their children should watch and which ones they should not. Early exposure to violence on TV leads to abnormalities in children's behaviour. Parents are advised to pay attention to the programs their kids watch and restrict the time for which their kids can watch TV. They are advised to contact other parents and collectively implement rules for television watching. Parents need to reject violence in front of their children. They should explain their kids the reality behind the scenes. It's necessary to call the 'wrong' wrong when television violence is perpetually projecting it as 'right'.

2.7: Violent cartoons' effects on children's behaviour

According to Krieg (1995) "violence is a learned behaviour and therefore children need to see violence in order to become violent themselves". If a child is viewing their favourite character hitting, kicking, and beating up the "bad guys", a child will learn these behaviours too. Benham (2001) discussed that because most of these cartoons do not show a penalty for these behaviours and in a sense glorify violence; children think that this is an acceptable form of problem solving.

Children watch almost every type of cartoon whether they are exploring or violent. Maybe they don't know whatever they are watching is affecting their behaviour and personality. If a child is watching cartoons like Ben 10, Tom and Jerry, Popeye the sailor man, swat cats, power rangers, marvel avengers which are highly violent cartoons, then this can impart violence in the children because they get so much involved in watching cartoons that they forget about their surroundings. Watching violent cartoons frequently might cause high level of aggression in children.

Television is what attracts the children most, and shapes their behaviours. Usually most of the shows that children from the age 6 months till 3 years watch are cartoons, and that is why parents should be totally aware of the type of the cartoons their children are watching. Unfortunately, some of the cartoon movies and episodes have violent figures, but parents do not always look for the violent cartoons as bad thing. In fact, violent cartoons have a huge negative effect on the children's personalities and behaviours, and in some cases they put the children's lives in to risk.

Violent cartoons affect children's behaviour negatively, as the children watch the cartoons on the television and they see material that is not appropriate for their age. The Children who watch violent cartoons on television are more likely to have mental and emotional problems, and unexpectedly the risk of a physical problem increases. In year 2000, a report on teenager violence, the U.S. Surgeon General David Satcher stated that children behave more aggressively, because they frequently watch cartoons that contain violence in it. Research states that children spend thirteen thousand hours (13000) at school from the time they start going to it till they graduate, and they spend nearly eighteen thousand hours (18000) watching television from the time they start school till they graduate. Comparing the two numbers of hours shows how the children spend a lot of time watching television, which make the parents must pay more attention for what their children watching, so that it do not negatively affect the children's emotions and their sense to feel pain.

There are four major effects have been proven by psychological research caused by children seeing violence on television are that the child may become less sensitive to the pain and suffering of others; children who watch violence do not fear violence nor are they bothered by violence in general, they may become more fearful of the world around them; and they may be more likely to behave in aggressive or harmful ways toward others (National Institute of Mental Health, 1982; Singer & Singer, 1984, 1986; Singer, Singer, & Rapaczynski, 1984; Rule & Ferguson, 1986; Simon, 1989). Watching violent cartoons regularly leads the children to consider violence response to the stress and anger.

Children have imaginative play, which is very important for their characters' development. Unfortunately, research proves that watching violent cartoons decrease the imaginative play for the children, and increase the imitative play in which the child imitates the violent and aggressive actions observed in cartoons. In their play, children imitate those characters reinforced for their aggressive behaviour and rehearse the characters' scripts without creative or reflective thought. Children who repeatedly observe violent or aggressive problem-solving behaviour in the media tend to rehearse what they see in their play and imitate those behaviours in real-life encounters (Huesmann, 1986; Rule & Ferguson, 1986; Eron & Huesmann, 1987).

There are some ways to protect our children from violent cartoons' harm. The FCC has to show non-violent cartoons during the hours children are likely to watch television. The FCC also has to mention on the television screen for the parents before running any violent cartoon, that this cartoon will include violent figures. They can develop a printed parental guidance rating system for the cartoons and their time, similar to that established for movies, so that parents can control when their children will watch television. There is also a very big duty on the teachers, as they have to assist children in developing their skills in a non-violent way, and to develop the children's creativity and imaginative play.

2.8: Theoretical Framework

2.8.1: Cultivation theory

Cultivation theory was developed by George Gerbner and Larry Gross of the University of the Pennsylvania. They were concerned with the television programming particularly violent content shown on the television. They wanted to track the change which television is causing in the attitude and behaviour of American public.

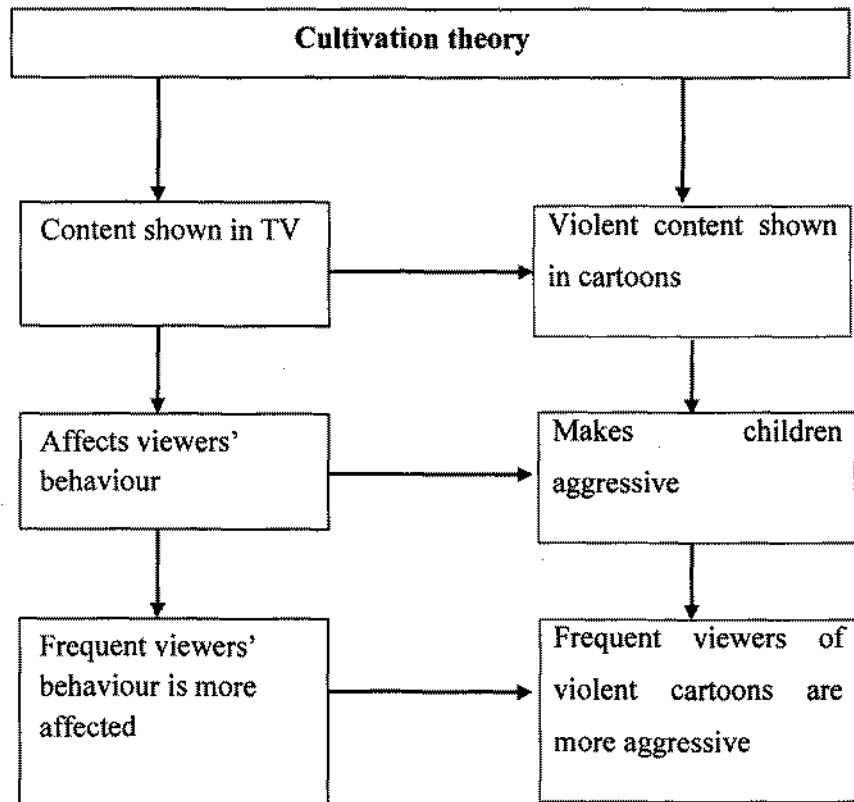
Heavy viewers of TV are thought to be 'cultivating' attitudes that seem to believe that the world created by television is an accurate depiction of the real world. The theory suggests that prolonged watching of television can tend to induce a certain paradigm about violence in the world. Theorists break down the effects of cultivation into two distinct levels: first order that is a general belief about the world, and second order which are specific attitudes, such as a hatred or reverence for law and order, etc.

The theory suggests that this cultivation of attitudes is based upon attitudes already present in our society and that the media take those attitudes which are already present and re-present them bundled in a different packaging to their audiences.

One of the main tenets of the theory is that television and media cultivate the status that, they do not challenge it. Many times the viewer is unaware of the extent to which they absorb media, many times viewing themselves as moderate viewers when, in fact, they are heavy viewers. The theory suggests that television and media possess a small but significant influence on the attitudes and beliefs of society about society. Those who absorb more media are those we are more influenced. Theorists of this persuasion are best known for their study of television violence, a hotly debated, and beaten to death topic.

However, there are many studies that expand beyond the study of violence to cover gender, demographics, cultural representations, political attitudes among many others. The delta between those considered to be light viewers and heavy viewers is called the cultivation differential. This describes the extent to which an attitude on a particular topic is shaped by exposure to television.

Model of Theoretical framework



2.8.2: Explanation of Theory:

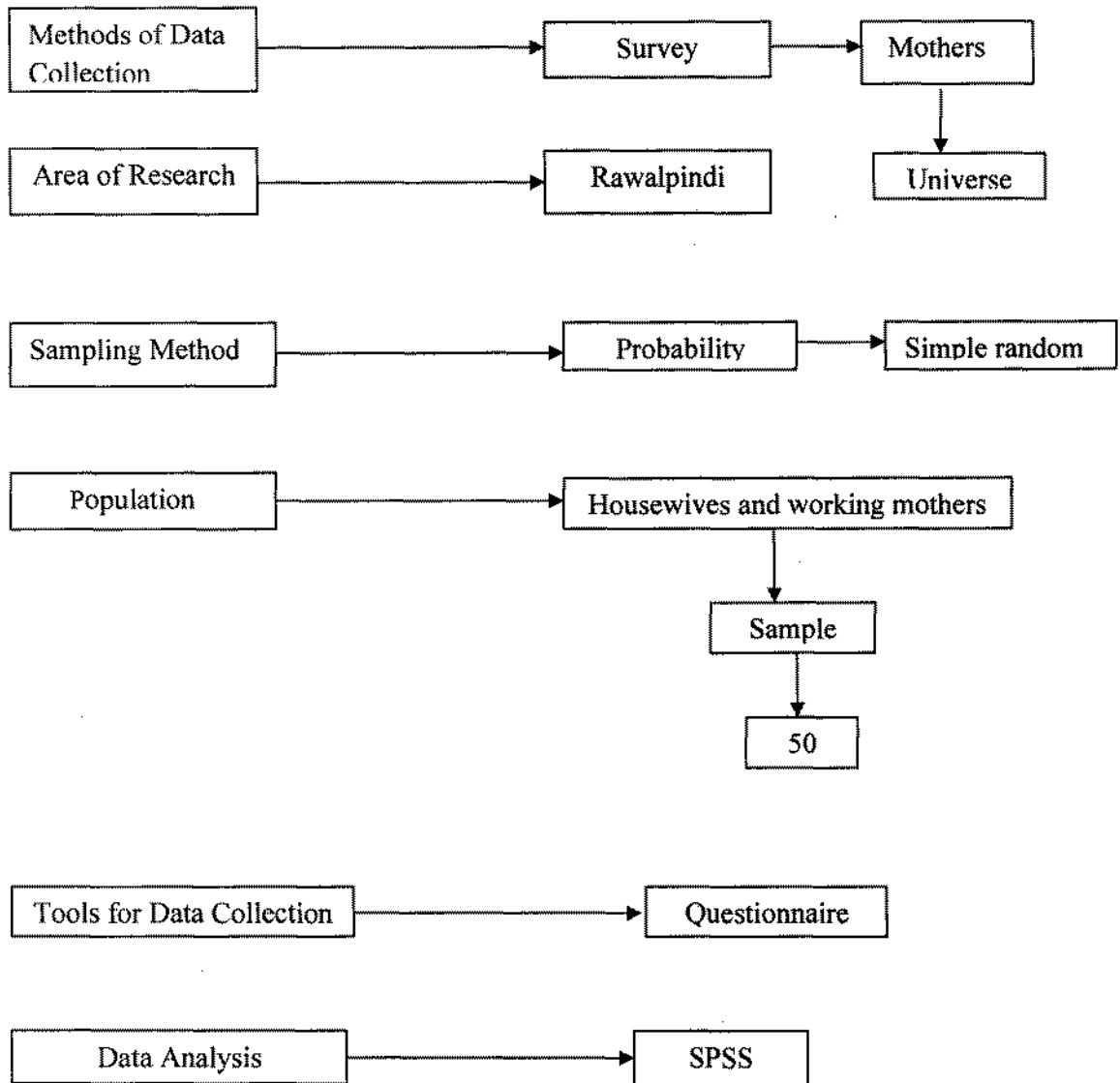
Gerbner's cultivation theory says that television has become the main source of storytelling in today's society. Those who watch four or more hours a day are labelled heavy television viewers and those who view less than four hours per day, according to Gerbner are light viewers. Heavy viewers are exposed to more violence and therefore are affected by the Mean World Syndrome, an idea that the world is worse than it actually is. According to Gerbner the overuse of television is creating a homogeneous and fearful populace.

2.8.3: Linked with aggression in children

Children watch almost every kind of cartoons whether they are exploring or violent. May be they don't know what they are watching is affecting their behaviour and personality. If a child is watching cartoons like Ben 10, Tom and Jerry, Oggy and the cockroaches Popeye the Sailor man, justice league, Pokémon, Marvel avengers, Power Puff girls, Dragon Ball z which are highly violent cartoons than this can impact violence in the children because they get so much involved in watching cartoons that they forget about their surroundings, watching violent cartoons frequently might cause high level of aggression in children.

CHAPTER 3

RESEARCH METHODOLOGY



3.1: Methodology

Methodology is the system of rules, principles and procedure that guide scientific investigation. It is understood that the scientific validity of a research is based on the effectiveness of the methodology. This chapter points to the researcher procedure which the researcher follows to conducting the study (Martin 1999).

3.2: Methods of data collection

In the present research survey method was used for the data collection.

3.3: Research Design

The method of the present research was survey method. A survey is the method of collecting information about a human population. In a survey or indirect contact is made with the units of the study individuals by using systematic methods of measurement such as questionnaire (Barnett 1998).

3.4: Universe

Area in which we conduct research is known as universe. The area of present study was Rawalpindi.

3.5: Population

A population is all the organisms that both belong to the species and live in the same geographical area (Daniel 2007). In my study housewives and working mothers were the population.

3.6: Sample

The sample of the present study was consisted of 50 mothers from the area Rawalpindi. All of the mothers had basic education with at least one child between the age of (3) three and (20) twenty.

3.7: Data Collection Tools

Data collection tools are used for collecting data from the respondents. In the present study, questionnaire was used for the data collection from respondents.

3.8: Questionnaire

A questionnaire is a mean of eliciting the feelings, believes, experiences, perceptions or attitudes of some sample of individuals. As a data collecting instrument it could be structured or unstructured. The researcher used the structured questionnaire for the study.

3.9: Pretesting

It means testing a tool on a small scale before collection. On the basis of pretesting few questions were added and few were excluded to elicit the correct information. The researcher used the pretesting technique and made some necessary changes in the questionnaire.

3.10: Field Experience

After pre-testing the researcher went to the field for data collection. Researcher spent more than four weeks to collect the data from respondents.

3.11: Coding

Coding scheme is used to convert the qualitative data into quantitative data. Coding means the transformation of data into a form of understandable by computer software. The classification of information is an important step in preparation of data for computer processing with software. In this research it quantitative technique was used that is why coding key used for data analysis. For the option Yes/No 1, 2 codes are available and for the options Agree, Disagree and Uncertain 1, 2, 3 codes are available.

3.12: Tabulation

Tabulation process includes table based on the quantitative data. Tabulation process is used in research analysis for the result of questionnaires. In this study, the researcher used tables, pie charts, and bar diagrams to analyse the data.

3.13: Statistical Presentation and Analysis of Data:

When researcher collects the data, he/she further analyse the data by implementation of coding, tabulation, and statistical methods. Collected data was analysed and tabulated with the help of MS Excel and then that have been presented in the tables and graphics in the report. Through graphs and tables data is become easy to understand.

CHAPTER 4

DATA ANALYSIS AND PRESENTATION

In this chapter researcher focused on the analysis of relevant data collection from the study locale. Since this study is located in quantitative research therefore SPSS was used for the analysis of primary data. The data, then, has been presented in tabular form with graphical representation of data having explanation, description and interpretation with inclusion of literature support. The study was aimed at investigating the “Impact of cartoon violence on children”. The data collected through research instruments and was tabulated, analysed and interpreted in the light of objectives of the study.

Keeping in view the objectivity of the study, the researcher has tried to present the data without incorporating her liking and disliking. In this study, the researcher has made a questionnaire. Results are being presented in the following lines:

4.1: Number of Kids per Family

Sr.No	Number of kids	Frequency	Percentage
1	1-2	56	73.68
2	3-4	10	13.16
	Total	76	100

Table 4.1

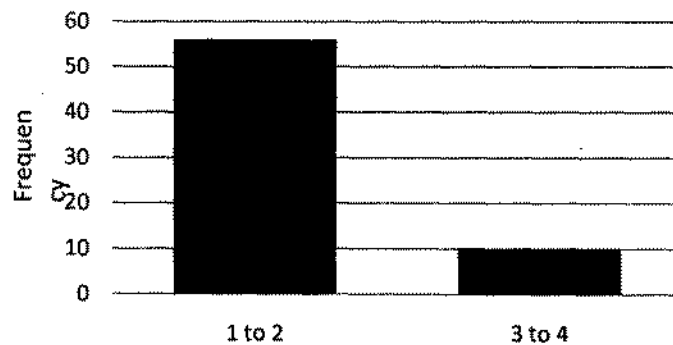
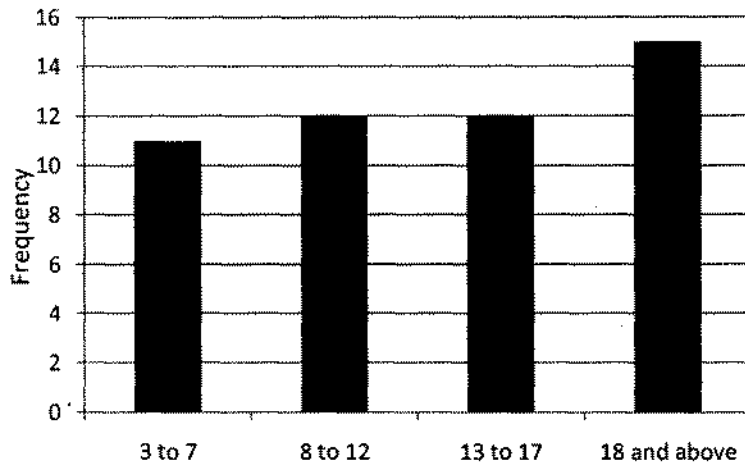


Figure above demonstrates that 73.68 percent of the respondents had one or two children where as only 13.16 percent of the respondents had 3 or more kids. Hence majority of the respondents had 1 to 2 kids.

4.2: Age Group of the Kids of the Respondents

Sr.No	Age group	Frequency	Percentage
1	3-7	11	22.00
2	8-12	12	24.00
3	13-17	12	24.00
4	18 and above	15	30.00
	Total	50	100

Table 4.2



Age group of the children

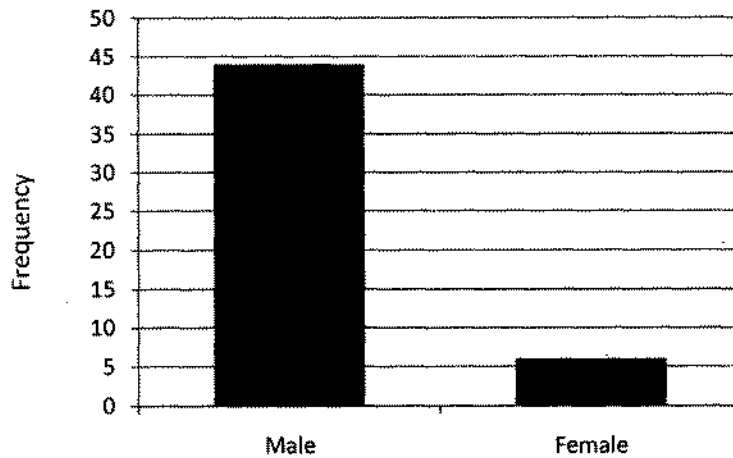
Figure above shows that 22 percent of the kids were aged between 3 and 7 years, where as 24 percent of the kids were aged between 8 and 12 years. 24 percent kids were aged between 13 and 17 years and 30 percent were aged 18 and above. It was almost an equal mix of ages but kids aged above 18 years were slightly more in number.

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4.3: Gender of the Kids

Sr.No	Gender of the kids	Frequency	Percentage
1	Male	44	88.00
2	Female	06	12.00
	Total	50	100

Table 4.3



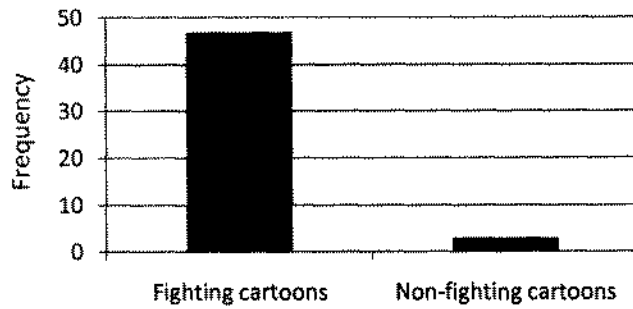
Gender of the kids

Figure above demonstrates the gender of the population. 88 percent were male children where as only 12 percent of the kids were females. Male's population was predominant in this study.

4.4: Type of the Cartoons that Children Like to Watch

Sr.No	Type of the cartoons	Frequency	Percentage
1	Fighting cartoons	47	94.00
2	Non-fighting cartoons	03	06.00
	Total	50	100

Table 4.4



Type of cartoons children like to watch

Figure above shows the number of kids who prefer watching violent cartoons as compared to non violent cartoons. An overwhelming 94 percent of the kids preferred violence over non violent cartoons. Kids preferring non violent cartoons were a paltry 6 percent.

4.5: Favourite Cartoons of the Kids

Sr.No	Kids' favourite cartoons	Genre
1	Tom and jerry	violent
2	Ben Ton	Highly violent
3	Oggy and the cockroaches	Highly violent
4	The avengers	Highly violent
5	Dora the explorer	Non violent
6	Sponge bob square pants	violent
7	Go Diego go	Non violent
8	Power puff girls	Highly violent
9	Pokémon	Highly violent
10	Barbie	Non violent

Table 4.5

Tom and Jerry:

Tom and Jerry is one of the all time hit show in which a cat and a mouse chase each other, play tricks and whack each other with different objects. Although it might be a classic but parents need to understand that this show has a lot of violence. When the character play silly tricks on each other or smash each other with objects this might give a child a feeling that there are no consequences.

Ben Ten:

Ben ten is one of the most watched shows nowadays. The storyline is that Ben while on holidays with his uncle and cousin finds a device called omnitrix. Parents need to be aware that this show does have a lot of violence. It shows a lot of destruction and scenes of fights. This might be too much for the young audience who don't know the difference between the read and fiction.

Oggy and the cockroaches:

The show centres on Oggy, a content, lazy, fat blue cat, who would prefer to spend his days watching television and eating if not for the three roaches in the household: Joey, Dee dee and Marky. The trio seems to enjoy making Oggy's life miserable, which involves mischief ranging from (in most cases) plundering his fridge to such awkward things like hijacking the train Oggy just boarded. It shows a lot of destruction and scenes of fights. This might be too much for the young audience who don't know the difference between the read and fiction.

The avengers:

"The avengers" is a team of superheroes. Their task is capture 74 prisoners who escaped from a prison. The main characters are Captain America, Hulk, iron man Thor and few others. Parents need to understand that this show was originally created for a comic book when they turned it into a cartoon series. It shows a lot more destruction and violence. It's filled with action which mainly leads to destroying the buildings and public property.

Dora the explorer:

Dora the explorer is about 8 year old girl who goes for an adventure every day to help somebody. She also throws a bit of Spanish in each of the episode. This show is a great form of education; it does teach the young viewers the shapes, sizes, letters, numbers and it also teaches a little word of Spanish.

Sponge bob square pants:

Sponge bob is a character that is a sponge, lives under a sea and works for a fast food restaurant. Parents need to understand that this might confuse the children from what is real and what isn't. The show includes violence, sarcastic humour and name calling. This might seem innocent but watching this kind of shows kid might think that it's ok in reality but it isn't.

Go Diego go:

Go Diego go is another cartoon in which the main character Diego who loves the nature and animals. He tries to rescue the animals if they need it and also tries to help them speak English and Spanish. This show explains great ways for why it is important to work together and shows great ways to solve problems and conflicts.

Power puff girls:

Power puff girls are a team of super girls which were created by a scientist and have special powers. This might be appealing and cute to young kids but parents need to be aware that it's very flashing and violent. it goes from innocent to violent in no time. Some characters are also shown to be very evil and the message is portrait that in overall fighting is fun.

Pokémon:

Pokémon is another cartoon which was first created in Japan. The main character Ash travels all over collecting special kind of spirits which have different powers like reading mind, throwing bolt of lightning on others and various others. The character might seem cute and cuddly to kids but parents need to know that the violence in the show is not appropriate for them and also the Pokémon might be treated as pets but by calling them do their battle is wrong. That is why treating your pet or making them

fight with each other is unlawful and considered wrong but if the kids do watch these shows regularly they get the message that it is right for them if they do so.

Barbie:

Barbie is a character in which she is shown to be a pretty princess. Parents might seem to think that this is educational since they mix up the friendship and good always winning but this might cause kids to feel cautious about their appearances and also make them believe in fantasy world. This can be very harmful to kids.

4.6: Time Duration for which the Children Watch Cartoons

Sr.No	Time duration	Frequency	Percentage
1	1-2hrs	21	42.00
2	3-4hrs	29	58.00
	Total	50	100

Table 4.6

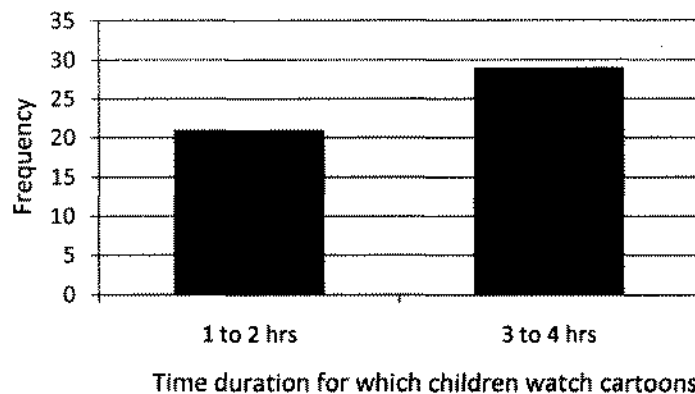
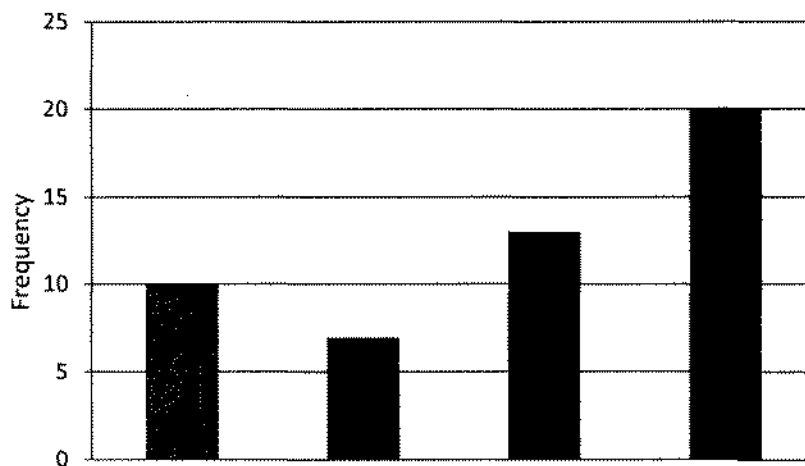


Figure above shows the duration in a day for which the children are exposed to cartoons. 58 percent of the kids watched cartoons for 3 to 4 hours in a day as compared to 42 percent who watched cartoons for 2 hours or less.

4.7: Reasons of Liking a Particular Cartoon Show

Sr.No	Reasons of liking a cartoon show	frequency	percentage
1	The hero of the show their favourite	10	20.00
2	they like the way cartoons dress up	07	14.00
3	They fight with evil	13	26.00
4	They have super powers	20	40.00
	Total	50	100

Table 4.7



Reason of liking a particular cartoon by the kids

Figure above enlists the reasons as to why the children preferred to watch a particular type of cartoon. 40 percent of the kids were awed by the superpowers these cartoons characters had with 26 percent children liking a cartoon as their favourite character was fighting evil. 20 percent watched a show because they liked the hero where as 14 percent watched particular cartoons because they liked the way a cartoon character was dressed up.

4.8: Extent to which the Kids Like Fighting in Cartoons

Sr.No	Extent to which kids like fighting in cartoons	Frequency	Percentage
1	To great extent	40	80.00
2	To some extent	10	20.00
3	Not at all	00	00.00
	Total	50	100

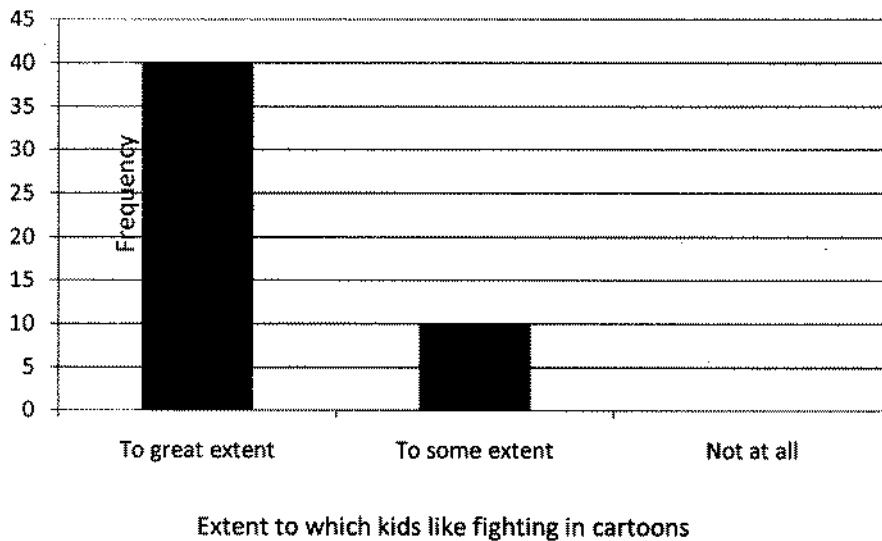
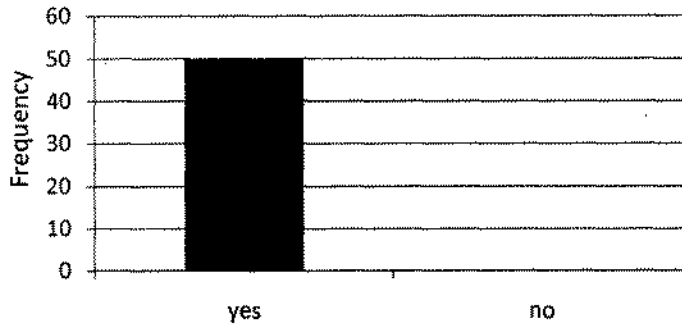


Figure above demonstrates to what extent the children liked violent fighting in their favourite cartoons. 80 percent of the kids liked fighting to a great extent where as 20 percent liked it to some extent. Surprisingly not even a small percentage disliked fighting in their cartoons.

4.9: Kids Adoration of Cartoons Character Fighting with Each Other

Sr.No	Kids adoration of cartoons character fighting	frequency	percentage
1	Yes	50	100.00
2	No	00	00.00
	Total	50	100

Table 4,9



Kid's adoration of cartoon's fighting with each other

Figure above shows the percentage of kids who liked their favourite character fighting with other cartoon characters. Amazingly 100 percent of the population liked the fact that their favourite cartoon character fights with other cartoon characters.

4.10: Wish of Children to Hit their Friends/Sibling the way Cartons Hit Each Other

Sr.No	Wish to hit others	frequency	percentage
1	Yes	41	82.00
2	No	09	18.00
	Total	50	100

Table 4.9

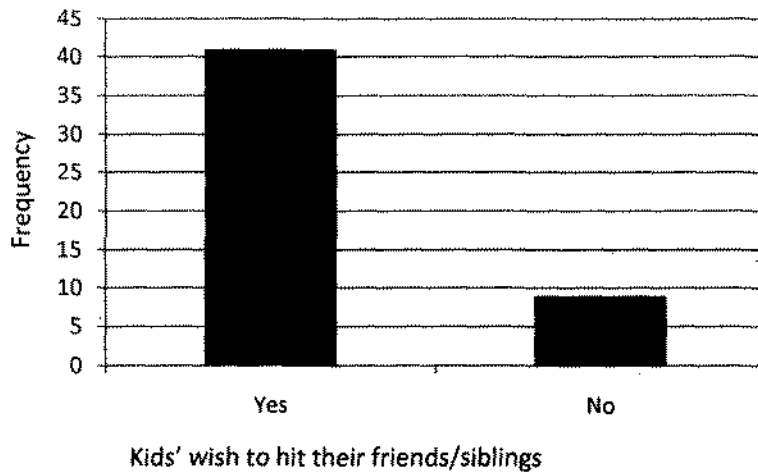


Figure above shows the percentage of children who wish to emulate their favourite cartoon character in hitting other kids. 82 percent of the kids wished to hit other kids just like their favourite cartoon character where as only 18 percent did not wish to be aggressive.

4.11: Parents Accompany while the Kids Watch Cartoons

Sr.No	Parents' accompany	Frequency	Percentage
1	Always	00	00
2	sometimes	50	100.00
3	never	00	00
	Total	50	100

Table 4.11

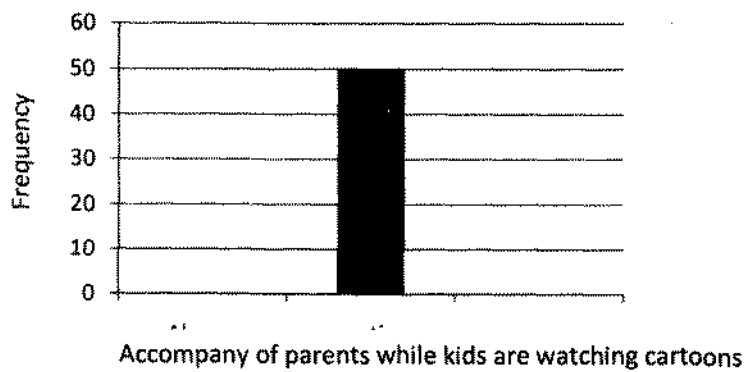


Figure above demonstrates the number of parents who accompanied their kids through their television watching experience. Almost all of the population accompanied their children some of the times.

4.12: Children’s Attempt to Hit their Friend/Siblings the Way Cartoons Hit Each Other

Sr.No	Children’s attempt to hit others	Frequency	Percentage
1	Yes	3	06.00
2	No	47	94.00
	Total	50	100

Table 4.12

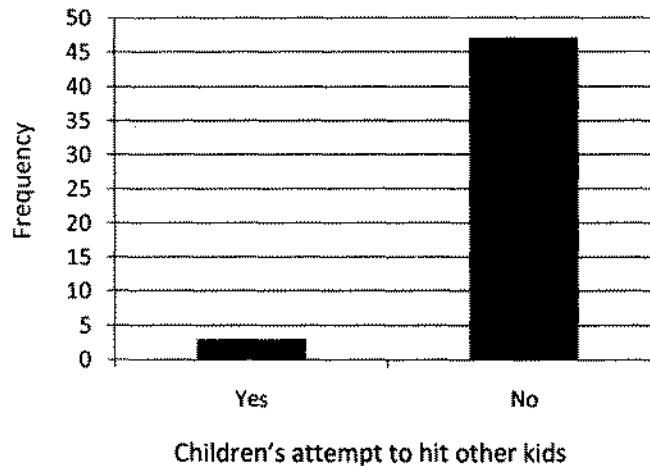
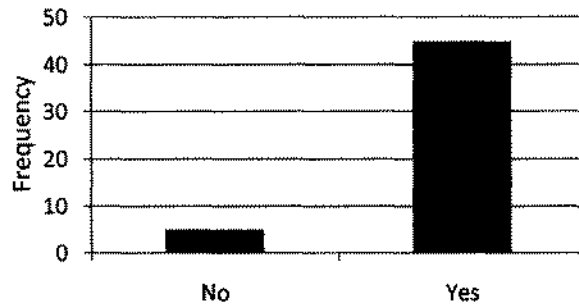


Figure above shows the percentage of kids who have actually hit other kids like their favourite cartoon character. 6% have actually tried to strike their playmates like their favourite cartoons where as 94 percent have not yet tried any such thing.

4.13: Reaction of the Children if they are not Allowed to Watch Cartoons

Sr.No	Kids' reaction	Frequency	Percentage
1	No	05	10.00
2	Yes	45	90.00
	Total	50	100

Table 4.13



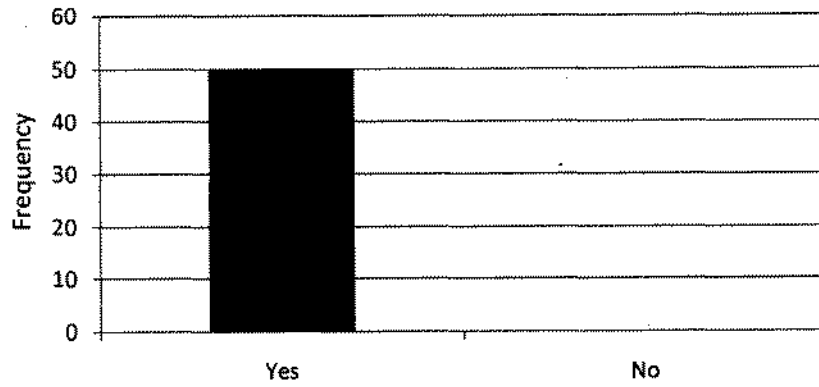
Children's reaction if they are not allowed to watch cartoons

Figure above shows the percentage of children who shout at their family members if they are disturbed while watching their cartoons or if they are not allowed to watch cartoons at all. 90 percent of the kids were found to shout at family members compared to only 10 percent who showed restraint if disturbed.

4.14: Children's Wish to Become a Cartoon Character

Sr.No	Children's wish	Frequency	Percentage
1	Yes	50	100.00
2	No	00	00.00
	Total	50	100

Table 4.14



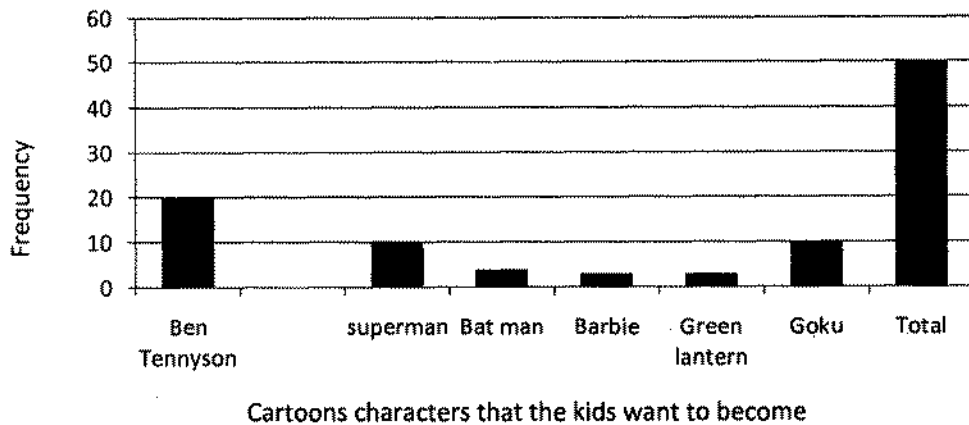
Children's wish to become a cartoon character

Figure above shows the number of kids who want to become their favourite cartoon character. 100 percent of the kids wished to become their favourite cartoon character at one time or another.

4.15: Cartoon Character that the Kids Want to Become

Sr.No	Cartoon characters	Frequency	Percentage	Reason of becoming a specific character
1	Ben Tennyson	20	40.00	He is a brave kid and fights alien and bad people
2	superman	10	20.00	He is a kind hearted hero who saves everybody
3	Bat man	04	08.00	I like his tricks and sharp mindedness
4	Barbie	03	06.00	She's so pretty
5	Green lantern	03	06.00	He has super power ring
6	Goku	10	20.00	He is funny and brave
	Total	50	100	

Table 4.15



Ben Tennyson

He was a normal kid until he found a watch called "Omnitrix", that allows him to turn into alien creatures. Though initially immature and clumsy, he grew as a hero. By the time he was sixteen, he had become a member of plumbers.

Superman

Superman is a fictional character who is a sole survivor of planet krypton. He fights with aliens and all the bad people who try to destroy his metropolitan city on earth.

Batman

Batman is a secret identity of Bruce Wayne. He is a super hero. Witnessing the murder of his parents as a child leads him to train himself physical and intellectual perfection and don a bat theme to fight crime.

Barbie

Barbie is a beautiful fashion doll. Barbie's full name is Barbara Millicent Roberts. In a series of novels published by Random House in the 1960s, her parents' names are given as George and Margaret Roberts from the fictional town of Willows, Wisconsin. In the Random House novels, Barbie attended Willows High School, while in the Generation Girl books, published by Golden Books in 1999, she attended the fictional Manhattan International High School in New York City.

Green Lantern

Green lantern is a super hero from cartoons justice league who has a ring which gives him ultimate power to fight alien and crimes.

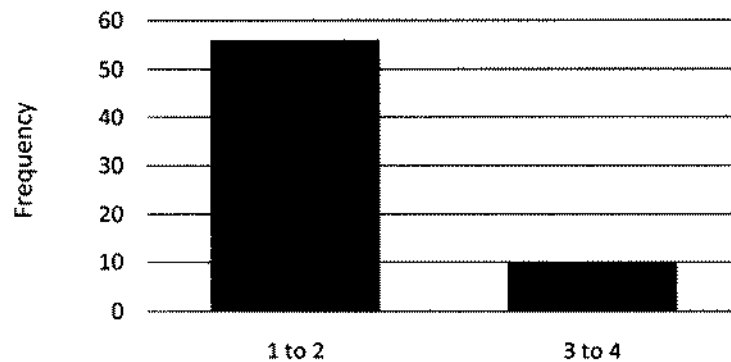
Goku

Better known as simply Goku, is a fictional character and the protagonist of the Dragon Ball manga series written by Akira Toriyama. He is loosely based on Sun Wukong, a main character in the classical Chinese novel Journey to the West.

4.16: Pressure on Parents to Buy Fake Guns and Ammunition by the Kids

Sr.No	Pressure on parents	Frequency	Percentage
1	Yes	50	100.00
2	No	00	00.00
	Total	50	100

Table 4.16



Kids pressure on parents to buy them fake weapons

Figure above shows the number of kids who force their parents to buy them fake weapons to use during their play time. 100 percent of the kids have forced their parents at one time or another to buy them fake weapons.

4.17: Permission of Parents to Buy the Kids Fake Weapons

Sr.No	Parent's permission	Frequency	Percentage
1	Yes	50	100.00
2	No	00	00.00
	Total	50	100

Table 4.17

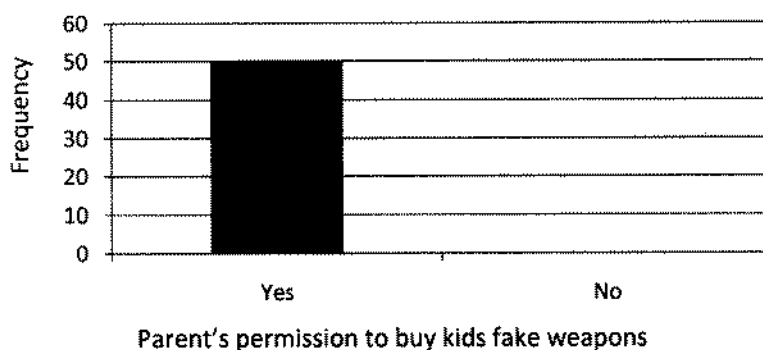
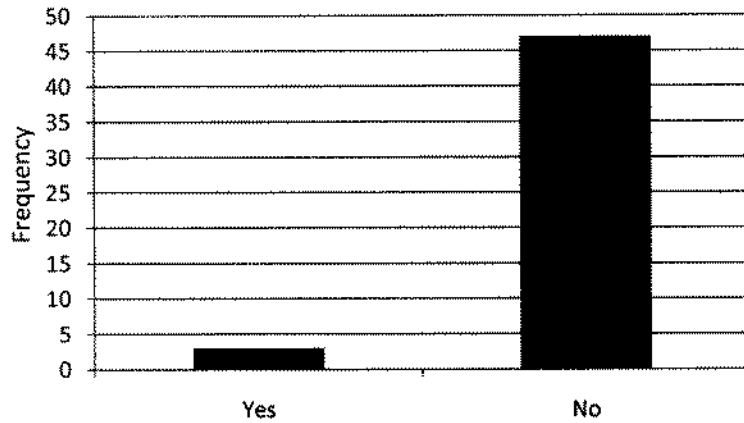


Figure above shows the percentage of parents who surrender to their wards demand for fake weapons. As seen 100 percent of the parents have brought their kids fake weapons at one time or another.

4.18: Children's Attempt to Pretend to Kill their Friends while Playing

Sr.No	Children's attempt to pretend to kill their playmates	Frequency	Percentage
1	Yes	3	06.00
2	No	47	94.00
	Total	50	100

Table 4.18

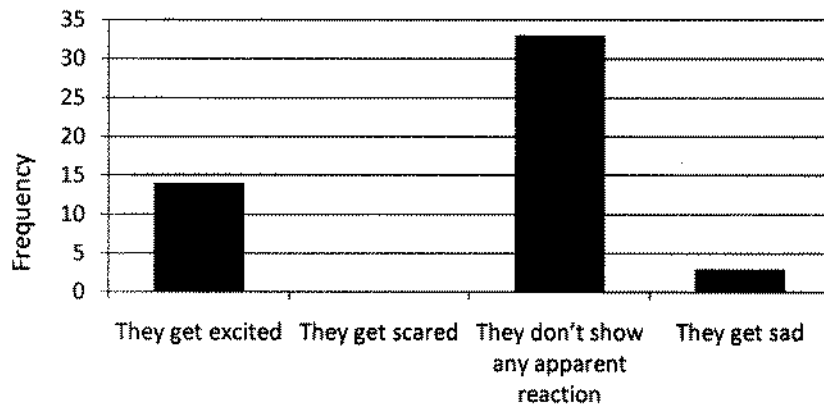


Children's attempt t pretend to kill their playmates

Figure above shows the percentage of kids who pretend to kill their playmates using the fake weapons.94 percent of the kids do not pretend to kill their playmates compared to only 6 percent who pretend to do this.

4.19: Kids' Reaction After Watching their Super Hero Beating up the Villain

Sr.No	Reaction of the kids	Frequency	Percentage
1	They get excited	14	28.00
2	They get scared	00	00.00
3	They don't show any apparent reaction	33	66.00
4	They get sad	03	06.00
	Total	50	100



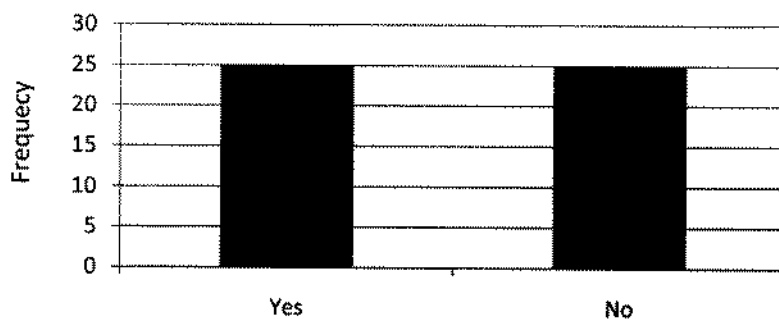
Reaction of the kids after watching their super hero beating up the villain

Figure above shows different reactions of the children when they see their favourite super hero beat up the villain. 66 percent of the kids did not show any reaction followed by 28 percent who showed signs of excitement and euphoria. Only 6 percent got sad where as none of the kids was scared to see his favourite hero beat up the villains.

4.20: Parents Permission to the Kids to Watch Violent Cartoons

Sr.No	Parents' permission	Frequency	Percentage
1	Yes	25	50.00
2	No	25	50.00
	Total	50	100

Table 4.20



Parents' permission to their kids to watch violent cartoons

Figure above shows the percentage of parents who think letting their kids watch violent cartoons is fine. The result was a perfect split with 50 percent thinking it is fine as compared to 50 percent who thought it was not fine.

4.21: Parents' Awareness about the Negative Impact of Violent Cartoons

Sr.No	Parents' awareness	Frequency	Percentage
1	No	10	20.00
2	Yes	40	80.00
	Total	50	100

Table 4.21

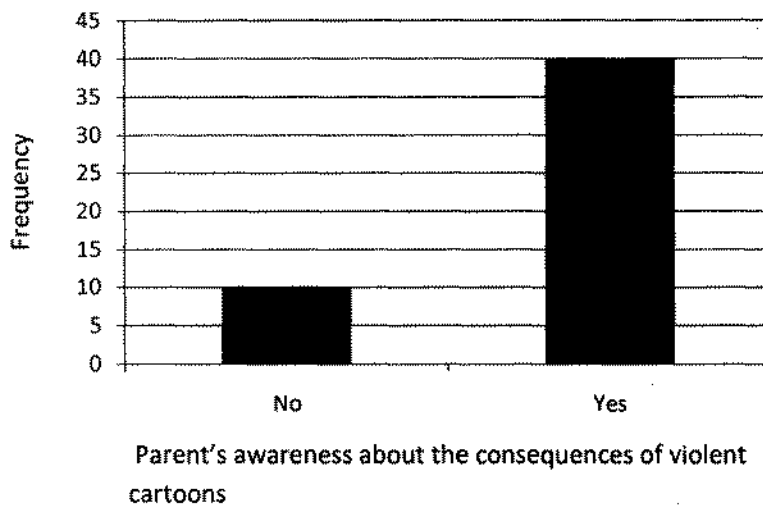
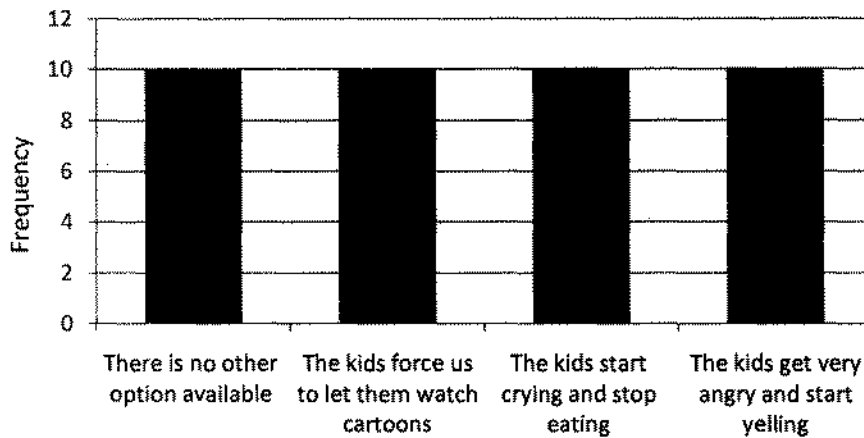


Figure above demonstrates the percentage of parents who were aware that letting their kids watch violent cartoons is dangerous. 80 percent of the parents are aware of the dangers associated with letting their kids watch violent cartoons as compared to 20 percent who were not aware.

4.22: Reason Given by Parents to Allow their Kids to Watch Violent Cartoons

Sr.No	Reason given by the parents	frequency	percentage
1	There is no other option available	10	25.00
2	The kids force us to let them watch cartoons	10	25.00
3	The kids start crying and stop eating	10	25.00
4	The kids get very angry and start yelling	10	25.00
	Total	40	100

Table 4.22



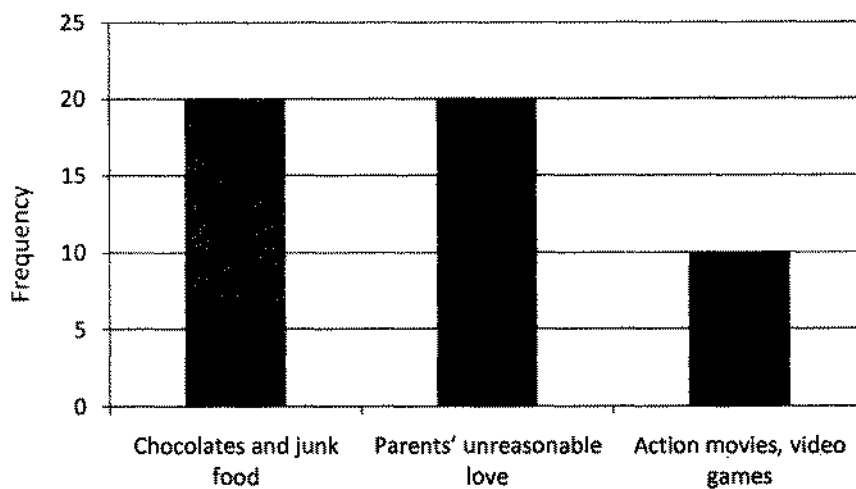
Reasons given by parents to let children watch violent cartoons

Figure above shows that 25% of the mothers thought that they had no other option available than to let their children watch violent cartoons. 25% of the mothers said that their kids forced them for watching the cartoons. 25% of the mothers said that their children started crying and stopped eating if they were banned from watching the cartoons and 25% of the mothers said that their kids yelled at them if they were banned from watching the cartoons.

4.23: Factors Initiating Aggression Among Kids According to their Parents

Sr.No	Factors initiating aggression among kids	frequency	percentage
1	Chocolates and junk food	20	40.00
2	Parents' unreasonable love	20	40.00
3	Action movies, video games	10	20.00
	Total	50	100

Table 4.23



Factors initiating aggression among kids

Figure above shows that 20 % of the mothers thought that action movies and video games could make children aggressive whereas 40% of the mothers thought that parents' unreasonable love could make children aggressive. Whereas 20% of the mothers thought that chocolates and junk food could make children aggressive. So it shows that there was a majority of the mothers who didn't know the actual reason of the aggressive behaviour of the children.

CHAPTER 5

MAJOR FINDINGS

- The data collected from the mothers of the children showed that 80% of the children liked fighting in cartoons to great extent and their behavior were found more aggressive whereas the rest 20% of the children liked fighting in cartoons to some extent.
- According to the data collected from the mothers of the children, 82% of children wished to hit their friends or sibling the way cartoons hit each other which showed their aggressive behavior adopted from the cartoons whereas 18% of the children did not want wished to hit their friends or siblings the way cartoons hit each other.
- According to the data collected from the mothers of the children, none of the parents ever refused to buy their kids the fake weapons they asked for. 94% of the kids pretended to kill their fellow beings during playing and only 6% of kids did not pretend to kill their fellow being during playing.
- According to the data, 20% of the mothers did not know that letting their kids watch violent cartoons could be dangerous whereas 80% of the mothers knew that letting their kids watch violent cartoons could be dangerous and yet they let them watch their kids the violent cartoons.
- According to the data, 40% of the mothers thought that junk food and chocolates could make the kids aggressive. 20% of the mothers thought that fighting games, movies and cartoons could make the kids aggressive. Whereas 40% of the mothers thought that unreasonable love of the parents could make the children aggressive.

CHAPTER 6

SUMMARY AND CONCLUSIONS

6.1: conclusion

Naturally, children get easily confused when they watch a superhero beating up the other characters. Therefore recognizing and taking a practical position against televised violence becomes the most important responsibility for all those concerned in the care and development of the young children.

Parents, teachers and community must toil together to fight with the violence that is prevailing in the society. They must work in collaboration to work in community programs to thwart violence and spread aggressive behavior. They all should work at individual levels to teach acceptable and unacceptable standards.

Children need supervision in learning to resolve problems with verbal rather than physical skill. School need to take television violence very seriously because school is the place where children spend the majority part of their day. In school they interact and they can imitate their superheroes doing violent acts. These violent acts are then transferred in the classroom. School staff should also take steps to directly engage parents and society in open conversations through meetings, newspaper articles, public forums, and blogs etc. Contemplation must be given to animism, fantasy and incapability of the children to separate real from the pretend and imaginary. Young children should be taught that the violence is not the only way to resolve problems. If their parents are not giving them the remote control to watch cartoons, then it simply not means that a child needs to fight or shout to get the remote of the television.

6.2: Suggestions

After a deep study, the researcher found that there is a great need to monitor children while watching cartoons. Cartoon violence is prevailing in our society like a menace. Children are the future nation and violence in children will affect the future of our country.

Children must have their television viewing monitored, supervised and regulated which means that adults have to show responsible behaviour themselves by rebuffing to watch violent programs and cartoons. If they are reluctant to eliminate violent programs in their homes, they must take out time to ask questions to their children to clarify the significance of violence to them and aid them to assess what they are watching.

Parents should not let TV become the central part of their family's life. It is vital that radical steps be taken to curb the cartoon violence and should restrict watching violent cartoons. Parents and teachers can help children in developing appropriate behavior of social interactions.

With the changing family structure in which both parents are working and they have little time for children. In this way it is really hard to monitor each and every activity of children. The best thing parents can do is to set the children timing of watching cartoons. Table talk is the best way of keeping the children out from this fake world. Now it's not possible to control the increasing violence shown by cartoon network, pogo, nick and other channels that are made to provide entertainment for children. The increasing globalization is contributing much in spreading the hidden messages in children programs. But it's the duty of the parents to socializes their children in such a way that they should believe in real heroes and real world.

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QUESTIONNAIRE

Q.No.1: How many children do you have?

- a) 1-2
- b) 3-4
- c) 5-6
- d) 7 and more

Q.No.2: What age group do your children fall in?

- a) 3 – 7
- b) 8 – 12
- c) 13 – 17
- d) 18 and above

Q.No.3: Please specify their gender?

- a) male
- b) Female

Q.No.4: What kind of cartoons do your children like to watch?

- a) Fighting cartoons
- b) Non fighting cartoons

Q.No.5: Name some of the favourite cartoons of your children?

- a)
- b)
- c)
- d)

Q.No.6: For how long do they watch cartoons in a day?

- a) 1 to 2 hrs
- b) 3 to 4 hrs
- c) 5 to 6 hrs
- d) 7 to 8 hrs

Q.No.7: why do your children choose those cartoons as their favourites?

- a) They adore the hero of those cartoons
- b) They admire the fact that he is fighting with evil
- c) The cartoons have super powers
- d) Any other reason?

Please specify

Q.No.8: How much do you think they like action / fighting in cartoons?

- a) To a great extent
- b) To some extent
- c) Not at all

Q.No.9: Do they like the cartoon characters fighting with each other?

- a) Yes
- b) No

Q.No.10: Do they wish to hit their siblings the way cartoons hit each other?

- a) Yes
- b) No

Q.No.11: Do you accompany your children while they are watching cartoons?

- a) Always
- b) Sometimes
- c) Never

Q.No.12: Have they ever hit their siblings or friends trying to copy the cartoons they see?

- a) Yes
- b) No

Q.No.13: Do they shout at their family if they are not allowed to watch their show?

- a) Yes
- b) No

Q.No.14: Do they wish to become a cartoon character of their choice?

- a) Yes
- b) No

Q.No.15: Which character do they wish to be and why?

Q.No.16: Do your children force you to buy them fake guns and ammunition?

- a). Yes
- b) No

Q.No.17: Do you get them fake weapons and ammo?

- a) Yes
- b) No

Why?

Q.No.18: Do they pretend to kill their fellow playmates with fake weapons while playing?

- a) Yes
- b) No

Why?

Q.No.19: How do your kids react when they watch their favourite super hero beating up the villain?

- a) They get
 - b) They don't show any apparent emotion
 - c) They become sad
 - d) They become scared
 - e) Any other
-

Q.No.20: Do you think that letting your kids watch violent cartoons is fine?

- a) Yes
- b) No

Why?

Q.No.21: Are you aware that letting your kids watch violent cartoons can be dangerous?

- a) Yes
- b) No

No.22: If yes then why do you let them watch violent cartoons?

No.23: In your opinion, what is making your kids aggressive?
