

Cartoon Violence, Aggression And Imagination: In-Depth Interview With The Reference Of Two Girls

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Abstract

Children's life without cartoons are impossible. Big eyes, wired smile, unstoppable action and so on, these are enough to attract any kid. Children need someone they can relate to in today's world where everyone is busy achieving their ambitions. Cartoon viewing has an impact on a child's behavior, including their likes and dislikes, walking and talking patterns, and interactions with other children and adults.

This research study is explorative. It mainly focuses on two girls who are heavy viewer of cartoon. Both respondents were interviewed and observed by their parents during covid scenario. For study purpose psychologist is also approached. "Behavior assessment scale for children with reference of aggression" (BASC aggression) test was done. The major findings shown both respondents highly impacted with cartoons. They are very reserve and scared of new people or world.

Keywords: cartoons, behavior, violence, aggression, language

Introduction

With the advent of modern technologies, the number of violent children's programs is growing daily. The majority of the leisure time that kids spent watching digital media. They are even ignorant of how cartoons affect their daily lives. It will be unjustified to discuss cartoons' negative effects on kids. Several studies have demonstrated that cartoons teach kids about their surroundings. From them, they might learn a new language too.

Children make an effort to resemble their preferred cartoon character. They attempt to imitate and reproduce the movements made by their preferred cartoon character. It's also crucial to consider the setting in which kids watch scary or violent cartoons. Without parental supervision, they might have phobias or engage in antisocial behavior. Children are particularly vulnerable because environmental effects affect them more quickly. This is especially true because media and television programs have the power to impact how young people develop, behave, and live their entire lives may be in constructive or destructive". (Abu-Seada, 2019)

According to American Academy of Pediatrics experts, kids who watch violent cartoons are more likely to be haters, bullies, and disobedient. Children are at danger of angry reactions and violent conduct, to name just two of the cartoon's three key consequences that are related to violence against children (Parivan & Islam, 2020). In a study conducted by Ergüney (2017) using interviews with the parents of 16 children aged 3-6, it was discovered that children used the internet on tablets, computers, and mobile phones of their parents in varying intervals of 1-4 hours and they played games, watched cartoons and videos

According to a study by Lillard and Peterson (2011), when 4-year-old children watched a fast-paced television show for just 9 minutes, their executive function was negatively impacted right away. It was stressed that parents should be aware that watching fast-paced television can temporarily or permanently alter a child's executive function.

Review of literature

In a study conducted by Sapsalam (2018) to look into social media awareness and its use at preschool children, it was discovered that many kids were familiar with social media programmes and that they had used them via their parents' smartphones. As a result, YouTube was the most popular and widely used application, and kids used it to view cartoons and videos.

T. Priyambada et al. (2016) studied how cartoons affect kids. The purpose of the current study was to identify the benefits and drawbacks of cartoons for kids. This investigation was carried out in the Gorakhpur, Uttar Pradesh, neighbourhood of Surajkund and Madhopur. 100 parents of children between the ages of 3-6 were chosen for this study. This study

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showed that cartoons have a significant impact on children, and parents are not happy with the benefits cartoons have on their kids.

Baya and Mberia (2014) in their work "The Effect of Television Watching in Shaping Adolescents Sexual Behavior," looked at how television viewing affects adolescents' sexual behaviour. The study concluded that sexual content on television has a "profound real-life effect." The study discovered that because they are drawn to shows with sexual content, adolescents frequently turn to television programming for sexual information rather than their parents or other adults. The paper's conclusion concentrated on the urgent necessity to address how television influences adolescents' sexual conduct by empowering them with critical interpretation and communication skills in multimedia environments.

It was discovered by Adak zdemir and Ramazan (2012) who looked into the impact of cartoons on children's behaviours based on mothers' opinions that both primary and preschool children watched cartoons in sizable amounts, displayed behaviours related to the content of cartoons in varying amounts, and had demands related to cartoons.

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A study on the influence of cartoons on children's behaviour and mental responses was conducted by Habib and Soliman in 2015. This study discovered that watching cartoons could be far more harmful than any other activity. The information contained therein may cause a youngster to become confused about what they encounter in real life, which could lead to them disobeying their parents' instructions. Today's parents spend a considerably less percentage of their time with their kids since they are so preoccupied with their jobs. So, most of this time is spent watching cartoons, and it receives more time and attention.

Z. Lamraoui (2015) A case study on The Negative Impact of Cartoons on Children - An Empirical Study - was investigated in three primary schools in Oum El Bouaghi, Algeria. There were 120 respondents in the study's sample. The primary goal of this essay is to look into how cartoons affect kids between the ages of 5 and 10. The information gathered from the interviews demonstrates that watching cartoons has a significant influence on children's minds, values, and behaviour. Even violent acts, abusive language, pornographic content, and fantastical scenes are frequently depicted in cartoons.

Ravi and Devadas (2013) in their work "Social Impact of Television on Urban Youth in Karnataka-An Empirical Study "social impact of television on urban youth in Karnataka-an empirical study"," attempted to objectively track the social influence of television on urban youth in the Indian state of Karnataka. This study also attempted to evaluate how television viewing affected viewers in nuclear families versus mixed families. The findings of the study highlight the fact that the true impact of television on its viewers depends on its accessibility and reach, the socioeconomic standing of the viewers, and the amount of time spent watching

Kirsh (2006) in his paper "Cartoon violence and aggression in youth evaluated the research on how cartoon violence affects young people's aggressive behaviour. He focuses on (1) a summary of the study on how kids and teenagers perceive violence in cartoons. (2) the impacts of animated violence on aggressive behaviour across development are reviewed; (3) the significance of the existence (or absence) of comic components in animated violence is discussed; and (4) additionally, the potential impact of development is taken into account throughout the review. (5) Finally, a viable strategy for lessening cartoon violence's detrimental effect on children is taken into consideration.

Gökçearsłana (2010) In their article titled "The Effect of Cartoon Movies on Children's Gender Development," examined cartoons where complex gender role models are presented critically and put up some remedies to the issue. Gender discrimination is a social issue that is included in many TV shows that depict people's daily experiences. In this study, it was discovered that young children are exposed to gender portrayals that are inequitable. Some unfavourable visuals that see on screen are actually inputs from real life. Thus, it is advised that producers take a thoughtful approach to this topic in order to help kids make the proper decisions in the future.

Sudha (2011) in her paper investigated what led kids to watch cartoons, what impact they had, and how the sample respondents' behaviour changed as a result. There is a substantial correlation between the respondents' age, gender, siblings, standard, board, medium, and time spent watching television and the change in their behaviour when watching cartoons.

Objectives of the study

To find out that cartoon makes children anti-social

To find out cartoons creates aggressive behavior in children.
To investigate language acquisition through cartoons

Research Methodology

The research is explorative. Two girls age group of six years old were chosen for the study. both respondents are reported heavy viewer of cartoons. As per their parents they are watching cartoons since they were 3 years old. Parents told, during covid 19, their consumption of cartoons has increased enormously. In-depth interview was taken with respondents and their parents too.

For study purpose psychologist is also approached. For measuring children's behavior "Behavior assessment scale for children with reference of aggression" (BASC aggression) is done. BASC is developed by "Reynolds and Kamphus" in 1992. This test generally measures the behaviour and self-perception of children.

Respondents' favorite cartoons were recorded as Elsa from Frozen, Peppa pig, Woolfoo and one Indian animated movie little Krishna. For deeper knowledge pre designed questionnaire is also used for the study.

Analysis and Interpretation

The most popular activity among kids is watching cartoons. Be specific with the study, both girls spend five hours in a day in front of screen. It was found with the latest technology of smart TV's audio command system, both access TV and their favourite program easily without any help. It is also same with mobile phone. Both respondents used parent's smart phones to watch cartoons on YouTube.

Respondent A and B both are single child and live with their parents. As per parents, they could not give proper time to their child because of work load. Parents shared, they never send child outside with any helper, as they can't rely on anyone. Parents shared they use cartoons as babysitter.

Respondent A is the fan of Little Krishana, either she is a girl but considered herself Krishna. At home she uses to take Butter and cream (Makhan and Malai) be to like Krishna. Respondent A' mother told her daughter often called her "Maiya" like little krishna called her mother in cartoon programs. She even frequently asks for Peacock feather and flute to be like Krishna.

Respondent's mother shared, essentially, it looked fine but later it became her habit to act like Krishna. She added it was a challenge to handle her this behaviour.

Respondent A also watch Peepa Pig (a British animated series) and Wolfoo (Vietnamese YouTube animated series). While interviewed with respondent A, it was absorbed, without any help she acquired English language from these two cartoons series. It was found she understand and speaks English very well. As parents use Hindi and English both language in daily life.

It was recorded, Respondent A is very shy in nature and not open up soon. Although, she came closer with kids easily in compare to adult. It was analysed, Respondent's drawing skill are very fine as per her age. She generally draws Krishna and Radha and other sketch beautifully.

During the interview with parents, it was found girl is short tempered and stubborn. During her interview, her perception for world is rude. She is over sensitive and scared to go alone or be in class alone.

Respondent B admires Elsa the frozen princes, as presents reported, their daughter is very choosy about the things, but while watching Elsa series she never denies for anything. Parents told, watching Elsa is her favourite activity. She even does not need any friend if she is watching Elsa cartoon. She often demanded accessories related to Elsa. She dreamt like Elsa too. She thought Elsa is real princess and pretend herself Elsa

While interview, it was recorded, her English language is strong too. She answered most of answers in English. But she is reserved in nature and does not talk a lot.

Respondent's parents shared she never share her things with others. She got annoy if somebody took her things. Her parents told, after school and school work, she spent most of her time in watching cartoons. They are worried about her aggression. They told she sometime pushed other kids without knowing it can be dangerous for them. Both respondents thought beating somebody is a fun game as they watched in cartoon.

To support the study, a psychologist conducted a test named behaviour assessment scale for children with reference of aggression (BASC aggression). A self-report scale called the Aggression Questionnaire (AGQ) was developed to assess four key aspects of aggression (physical aggression, verbal aggression, anger and hostility).

The psychologist found both respondents fell in category of aggressive behaviour. While asking the question hitting someone will be painful or not, they both replied, it will be painful for a small time only. It was found in research, both girls are impulsive with their parents. They showed anger on their parents if things are not done as they like. Verbal aggression is also recorded. They called their mother "Silly" and laughed at them as Peppa (cartoon) does.

They always complained about their friend's behaviour to their parents. As they don't like them but still in classroom, they speak with them too. Both respondents use the sentence "I feel like to beat him/her" or "teach a lesson somebody" if they are not happy with anyone. Low-grade sentences in funny ways are also used by respondents too that may make others upset.

Conclusion

The study discovered that cartoons might have both beneficial and harmful effects on children. Both of the 6-year-old respondents are avid cartoon viewers, and they regularly mimic cartoons.

They spoke as if they were watching a video. Their words were also discovered to be exact replicas of their preferred cartoons. Their combative behaviour is also considered dangerous. According to the respondent's parents, when they are anxious, they push others without considering the consequences. Yet, as they realise that pushing and punching someone can hurt, they realise their error, although occasionally they forget the injury and resume the same behaviour.

Both respondents to the survey came to the same conclusion: they believed in the fantasy world. They believed that the magic they had seen in cartoons was actually true. Also, they can receive magical toys, clothes, stationery, and chocolates like characters did.

The survey also revealed that respondents don't pay attention to their surroundings when viewing their cartoon. Parents believed that it was simple to feed their children foods that they disliked when they watched their favourite cartoon series. Cartoon viewing is beneficial for children, but only in moderation, it is also concluded.

As both respondents are six years old, parents must remain vigilant even when they are busy and screen time should be restricted for young children. They are too tiny to distinguish between reality and imagination.

Hence, it is concluded that both 6-year-old respondents are highly affected with the cartoon shows because of these cartoons their life is also modified.

Limitation of the study

Research is done in the pandemic period of Covid19. Because of safety purposes only two respondents were approached.

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