

## Analyzing The Effect Of Violent Cartoons On Children's Behaviour And Mental State

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### ABSTRACT

**Introduction:** The process of spreading knowledge among children develops by the visual representation of cartoons. This can also get inversely affected due to improper and excessive viewing of irrelevant cartoon characters.

**Aim:** It aims to show the bad impact of violent and irrelevant cartoon characters on the mental condition of the children and also on the thinking capability of them

**Literature review:** The literature review shows the impacts and the descriptive effect of cartoon characters among the behaviours of the children. It also shows the issues and the mitigation of those issues impacting on the mind-set of the infants.

**Methodology:** It makes the collection of primary information from the responders about the situation of the children's behaviour. The total response of 65 was collected from the parent's teachers of the schools conducting the teaching process with the help of cartoon visualization.

**Findings:** Finds all the hypothetical relation of all the collective data and makes statistical analysis.

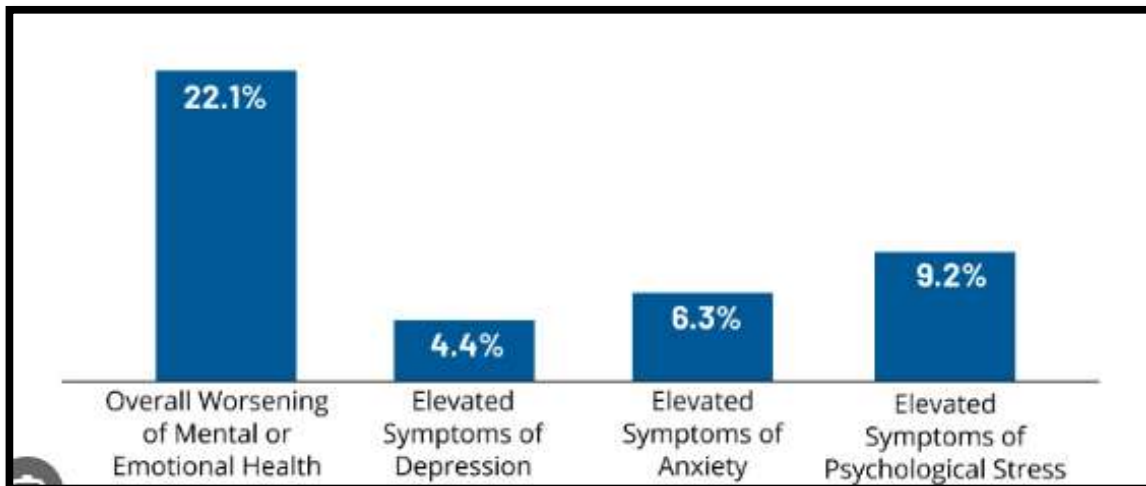
**Discussion:** It Makes the relativity of all the collected information and finds the relation between all the dependent and independent variable.

**Conclusion:** It shows all the impacts on the children's mind set changed by the irrelevant cartoon characters and makes the providing the entire positive implemented factor making the solution of the issues positively.

**Keywords:** *Violent cartoons, Children's Behaviour, Parental control, visual representation, mental stability*

### Introduction

The construction of mental stability is very important for developing the thinking and decision-making capability of the human (Viner et al. 2021). This gets impacted by many factors like the visual reflection of any situation, the experience of daily lifestyle, visual information or knowledge provided by any knowledge-providing medium.



**Figure 1: Factors affecting the mental health of children**

(Source: Kff.org, 2023)

In the above figure 1, it is seen that the mental condition of the children gets majorly influenced by emotions impacting the stability of their mental health. In this, the major portions of the mental stability of the children get impacted by the deterioration of mental and emotional health amounting to 22.1 per cent. This was followed by the symptoms of mental stability creating stress on the children by 9.2 per cent (Kff. org, 2023).

**Aim:** to show the bad impact of violent and bad cartoon characters on the mental condition of the children and also on the thinking capability of them

#### Research objectives

**RO 1:** To describe the concept of spreading knowledge through cartoons among children

**RO 2:** To examine the impact of violent cartoon characters on children's mindset

**RO 3:** To identify some of the issues faced by the children by the bad cartoon characters

**RO 4:** To state some of the mitigation providing necessary implementation over issues created on the mindset of children by the bad cartoons

#### Research questions

**RQ 1:** What are the side effects of watching cartoons?

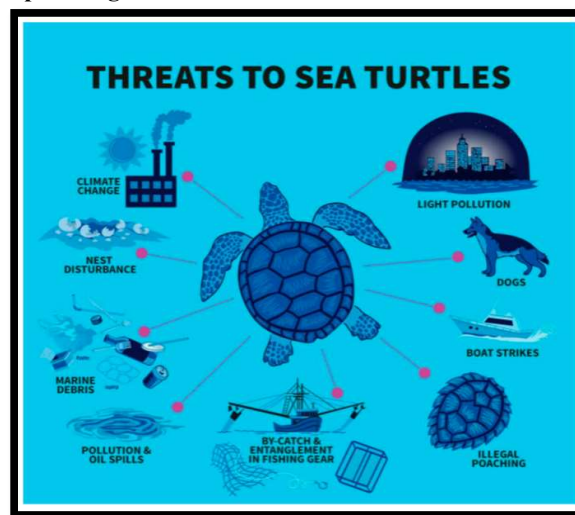
**RQ 2:** How to implement some of the good information from the adults to the children?

**RQ 3:** Why is it necessary to improve the mental condition of the children?

**RQ 4:** How to provide the best elements that provide good knowledgeable information among the children?

#### Literature review

##### Cartoons as a knowledge-spreading medium



**Figure 2: Cartoons as a knowledge-spreading medium**

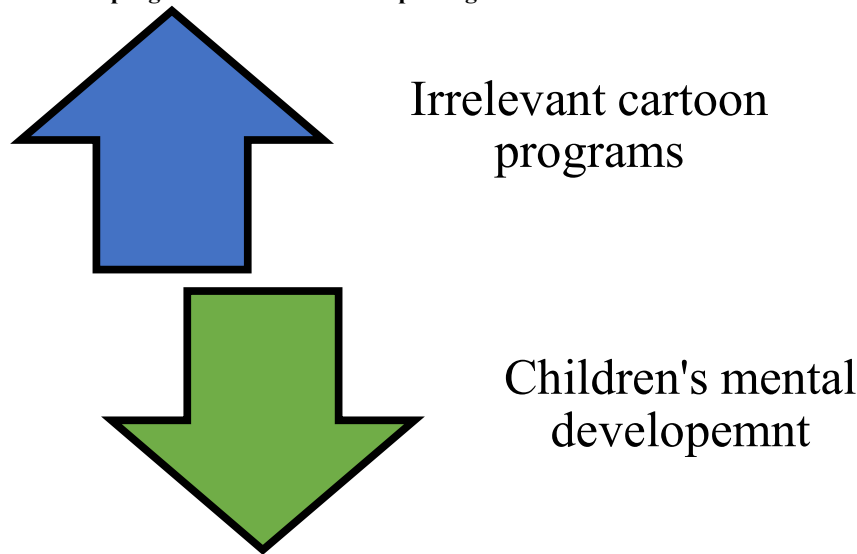
(Source: Influenced by Azhari et al.2019)

As shown in above figure 2, the spreading of knowledge is one of the important and hard tasks to be

performed especially among a large number of people in a short time. In the process of making spreading informative knowledge the representation of the information through cartoon characters can be one of the effective ways of spreading information and attracting humans to the representation. Based on the views of Azhari et al. (2019), visual information impacts directly the brain of the human. This gets reflected in the working lifestyle of humans and in the case of children it is very important to make them learn many systems and procedures of the daily lifestyle.

In the process of spreading information cartoons works as one of the best mediums for spreading knowledgeable information among the children. According to a study, 67% of the information provided to children in infancy is effectively supplied by cartoons (Mdpi, 2023). On the other hand Katz, Nikupeteri & Laitinen, (2020) argued that excessive watching of cartoon shows and programs can deteriorate the decision-making capability of children. It also affects creativity and innovative idea-generating capability among children.

#### **Irrelevant cartoon programs or characters impacting the children's mind-set**



**Figure 3: Irrelevant cartoon programs or characters impacting the children's mindset**

(Source: Influenced by)

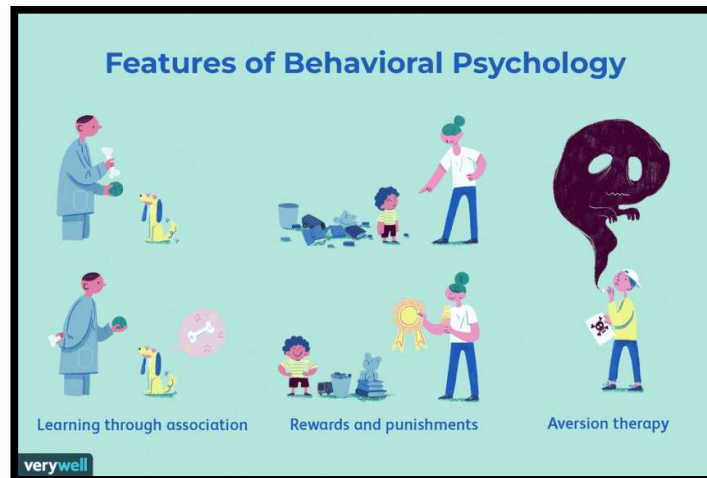
The process of spreading informative knowledge among children through cartoons acts as an effective way of spreading knowledge in a short duration within a large mass. Though the impact of improper knowledge provided through the cartoon characters can make the reverse impact on the positive knowledge provided to the children as represented in Figure 3. Based on the views of O'Sullivan et al. (2021), the quality of the visual representation directly impacts the brain of the viewer. The situation of irrelevant and bad knowledge provided by the cartoons can make the children perform irrelevantly. According to a report 65 per cent of children's aptitude and behaviour gets diverted by the irrelevant information provided by cartoons (Chegg, 2023). On the other hand, Georgiades et al. (2019) argued that the excessive viewing of cartoons providing bad information can also make children perform unethical work. Especially in the case of the growing age of the children this providing of bad information impacts their learning capability of them.

#### **Issues faced by children by neutralized cartoon characters and their mitigations**

The issues of the neutralized cartoon over the mind-set of the children obstruct their mental development of them especially in the infancy period. The continuation of the deterioration in mental development affects the future progress of the children in their academic as well as in their social life. Based on the views of Kabacińska, Prescott & Robillard (2021), behavioural changes in children also get impacted by society. This reverse impact on positive knowledge pulls back the children from getting socially well flourishing and nurturing in the attitude-building capability. On the other hand, Cuzzolin et al. (2020), argued that the providing of the mitigation through the cartoons can make the children physiologically strong. The parents of the children can also apply the process of **Parental control** to the visual content as a filter to provide the best effective knowledge to the children. This also acts as a vital step for making the development of the thinking capability of the children.

#### **Theories**

##### **Behaviourist theory**



**Figure 4: Behaviourist theory**

(Source: Influenced by Cuzzolin et al. 2020)

Behaviourist theory examines behaviours and psychology impact the mindset of humans. This makes the provision of some implementation of some of the physiological therapies improve the mental stability of the children as shown in Figure 4. The examination of the physiological impact of cartoons character on the mindset of children can change their behaviour. Based on the views of House et al. (2020), this impact can construct positive attitudes among children and also can make the introduction of diversified negative aptitudes in the infancy period of their life.

#### Methodology

The methods used in the study make the collection of the data from the primary source of information. This includes the collection of quantitative data from 65 responders after collecting consent letters from the responders. The respondents include the parents and teachers of the children who are engaged in cartoon visualization study process. The collection of the data includes conducting a survey consisting of 13 questions related to the behavioural change of children by the cartoons. The collection of the information is analysed by the use of the SPSS software a statistical tool for creating the relation between the hypotheses. It also consists of making the demographic and descriptive analysis of the collected data. The procedures of the collected data are examined through descriptive analysis consisting of a deductive approach and Interpretivism philosophy (Kothari, 2004). This procedure helps in constructing the relationship between the hypotheses in the hypothesis testing.

#### Findings

##### Finding and analysis

##### Hypothesis testing

##### Hypothesis 1

**H1:** Information or knowledge shown through cartoons can become an effective knowledge provider

**H0:** Information or knowledge shown through cartoons cannot provide effective knowledge provider

##### Hypothesis 2

**H1:** In the growing ages children it is very important to develop the mental condition

**H0:** In the growing ages children it is not very important to develop the mental condition

##### Hypothesis 3

**H1:** Violent cartoons or violent information represented by the cartoons can impact badly on the thinking capability of the children.

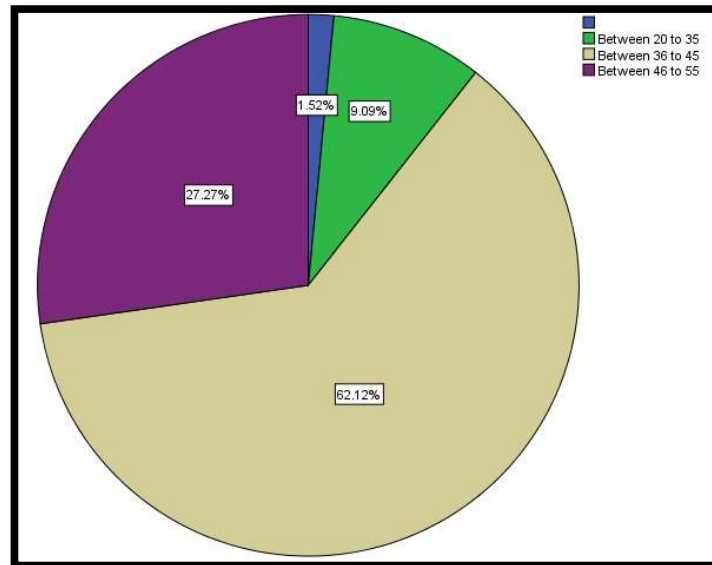
**H0:** Violent cartoons or violent information represented by the cartoons does not impact badly the thinking capability of the children

##### Demographic data

##### Age

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1.5	1.5	1.5
Between 20 to 35	6	9.1	9.1	10.6
Between 36 to 45	41	62.1	62.1	72.7
Between 46 to 55	18	27.3	27.3	100.0
Total	66	100.0	100.0	

**Table 1: Age analysis**  
(Source: SPSS)



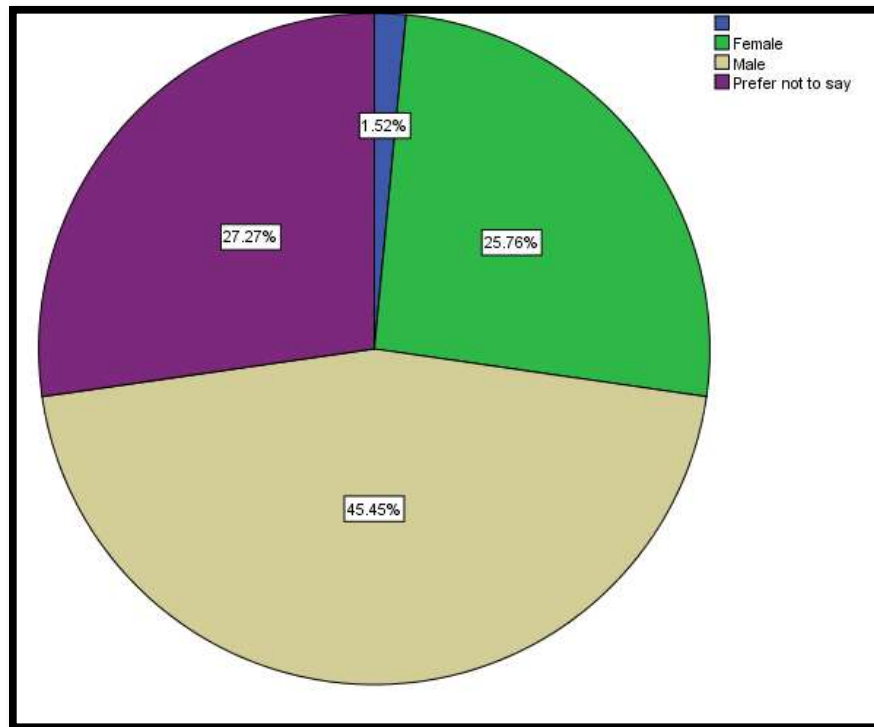
**Figure 4: Age analysis**  
(Source: SPSS)

In the above figure 4 it shows the pie chart presentation of the age analysis of the responders responding the survey. Among 65 total responders, 41 of them were of the age group of 36 to 45 amounting the value of 62.1 per cent. This gets followed by the age group of the responders from 46 to 55 with the number of 18 responders and amounting to 27.3. This reflection of the responders gives the reflection of the view on the topic.

#### Gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	1.5	1.5	1.5
Female	17	25.8	25.8	27.3
Male	30	45.5	45.5	72.7
Prefer not to say	18	27.3	27.3	100.0
Total	66	100.0	100.0	

**Table 2: Gender analysis**  
(Source: SPSS)



**Figure 5: Gender analysis**

(Source: SPSS)

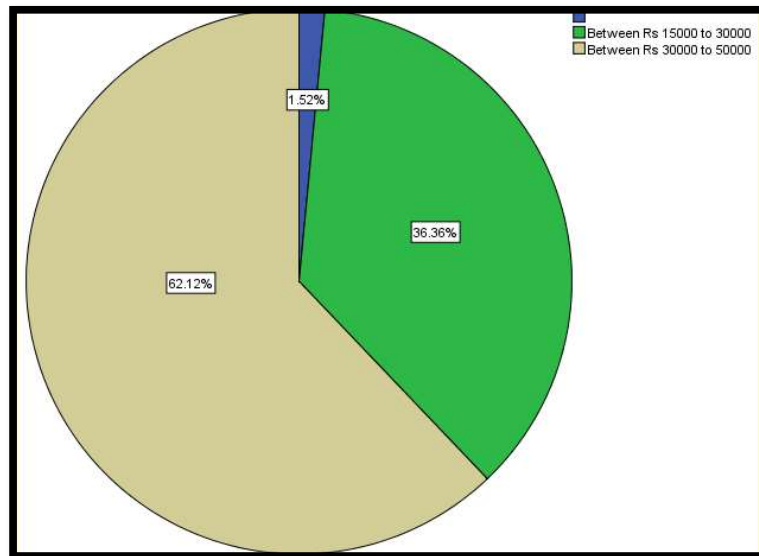
In the above figure 5 it shows the pie chart presentation of the age analysis of the responders responding to the survey. Among 65 total responders 30 of them were of the male gender group amounts the value of 45.5 percent. This gets followed by the gender division of the responders from female genders with number of 17 responders and amounts to 25.8. This reflection of the responders gives the reflection of the view on the topic.

#### Monthly Income

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Between Rs 15000 to 30000	1	1.5	1.5	1.5
Between Rs 30000 to 50000	24	36.4	36.4	37.9
Total	41	62.1	62.1	100.0
	66	100.0	100.0	

**Table 3: Analysis of monthly income**

(Source: SPSS)



**Figure 6: Analysis of income**

(Source: SPSS)

In the above figure 6 it shows the pie chart presentation of the age analysis of the responders responding the survey. Among 65 total responders, 41 of them were of the male earning group Rs 30000 to 50000 amounting a value of 62.1 per cent. This gets followed by the earning division of the responders from Rs 15000 to 30000 with the number of 24 responders and amounts to 36.4. This reflection of the responders gives the reflection of the view on the topic

### Descriptive analysis

#### Hypothesis 1

Model Summary <sup>b</sup>										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.297 <sup>a</sup>	.088	.074	1.17876	.088	6.091	1	63	.016	1.882

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8.463	1	8.463	6.091	.016 <sup>b</sup>
	Residual	87.537	63	1.389		
	Total	96.000	64			

Coefficients <sup>a</sup>					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	5.785	.514		.000
	IV1	.118	.048	.297	.016

**Table 4: Hypothesis 1**

(Source: SPSS)

As pointed in the above table 4 it shows the descriptive analysis of hypothesis 1. In this the value of R and R square shows the amount of .297 and .088. It also shows the value of Durbin Watson to 1.882 with a significance amount of 0.016 which is less than the significance value of 0.5. Therefore it shows a strong relation with Children's behaviour and cartoons.



**Hypothesis 2**

Model Summary <sup>b</sup>										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.500 <sup>a</sup>	.250	.238	1.06883	.250	21.033	1	63	.000	2.258

ANOVA <sup>a</sup>					
Model		Sum of Squares	df	Mean Square	Sig.
1	Regression	24.029	1	24.029	21.033
	Residual	71.971	63	1.142	.000 <sup>b</sup>
	Total	96.000	64		

Coefficients <sup>a</sup>					
Model		Unstandardized Coefficients		Standardized Coefficients	Sig.
		B	Std. Error	Beta	
1	(Constant)	5.039	.448		.000
	IV2	.174	.038	.500	.000

**Table 5: Hypothesis 2**

(Source: SPSS)

As pointed in the above table 5 it shows the descriptive analysis of hypothesis 2. In this the value of R and R square shows the amount of .500 and .250. It also shows the value of Durbin Watson to 2.258 with a significance amount of 0.000 that is less than the significance value of 0.5. Therefore it shows a strong relation with the Children's Behaviour and Children mental Condition.

**Hypothesis 3**

Model Summary <sup>b</sup>										
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.491 <sup>a</sup>	.241	.229	1.07527	.241	20.030	1	63	.000	2.112

ANOVA <sup>a</sup>					
Model		Sum of Squares	df	Mean Square	Sig.
1	Regression	23.159	1	23.159	20.030
	Residual	72.841	63	1.156	.000 <sup>b</sup>
	Total	96.000	64		



Coefficients <sup>a</sup>					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	
1	(Constant)	5.215	.421		12.397
	IV3	.257	.057	.491	4.476
					.000

**Table 6: Hypothesis 3**

(Source: SPSS)

As pointed in the above table 6 it shows the descriptive analysis of hypothesis 2. In this the value of R and R square shows the amount of .491 and .241. It also shows the value of Durbin Watson to 2.112 with a significance amount of 0.000 that is less than the significance value of 0.5. Therefore it shows the strong relation with the Children's Behaviour and Violent Cartoons Characters. .

**Reliability analysis**

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.863	.872	4

**Table 7: Reliability analysis**

(Source: SPSS)

The above table 7 shows the reliability of the entire hypothesis in that Cronbach's alpha value amounts to .863 for all dependent and independent variables.

Descriptive Statistics									
	N	Minimum	Maximum	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
DV	65	4.00	9.00	7.0000	1.22474	-.948	.297	1.430	.586
IV1	65	3.00	14.00	10.3385	3.09373	-.939	.297	.631	.586
IV2	65	3.00	15.00	11.2615	3.51904	-1.156	.297	.528	.586
IV3	65	2.00	10.00	6.9385	2.33771	-.779	.297	-.354	.586
Valid N (listwise)	65								

**Table 8: Descriptive analysis**

(Source: SPSS)

In the above table 8 it shows the descriptive analysis of the hypothesis, which includes the kurtosis value of .586 for all the independent variables. It also shows the skewness value of .297 for all the independent variables.

**Discussion**

The finding makes the examination of all the opinions of the responders responding to the impact of neutralized cartoon characters in the mental health of the children. This includes the making of relativity analysis of the hypothesis and the statistical analysis of the collected data from the survey. These analyses are computed through the SPSS tool for generating relativity. Among all the 65 responders major responders were from the male gender amounting to 30 members and major age groups of the responders were from 36 to 45 amounting to 41 responders. This impactful reflection by their opinions of them provides the identification of best knowledge about the topic. The information or knowledge shown through cartoons can become an effective knowledge provider (House et al.2020). This procedure helps in constructing the relationship between the hypotheses in the hypothesis testing

**Conclusion**

The examination of the irrelevant cartoon character influences the mental situation of the children and makes the collection of all the issues. Additionally, the mitigation of the situation for providing positive decision-making capability also have affect among the children. In the case of constructing the mental stability and the

thinking capability of the children, the best element for making the stability of the children is very important. The children are the future resource of the making so it becomes the foremost duty to provide them positive learning environment and factors

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## Appendices

### Appendix 1

#### Survey link:

[https://docs.google.com/forms/d/e/1FAIpQLSdzI84x-rPPGSF5MS3MmlAdwU65dtrngWG4nGpbUV5q6FNKtw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLSdzI84x-rPPGSF5MS3MmlAdwU65dtrngWG4nGpbUV5q6FNKtw/viewform?usp=sf_link)

1. What is your Gender?
  - Male
  - Female
  - Prefer not to say
2. What is your age?
  - Between 20 to 35
  - Between 36 to 45
  - Between 46 to 55
  - Above 55
3. What is your monthly Income?
  - Below Rs 15000
  - Between Rs 15000 to 30000
  - Between Rs 30000 to 50000
  - Above Rs 50000

#### **DV: Children's Behaviour**

4. Children's behaviour gets affected by the environment around them
5. The maintenance of the behaviour of Children impacts on the future improvement of them

#### **IV 1: Cartoons**

6. Do you agree that the behaviour of the children gets impacted by the cartoon characters?
7. Frequent watching of cartoon characters or cartoon show can make children be entertained
8. Information or knowledge shown through cartoons can become effective knowledge provider

#### **IV 2: Children mental Condition**

9. In the growing ages of children it is very important to develop the mental condition
10. Children's behaviour gets impacted by the mental condition of them
11. The dysfunctioning of the mental stability of the children can make them gets obstructed in the growing ages

#### **IV3: Violent Cartoons Characters**

12. Violent cartoons or violent information represented by the cartoons can impact badly in the thinking capability of the children
13. The information sent by cartoon characters can positively or negatively impact on the thinking capability of the