Analysis Of Cartoon Film Watching On Psycho-Social And Educational Orientation Of The Primary Level Learners

Dr. Muhammad Iqbal[1] , Dr. Mukhtar Ahmed[2] , Dr. Atia Arshad Malik[3] , Zaib Un Nisa[4]

[1]*Assistant Professor, Department of Education, Mohi-ud-Din Islamic University, Nerian Sharif, Azad Jammu & Kashmir Muhammad.iqbal@miu.edu.pk*
[2]*Divisional Director Elementary Education, Gujranwala Division Drmukhtar92@gmail.com*
[3]*Dy Distt Education Officer, Tehsil, Kharian,Gujrat*
[4]*PhD Scholar, Hazara University, KPK, Pakistan (Corresponding Author)*

Abstract

The purpose of this study was to analyse how cartoon film content persuades primary school learners in their psycho-social and educational development. The population of the study was primary school teachers of both private and schools school in Punjab, Pakistan. The random sampling technique was used and the sample size was made from the districts of Sialkot, Dera Ghazi khan, Bahawalpur, and Multan. The research instrument included 12-questions instrument consisted of psycho-social development and 08-questions about the education growth of the respondents. SPSS was used for data analysis and major results perceived that sixty percent (60%) of the primary teachers agreed that primary students' psycho-social development was affected by watching violence-oriented cartoons. A significant gender difference was noted between teachers' perceptions, emotional manners like as fighting habits among primary students are increased, the aggressive emotional manners ($p<0.05$). This study recommended that primary students' parents may be involved in reducing the practice of their children watching violent cartoons.

Keywords: primary school children, cartoon, emotional, manners, educational growth, psychological development

Introduction

Video games, radio, television, and social websites and applications are different media landscapes spread up for the educational growth of children at an early level. These media contents are infesting the world and having a strong impact on children's psycho-social development all around the world. Accession to such content on social websites and other media has become essential and feel an indisputable fact of the prevalence of TV and internet in the modern society (Latif, Abid, et al. 2020). The average watching TV, U- tube videos are in vogue among children and this long-time practice seemed to have a great influence on developing psycho-social and emotional manners(Morgan 2002). Many cartoon films presented on television are based for entertainment purposes. In these cartoon films, the content is based upon violence or they put the children to tasks of fights or heroism. Through these contents, the primary school learners seemed to attain bad voices among them (Sopekan, Alade, et al. 2020). Due to their graphical presentation and musical attractiveness, the children find themselves attracted to these programs due to their visual presentation. They find it their priority to watch cartoons on multimedia such as TV, computers, smartphones, and tablets.

(Ergüney 2017) Carried a study and found that at the age of 3-6 years the common practice found among modern-day parents is to deliver mobile to the kids from 1-4 hours daily for playing games, watching videos & cartoons on the internet(Atabey 2021). Constant watching of these animated films develops psychological changes among learners and they are affected socially and educationally. These contents hold a negative impact on the learners at novice age. Parents give their children these gadgets for education such as word recognition, accent development, word recognition, learning, and information development. Cartoon films seemed to put a lifetime impact on the psycho-social development of the learners(Ergün 2012). Pakistan is a Muslim society having different socio-cultural norms and traditions. The children who watch cartoon films developed by different cultures seemed to have stuck between two cultural constraints and they show their liking and disliking differently which are opposite to their residing culture. This put a horrifying differentiation in their manners in social society and their way of behaving and acting in the social setup. It is due to the influence which they attained from watching the violent-oriented cartoon. This psycho-social apposition relating shaped their living style as they recognize it as their routine practices on daily basis (R.G.T.S.Wijethilaka 2020). It is quite obvious from the above discussion that the children of the primary level in Pakistan are affected by the content presented in cartoon films as it is used as a medium of education and it puts an impact on the psycho-social development of the kids. The major element of the cartoon films which held an influence on the kids is the educational value of the character development. The majority of the children at the primary level watch cartoon films developed in other cultures having different values and cultural norms. Due to this cultural variance, the children at the primary level in Pakistan learn values that do not exist in Muslim society. The required values to be incorporated among these cartoon films must be politeness, religiousness, honesty, discipline, hard work, creativity, independence, and the cultivation of good morals. On contrary, the values incorporated into these neophyte minds are violence, theft, incoherency, acculturation, hate for the Muslim faith, and racism. In Pakistan, cartoon films had been imported products. The process of structuring these films is expensive, quite long, and tiring. Moreover, local characters developed in Pakistan are not attractive and their animation is not liked by the children so they are attracted to the imported ones.

Based on this background the researchers were interested to research the "Analysis of Cartoon Film Watching on Psycho-Social Educational Orientation of the Primary level Learners."

Statement of the Problem

Parents and teachers in Pakistan are facing aggression among kids at an early level and the researchers tried to probe the root cause of this psycho-social change among the learners at the initial level. Major problems in this regard seemed to instill the educational values being imparted to the children in the form of cartoon characters. They seemed to simulate these characters and act accordingly.

Objectives of the Study

The study based its purpose on the formulation of the research problems faced by the learners in Pakistan following objectives of the study were devised as:

1. To evaluate the educational values being incorporated among primary learners due to watching cartoon films.
2. To assess the impact of psycho-social influence on the mental growth of the children at the primary level.

3. To perceive the teacher's orientation about the educational growth of kids in primary schools through the content of cartoon characters.

Research Questions

1) What is the primary teacher's perception about the influence of watching violence-oriented cartoons on primary students' emotional manners?
2) What is the primary teacher's perception about the influence of watching violent-oriented cartoons on primary students' social manners?
3) What is the difference between the perception of male and female primary teachers about the influence of watching violent-oriented cartoons on primary students' social and emotional manners?

Theoretical Basis

Theoretically, this study attains its basic form the insights into the application of cartoon films as a medium of education and provides input in media utilization. Appropriate education according to the age level of the students can be used as an example of instilling the value of character education.

Research Methodology

This study is based on a quantitative research design and survey method. The locality of this study was 80 private primary schools in districts of Punjab (Pakistan). All primary teachers were those who were working in private primary schools. The respondents (Male/Female teachers) were selected randomly to serve the purpose of the study. The systematic random sampling technique was used to attain data from the diffident. Male and female teachers were selected from each district's primary school to retrieve data from them. Overall, 120 teachers were sent a questionnaire and 97 teachers (49 male and 48 female) teachers responded and sent the questionnaire back to the researchers. A research

questionnaire was developed for this research. A 12-questions instrument of emotional manners and 8-questions instrument of social manners was used for data collection.

Review of Related Literature

Cartoon films as put on by critics and researchers can be classified into two sections that are a) films developed on a thin sheet having negative images b) films developed in the form of a play or story infested with live characters and moral endings (Ghilzai, Alam, et al. 2017). Animation of films is also said to be the best form of visual media which acts as an absorbed messenger containing an appeal to sight and insight (Jamil, Tariq, et al. 2016). The above-mentioned discussion makes it clear that cartoon films are work created on graphic media as well as; audiovisual media which contained message affluence with visual communicative symbols which can be demonstrated as lively characters. The films in their types can be deciphered into three main categories: 1) documentary movies and animated films commonly termed cartoon movies 2) Second form of film is a documentary film which is based on real-life situations and illustrations 3) fiction films that are based on fictitious events and used mostly for the entertainment purpose which is beyond human imagination and events mostly are made just for entertainment (Sabahat and Anwar 2017). This research study is mostly concerned with the first type of cartoon movies or animated films. An animated film works on a technique that creates the illusion in the form of a series of images. It works just like a storyboard where images are rotated to form a sequence and queue of events. In the modern age, these animated images are now produced through computer graphics and it is made more attractive to serve their purpose (Rafiq and Zuberi 2018).

It is an indisputable fact that the prevalence of television and the internet fetched our social and cultural values far away from the bounds of

our social norms and values. This change seemed to bring drastic and gross changes in behavior and study patterns. During the 1980s, limited families have televisions and at present (2021) almost every house has a television, android phone, internet facility, and computers. The internet connection availability had made it simple to connect to different cultures easily now, so watching TV is the daily routine of children (Ergün 2012). The individual response that delivers amazing unpleasant behavior to another person, non-verbally or verbally, and communicated or physically expressed behavior is a form of aggression(Singh, Mohanty, et al. 2014).

Assault or murder is like aggression as an acute form of violence. The media-based violent content is the main factor behind the acceptance of violent behavior (Latif et al., 2020). Primary students' behavior is aggressive and they fight each other after watching the violent-oriented cartoon. Recent events or thoughts of people and politics or jokes describe the regard a lot of pictures of storytelling in the cartoon. The cartoon is also used for the media in the learning and teaching process (Mina and Putranti 2015).

According to the finding of Yousaf et al, (2017), primary students were psychologically and physically affected by watching a violent cartoon, and inappropriate words were adopted. Their language and style imitate cartoons. The primary school children's favorite television show is cartoon network, children give attention and more time consuming on watching cartoon programs on television. Primary students watch every type of cartoon, but they have different types of favorite cartoons. Children copy their favorite cartoon series and regularly increased their habit to watch cartoons on a daily base (Mahsud, 2009). The research finding by Raees and Karamat (2016), those primary students especially male students behaviors are affected by cartoon violent content. The violent content of cartoons created aggressive behavior and fake excitement behavior in primary-level students; these behaviors affect the student's mentality and daily routine by watching violent-oriented cartoon affect badly their social and emotional manners.

Results and Analysis

This study questionnaire has two parts; the first 12 items inquired about the primary teachers for emotional manners and the second 08 items asked about the primary teacher's perception of the social manners of primary students in class. Five-point Likert scale was used in this study such as Always (A), often (O), some time (ST), rarely (R), and never (N).

What is the primary teacher's perception about the influence of watching violence-oriented cartoons on primary students' emotional manners?

Table 1 Primary teachers' perception of the influence of watching violence-oriented cartoons on primary students' emotional manners.

No	Statement		A	O	ST	R	N	Mean
01	Not interested to do classroom work	F	30	27	14	7	6	3.90
		%	38.2	33.6	17.3	9.3	7.2	
02	Aggressive behavior increased	F	14	30	15	11	12	3.25
		%	17.2	37.1	18.5	14.2	17.1	
03	Felt sensitive to their things	F	30	23	14	8	9	3.89
		%	37.4	28.4	17.3	9.8	11	

No	Statement							Mean
04	Fantasy increased instead of truth	F	19	24	15	14	13	3.34
		%	10.8	13.2	8.2	9.2	7.1	
05	Quickly become violent	F	22	38	6	16	4	3.78
		%	26.3	45.3	7.8	19.5	4.3	
06	Desired to do work with power	F	17	38	9	14	16	3.67
		%	22.1	48.2	11.6	15.8	5.9	

This table illustrated that primary students were highly affected by watching violent-oriented cartoon content. Majority of the teachers 38.2% responded that they agreed with the opinion that those primary students who always watched violent content-based animated films did not seem interested to do classroom work properly. According to the perception, 37.2% of respondents agreed that most often students' behavior remained aggressive when watching violent-oriented cartoons. 37.4% of respondents agreed that primary students were found fantasizing instead of facing the truth as they kept watching the illusion-based cartoon. 45.3% of respondents agreed that primary students who watched violent-oriented cartoons often quickly become violent. 48.2% percent agreed that primary students who watch violent-oriented cartoons often desired to do work with power.

Table 2: Primary teachers' perception of the influence of watching violence-oriented cartoons on primary student's emotional manners

No	Statement		A	O	ST	R	N	Mean
1	Decrease patient level with friends	f	14	32	12	20	9	3.65
		%	17.2	38.5	14.2	24.1	11.1	
2	Favorite cartoon style imitated by students in the classroom	f	24	25	18	14	5	3.71
		%	29.8	31.2	22.1	17.2	6.00	
3	Fighting habits increased day by day	f	30	38	6	7	3	4.07
		%	36.1	47.2	7.6	8.2	3.5	
4	Negative attitudes increased towards friends	f	17	36	15	8	10	3.67
		%	22.1	44.2	18.2	9.2	13.1	
5	Psychology react increased	f	13	34	18	13	7	3.62
		%	16.1	42.1	23.1	16.1	8.3	
6	Students reduce attention to study	f	19	30	22	8	6	3.65
		%	23.4	37.6	27.1	9.8	7.1	

This table illustrated that primary students emotionally disturb by watching a violent-oriented cartoons. 38.5% of respondents agreed that primary students who watched violent-oriented cartoons often decreased their patience level with friends. 36.1% of respondents agreed that primary students who watched violent-oriented cartoons often make style imitate their favorite cartoon. According to the perception, 31.2% of respondents agreed that often students' fighting habits increased day by day as they watched the violent-oriented cartoon. 47.2% of respondents agreed that primary students often have a negative attitude toward their friends that watch violent-oriented cartoons. 44.2% of respondents agreed that primary students who watch violent-oriented cartoons often increased

psychology react. 37.6% percent agreed that primary students who watch violent-oriented cartoons often reduce their attention to study.

What is the primary teacher's perception about the influence of watching violence-oriented cartoons on primary students' social manners?

Table 3: Primary teachers' perception of the influence of watching violence-oriented cartoons on primary student's social manners

No	Statement		A	O	ST	R	N	Mean
01	The development of social interaction low	F	22	28	26	5	6	3.70
		%	28.2	34.5	32.1	6.1	7.4	
02	Inappropriate words used in class	F	15	38	12	15	5	3.61
		%	18.5	47.2	14.6	18.2	6.2	
03	Very low discussion about their family	F	17	32	17	10	9	3.52
		%	22.4	39.5	21.2	12.4	11.3	
04	Physical hurt to their friends	F	18	35	22	8	3	3.86
		%	22.3	44.1	26	9.4	3.2	

This table illustrated that primary students reduced social interaction by watching the violent-oriented cartoon. 34.5% of respondents agreed that primary students who were watching violent-oriented cartoons often develop low social interaction. According to the perception, 47.2% of respondents agreed that often the student's used inappropriate words in the classroom when watching violent-oriented cartoons. 47.2% of respondents agreed that primary students are lost in animated life and do not discuss their families. 22.3 percent agreed that primary students who watched violent-oriented cartoons often physically hurt their friends.

Table 4: Primary teachers' perception of the influence of watching violent oriented cartoons on primary student's social manners

No	Statement		A	O	ST	R	N	Mean
01	Interaction with friends like cartoons	f	18	42	16	7	2	3.90
		%	22.2	52.1	19.1	8.2	2.3	
02	Student personality affected	f	23	30	18	12	0	3.94
		%	28.5	38.2	25.3	14.2	0	
03	Not proper participating in group activities	f	19	37	21	11	0	3.79
		%	12.5	46.5	26.5	13.5	0	
04	Live alone in break time	f	21	27	14	16	5	3.71
		%	26.2	36.2	19.8	18.2	0	

This table illustrated that primary students reduced social understanding by watching violent animated cartoon films. 52.1% of respondents agreed that primary students who watched cartoon movies often do not like to interact with their fellow learners. According to the perception, 38.5% of respondents agreed that the impact of cartoon movies most often holds a deep impact on the minds of the student's personalities. They are all time engrossed in the characters portrayed to them. 46.5% of respondents agreed that primary student often shows improper participation in group work

activities/projects. They like to live alone and wish to stay in their world and bounds. 36.2% of respondents agreed that primary students who constantly use web-based tv or movies wish to live alone during break time.

Table 5: Perceptions of male and female primary teachers about the influence of animated films on primary student's psycho-social behavior

Gender	N	M	SD	t	df	p
Female	48	54.05	5.804	3.462		
					80	0.18
Male	49	46.87	6.760	3.210		

This table illustrated the different views of male and female primary teachers about the emotional manners of primary students who are watching the violent cartoon. The mean score of female primary teachers (54.5) is higher than the mean score (46.87) primary of male primary school teachers. The p-value (0.18) showed that a significant difference was found between the perception of male and female primary teachers about the emotional manners of primary students who were watching the violent cartoon.

Table 6: The difference between male and female primary teachers regarding the influence of watching violence-oriented cartoons on primary student's emotional manners

Gender	N	M	SD	t	df	p
Female	48	54.05	4.230	758		
					79	0.456
Male	49	46.87	3.342	789		

This table illustrated the different views of male and female primary teachers about the social manners of primary students who are watching the violent cartoon. The mean score of female primary teachers (54.5) is higher than the mean score (46.87) primary of male primary school teachers. The p-value (0.45) shows that a significant difference was found between the perception of male and female primary teachers about the social manners of primary students who are watching violent cartoons.

Findings

It was identified based on the results deduced from the respondents (Teacher's perception) that the learners at a novice age were psycho-socially affected by the content visually shown to them in the form of cartoons as these put a negative impact on their learning and behavior development. They seemed to live in the fantasy inculcated in their brains due to the repetitive use of graphics. They become more idealistic than realists. They dream of themselves as a part of those animated stories and feel absorbed in the situation constantly shown to them while their mental development. They find themselves engrossed in the ideal content of the movies and their real life is absurd and gross due to the aggressive movement of the animated characters. This situation is going to impact their learning and educational nerves which seemed in the light of this study a heavy national as well as;

ideological loss to our youth. This youth seemed to astray from the nationalist path and would in the future development as an individual all lost in the fantasy and dreams of the characters portrayed to them. These characteristics are engraved in their minds and would act as a psycho-social barrier in their incapacitation and estimations as true nationalists.

It was also found that the learners at this age behave and act differently as they were more aggressive in their actions and mental capabilities. They are less practical and dreamier in their actions. These learners were visually impaired and slow in learning. They do not show interest in their educational enterprises and their social behavior with their contemporaries seemed awkward and misleading. They remained emotionally disturbed and less patient than those who do not watch such cartoon animation. Their actions are agile while working and they drop their interests very early when they are given academic tasks during school hours. The majority of them were perceived as shirkers, lazy, and bluffers in their home tasks and projects are given during class hours. The major perspective of such learners who watched animated movies was obvious they do not want to mingle with other colleagues. They have their world and they live in it and feel satisfied with their solitude. If they were asked to mix with other fellows their social and mental behavior was found negative as they hurt or injured their fellow or friend. They have their world and in this world, their fantasy brings them to the characters of their animation which they simulate as real ones.

Conclusions

Media has become a necessity and significant social tradition of the people; it is fulfill the entertainment, education, and information need of society and effecting people in unusual ways. This study is about the effects of cartoon violence on the manners of the primary students in Sialkot

Pakistan. Social scientists growing their interest in exploring the impact of cartoon content on primary-level students. The finding of this study showed that primary teachers' perception of primary students watching violent-oriented cartoons highly affected their social and emotional manners. The majority of the responded perception that primary students increased their aggressive attitude and felt insensitive due to watching violent-oriented cartoons.

The primary students quickly become violent to their friends and physically hurt each other to watch the violent-oriented cartoon. The intolerant behavior of the children enhances the fighting habits among children and enhances fantasy instead of truth after watching the violent-oriented cartoon. Further results of the study indicated that most of the primary students are not willing to do class work and usually talk about cartoons not discuss their family. There is a significant difference between the perception of male and female primary teachers about the influence of watching violence-oriented cartoons on primary students' social and emotional manners. The results of the study show that female primary teachers' perceptions are higher than the male teacher's perceptions about primary children's emotional manners affected by watching violent-oriented cartoons. Violence-oriented cartoon characters put highly social manners effects on primary students and it is apparent that most primary teachers claimed that primary students did. Results found a significant difference between the views of female and male primary teachers about the social manners of the primary students due to watching violence-oriented cartoons. The results showed that female primary teachers' perception regarding the social and emotional manners of primary students as an outcome of watching violent-oriented cartoons is more sympathetic than the primary male teachers' perception while a significant difference was

found between the opinions of female and male primary teachers about emotional and social manners of primary students who watching violence oriented cartoon.

Recommendations

For the betterment of the study, some appropriate recommendations would like to provide by the researcher. Primary teachers make an effort to monitor students' manners that ensure that manners are suitable for their age. Primary students do not always necessarily enjoyment. This study has a limited time, so it is not likely that the researcher solved all related issues to the affected on the social and emotional manners of the primary students. On the base of the research results, pointed out other related fields deserve further research. This study recommended that such emotional and social manners of primary students discuss with parents in parents' meetings. Primary teachers will discuss with parents their children about aggressive behaviors and they are physically fighting with their friends. Primary teachers will involve parents to reduce the habit of watching violence-oriented cartoon timing day by day.

References

1. Atabey, D. (2021). Cartoons: A profound outlook within the scope of children and media. International Journal of Research in Education and Science, 7 (1), 93-111.

2. Ergün, S. (2012). The influence of violent TV cartoons watched by school children in Turkey. Original Article, 134 (9), 134-139.

3. Ergüney, M. (2017). A research on the effects of the internet on preschool children. Ulakbilge Sosyal Bilimler Dergisi , 5 (17), 1917-1938.

4. Ghilzai, S. A., Alam, R., Ahmad, Z., Shaukat, A., & Noor, S. S. (2017). Impact of cartoon programs on children's language and behavior. Insights in Language Society Culture, 2, 104-126.

5. Jamil, S., Tariq, R. H., & Jamil, M. (2016). School type and gender-wise studies of understanding of three-dimensional diagrams among children of 8 years of age. Pakistan Journal of Social Sciences (PJSS), 36(2), 635-640.

6. Latif, F., Abid, S., & Adnan, M. (2020). Media Violence and Siblings' Aggressive Behavior: Parents' Perception in Pakistan. Pakistan Social Sciences Review, 04 (02), 203-217.

7. Mahsud, Nawaz, M., Bakht, R., & Noman, Y. (2009). The Effect of Cartoon Network on the Aggressive Behavior of School Going Children. Global Media Journal, 1-10.

8. Mina, N., & Putranti, S. D. (2015). Designing Cartoon as a Supplementary Material for English Structure Subject. Dinamika Ilmu , 15 (1), 2442-9651.

9. Morgan, J. M. (2002, May 02). The effects of viewing television violence on school children. The effects of viewing television violence on school children. Rowan University.

10. Rafiq, K., & Zuberi, N. A. (2018). Viewing versus listening of stories by Pakistani children from a low socio-economic background–an experimental study of media effects on cognition. Journal of Social

Sciences and Humanities, 57(2), 177-191.

11. R.G.T.S.Wijethilaka. (2020). Effect of cartoons on children. ResearchGate, 1-10.

12. Raees, W., & Karamat, K. (2016). The Effects of Hindi Dubbed Cartoons on the Behavior of Children in Lahore. e-Journal of Arts and Social Sciences, 1 (2), 100-122.

13. Sabahat, S. A., & Anwar, B. (2017). Social Meaning Making of Preschoolers through Animated Videos: A Multimodal Social Semiotic Analysis. NUML Journal of Critical Inquiry, 15(2), 103-XI.

14. Singh, T. B., Mohanty, R., Lalrhiatpuia, & Haobam, M. (2014). Aggression and Violent Behaviour: A Critical Review. Journal of Pharmacy and Biological Sciences, 9 (5), 10-13.

15. Sopekan, S., Alade, O. S., & Uchechukwu, M. (2020). Parents' perceptions of the influence of violent cartoons on primary school pupils' social behaviors. Educational Planning, 27 (02), 41-50.

16. Yousaf, Zahir, Munha, S., & Ali, H. S. (2017). Effects of Cartoon Network on the Behavior of School Going Children. International Research Journal of Interdisciplinary & Multidisciplinary Studies, 104-126.