

Parent Perception: A Study on Child Viewership of Cartoon Channels

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Abstract--- *Cartoon television programs plays a wide role among children viewership. Children were crazy towards cartoon. They opt the same as cartoon character play in role. Cartoon programmes deals both positive as well as negative. To check what type of impact normally influences cartoon among children. We collect the responses of parents whose children view cartoon programs. It is secondary base data means our study is descriptive research. This research is an attempt to measure the attitudes and behaviours of children. The data analysis is done by using exploratory factor analysis. However, the ultimate goal of this study is to bring awareness among parents towards children viewership that how negatively it shifts children's future towards dark. This study also introduces a parental meditation and its importance now a day. The participants of this study are the parents. The present research shows that the cartoon programmes presenting very impractical ways which distract children's mind. These unrealistic programmes sometimes lead children to make unhealthy decisions and cause confusion to take corrective action. The result shown negative aspects but also somehow positive attitude towards cartoon viewership.*

Keywords--- *Perception, Parental meditation, Viewership, Children, Channel Viewership.*

I INTRODUCTION

Cartoon television programme plays a wide role among children viewership. Most of the cartoon series designed for or marketed towards children. Earlier, United States of America is the only country who introduced a cartoon series. In the 19th century, it came to refer to humorous illustrations in magazines and newspapers, and after the early 20th century, it referred to comic strips and animated films. In the 21st century, cartoons could be published on the Internet. [1] The first theatrical cartoon was produced in 1920s to 1960s and the first cartoon to use a soundtrack was in 1926. [2] US dedicated three major commercial networks to children's television are: Nickelodeon launched in 1979 the first children's television channel, [3] Cartoon Network the fastest-growing network launched in 1992, [4] Disney Channel as a premium channel not achieved widespread popularity it launched in 1983. [5] Some other cartoon channels also children attracted towards like Pogo, Hungama and Disney XD. Cartoon television programmes normally broadcast during morning and afternoon when children are awake and also in early evening to allow children to watch after kindergarten or school. [6] Finally, the study reveals that cartoon programmes influences the children's mind, negatively and somehow positively. This study examines that how children's viewership of cartoon channels may affect among them. In this research parental

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mediation play a wide role among children distracting towards negativity. The study implies that what the parent's perception about their children while watching cartoon channels.

Since the 1920 cartoon viewership trend among children as a harmful influence and still strong today. The portrayals of cartoon television violence stances a great risk among children like they opt an aggressive behaviour and etc. As many evidences drawn from research conclusion regarding the present of violence in cartoon telecast. Children much more learn through cartoon role models as their behaviour and attitude. Most of the cartoon scenes include one fourth of violence through which they behave violently with their family members. Across the day highest viewership was reveal in afternoons and evening which ends up the social skill learning or curricular activities. Avoiding a curricular activity and encourages cartoon viewership may introduces obesity problem. It was also researched that cartoon viewership consistently increases on summer breaks.

The most studies highlight the importance of parents in defining the effects of cartoon television content on children's development. Violent contents included may change psychological behaviour among children, even they watch challenged cartoon television programmes without any kind of parental control. Parental mediation is the strategy reduces negative effects of viewing such type of content on cartoon series and controls the children aggression and their attitudes. Parents' involvement is an opportunity to maximise children learning by discussing those materials and follow-up activities that extravagant on what they learned from those programmes.

1.1 Background:

Cartoon is the most prevalent entertainment for children. Every child is crazy about it. They more understand by moving images despite verbally like cartoon television(Kirkorian et al., 2008). Parents also not restricted their children to watch cartoon which leads too much spending in front of television may gave birth of evil seed inside i.e. "ADDICTION"(Jusoff and Sahimi 2009; Sandstig, 2013). Addiction is a seed which fast and totally effects the children's physical as well as psychological behaviour, through which they didn't pay attention on studies (Slotsveet et al., 2008; Jusoff and Sahimi 2009; Cezar and Aleathia 2012; Barandiaran&Samaniego, 2013; Sandstig, 2013). Their behaviour quite surprising and also unexpected while reflect the same in real life as they pursue aggressive behaviour by copycatting from cartoon (Habib and Soliman, 2015). A day later, they get aggressive upon restrictor and consider them as enemy which is totally unacceptable for society. In society learning social skill fully disappear because of only children attracts toward animated world(Qayyum et al., 2013; Sandstig, 2013). When cartoon addiction sprouts on children's brain it came disaster which slowly-slowly finishes childhood. During this they didn't feel discomfort by watching any violent scenes because they totally involved and completely addicted. Children is like sponge they absorb the whole thing whatever the vulgar things they see or hear (Mendoza, 2009; Oyero and Oyesomi 2014; Varma 2015).

1.2 Present Scenario:

Children consider cartoon is the primary source of entertainment. Parents pursues cartoon television programmes is the safest for children to watch alone but the recent situation changed our perception. Due

introduction of advance television and mobile technology with surprising market offers attracts parents and children in varied manner towards television programmes (Dubey, et al. 2016; Kulshreshtha, et al. 2017). As the violence part increases among children through cartoon, parental mediation is the powerful tool to control it. In survey it was proved that how much negative impact through cartoon viewership (Nikken and Jansz 2003; Malfroid 2009). Violence scenes contain in cartoon spoils children's future development (Werner-Wilson et al., 2004; Abanto, 2004; Tonn, 2008; Gökçearsan and Armağan, 2010; Milmine, 2013; Jigsaw, 2014). If discussed another aspect there is many online games become a source which leads children entirely hooked with cartoon, so parents were very much selective in games (Browne & Hamilton-Giachritsis, 2005; Livingstone and Helsper 2008; Kutner et al., 2008; Edgar and Edgar 2008; Lehrer and Petrakos 2011). Every cartoon has a superpower itself, to jump from heights, run fast, fly like bird and even they not injured. By inspiring this type of cartoon characters, they develop an adventure feeling of being like that one of the examples like Shaktiman cartoon, children were very much addicted towards and died by imitating 'Shaktiman' stunts (IANS "How violent toon shows make kids aggressive." THE HINDU, 15 July 2017, 14:20 IST, New Delhi). Then some of them enter into a task oriented online games like recently very popular "Blue Whale" in which children addicted towards task completion and at last they committed suicide (Manish K Pathak "Mumbai teen jumps to death, cops suspect links to 'Blue Whale' challenge." HINDUSTAN TIMES, 31 July 2017, 10:07 IST, Mumbai). So, cartoon television programmes are one of the drawbacks which motivates and attracts "ADDICTION". In present scenario parents with more restrictive measures for selective programmes (Bybee et al., 1982).

II LITERATURE REVIEW

Children were affected by improper material telecasted in cartoon programmes. Most of the children perceive aggressive behaviour by copycatting the way of speaking, fighting as shown in cartoon programmes. Many cartoon programs used aggressive and nonaggressive figures hitting and biting one another due to which children view nonviolent cartoon (Habib and Soliman, 2015). Advertising about products like toys and food products and also television advertisement directly towards children (Haskins, 1999). Advertisement specially targeted on children to create brand preferences as McDonald using cartoon characters like Chota Bheem, Doreamon etc. for success. Many cartoon characters use their faces pops up on school products, umbrellas, shoes and biscuits as well and it also an impact on children in purchase decisions like what, why, how, when, where and how often to buy (Bisht 2013; Jose and Saraswathamma 2014). Huge amount of food product ads is mostly unhealthy due to which children's consumption and choices may affect (Asadollahi and Tanha 2011).

High calories food product's ads are like a promotional tool to attract children for consumption through which it creates the obesity problem. T.V advertisements increases unhealthy eating habits among children during cartoon telecast (Cezar and Aleathia 2012). The excessive watch of cartoon channels for more than four to five hours a day distract the learning attention and creates a poor academic performance and less physical activity, which introduces moreover, weighted than children who watch two hours or less (Barandiaran & Samaniego 2013). Many cartoon serials influence children towards vulgar fashions and they imitate the same style. Vulgarity destroys the social values and totally detach from religion (Qayyum et al., 2013).

Most cartoon programmes especially show sexual violence scenes through which children may know about dating and reality, abuse, relational tendencies (Milmine, 2013). Media is the source which helps children to get information about sex and sexuality (Werner-Wilson et al., 2004). Parents more protecting daughter child from sexual violent scenes than parents of sons (Jigsaw 2014). We also come across that sometimes cartoon programmes are moved as distraction techniques in reducing a child's perceived pain. 'ChhotaBheem' was selected as the distraction during venepuncture. (James et al., 2012). Cartoon characters and FOP (Front-of Pack) influences to buy that products. Cartoon characters are often used to attract children to food products whereas FOP nutrition information is aimed toward parents (Sae Yang 2012).

This FOP symbol would show household calories measure- "nutritional" like trans-fat, sodium and sugar). The aim of the proposed FOP symbol is to not only update about nutrition but also boostup healthier selections and buying (Institute of Medicine, 2011). Parents were worry about children's development and education for building a better future for them even though parents were very selective with playing games like outdoor play, puzzles and restricted television violent, aggressive with sexual scenes and video games (Lehrer and Petrakos 2011).

Cartoon teaches children explicit about different races and also teaches them in what way to interact with other racial groups through which their attitudes and behaviours are changed. When families discussed with children about race, they both have same attitude (Vittrup and Holden 2011). Sex, drugs and profanity act as three additional risk factors whicheffects of violent images in cartoons that lead children to learn bad things (Earles et al., 2002; Zhang et al., 2019). Many cartoon characters designed male and female as role models and sometimes seems as asexual or homosexual (Gökçearsan and Armağan2010).

Most of the cartoon movies shows, transformations between sexes which draw attention. Sometimes they initiate this type of cartoon character's gender discrimination and taking as role model which may affects their future life negatively. It shows also mothers are depicted as powerless on the other side fathers represented as controllable, aggressive, protective (Malfroid 2009). It is also researched that children who were older than 2 years should not watch 1 to 2 hours and children under 2 two years old should not watch any television programs of first 2 years because it is considered as critical period for development of children brain. Many studies have initiated that children who watch heavy cartoon programmes have mostly health problem, violence and poor academic performance (Jusoff and Sahimi 2009). Parents' must watch together and use of active mediation has shown as protecting them from negative media sound effects on children's emotional, psychological and physical health (Nikken and Jansz 2003).

Watching cartoon under the age of seven have mental problem, as they have difficulty to characterised reality from invented. Cartoons are filled with bad language and violence like Ben10, Avatar, Spiderman, Superman, etc. and child's mind is like sponge which absorbs everything as they whatever see and hear, due to which a negative impact may come in child's developing mind. Some of the children told cartoon programmes act as an entertainment while they bored with their homework and learn better through video games (Mendoza, 2003; Oyero and Oyesomi 2014; Varma 2015).

In many cartoon programmes like for construction work Bob the Builder and his crew builds, repairs and renovation which focuses on first identify the problem and with a plan to solve it. Thomas the Tank Engine and his engine friends practices work hard and always cooperative with each other this type of programs shows the team spirit, hard-work, how to solve the problems and on the other hand they negatively prejudiced by on the growth of children's cognitive skills and sometimes numerous real life experience they learnt from the cartoon characters which is unrealistic. The four-year-olds children easily recognized that the televised images represent the real objects while the three-year-olds children may fail to distinguish between televised images and real objects and the infants and toddlers better learn from real-life experiences than from video (Kirkorian et al., 2008). Violence found mostly in children cartoon television programs. To bring out from this dangerous influence children spending their time unproductively (Abanto 2004).

Romantic Disney films somehow attracts romantic perception like it Sleeping Beauty, Snow White, Cinderella etc. The majority of Disney princes save the princess from the villains that increases attention among young children (Tonn 2008). Parents must need to be involved in the selection of games and in playing with their children to keep distance from violent cartoon TV programmes. Parents must spend their time with children while watching cartoon programs. At the age eight children learn many cognitive skills with the help of games including: see order or relationships (Livingstone and Helsper 2008; Kutner et al., 2008; Edgar and Edgar 2008). Many fairy tale cartoon characters have a slim body structure through which children negatively influenced and take limited nutrition meal, dieting and exercising to maintain a body shape as Barbie or Barbie princess. Parents have different attitude towards female child in comparison to male child. Male character shows as intelligent, aggressive, bravery, responsible, stronger, more independent were female character shows as weaker, emotional, sensitive, failure, helpless, complaining and more controlled by others (Thompson and Zerbinos 1995; Achtenberg 2006; Aliyev and Türkmen 2014). The study introduces five controlling methods for children viewership like- limiting watching time, set a special hour, watch only selective programs, move the channels only on unpleasant shows and restricting of viewing certain programs (Bybee et al., 1982).

Majority of the children's studies get affected by watching cartoon television programmes and day-to-day gets many chances to see material that are not appropriate from them. 99% parents believe that media influences children mostly preschool children. It was also found that those children who watch late night programs or movies become habitual of watching their favourite programs and they watch T.V for late hours i.e. 12:00-1:00 am which effects their eyesight. There are some disadvantages of television socially – in some extent it gratifies only the social needs, but does not provide social skills to children means skills those practices real life which allows them communicate effectively with people. Average children love to watch television programs 3 to 4 hours a day which totally reduces learning social skills and playing with others.

The study also revealed that children who watch more television they rank in the top 10% i.e. problem to concentrate, uncertain behaviour, grades become low, problems while sleeping, child become fatty and, thoughtlessness, become stress, health become weak, restless and confused simply and limited time to interacting with family members and also unwanted thoughts coming while studying and force to do undesirable things (Sandstig, 2013).

Untimed viewing cartoon channels were increases concentration problems, poor grades, sleep problems, behaviour problems, obesity and risky behaviour, impulsiveness, stressful life, deteriorate child's health, restlessness and being easily confused and spend less time interacting with family members. The three effects of television violence in learning, in emotions and in impulsive aggression. The study also concluded that there are cultural, social, biological and psychological factors as well" (Slotsveet al., 2008). Usually children like to watch cartoon television "on" during meals. Some violent cartoon shows use swords, rods and guns while playing which spoils the school going children's mind. Cartoons series change children language. Force their parents to buy those clothes or accessories (Manhas and Chib; Yousafet al., 2015). From above review of related studies following factors are identified and considered for study.

In the present era children were very much attracted towards cartoon. Watching very much cartoon programmes create health problems(Jusoff and Sahimi 2009). Unhealthy consumption practises upsurges through great calorie food product's ads during cartoon show which produces the obesity problem (Cezar and Aleathia 2012). Children became fatty as they watch too much cartoon channels for more than 4 to 5 hours a day and not take part in other curricular activities through which children became fatty (Barandiaran&Samaniego2013). Average viewing cartoon television programs (3 to 4 hours) may totally engaged in cartoon and left the playing time (Sandstig, 2013).In our Indian culture we always come across with this term i.e. discrimination in between male and female. Discrimination may accurse when more preference is given to boy child rather than girl child. Most of the cartoon programmes male (father) character shows as clever, violent, courage, liable, tougher, and more self-governing were female (mother) are shown as frailer, sensitive, failure, helpless, complaining and more exact by others. It also illustrated that girls as constrained more than boys. (Thompson and Zerbinos 1995; Achtenberg 2006; Malfroid 2009;Aliyev and Türkmen 2014). Parents more defending daughter child from sexual violent scenes than parents of sons(Jigsaw, 2014).

Children love to play if they have same playing tool used by cartoon characters. They force their parents to buy that equipment use in cartoon television programs like guns, sword and rods during playing games. Children's language also changes by viewing cartoons series (Yousafet al., 2015). Due to violent cartoon programs the minds of children are also spoiling and destroy values. Most of the cartoon programme generate negative thoughts into the children's mind related with the stealing of money, fighting with friends etc. Child's imagination is affected by observing cartoon shows through which they learn negative thoughts and ideas (Manhas and Chib 2015).

Copycatting is a common aspect because adopting both whether a girl child or boy child during cartoon telecast, they start doing the same and also children are enjoying to behave like cartoon.

To maintain a slim body structure like Barbie or Barbie princess in a fairy tale, children take as a role model and starts dieting and exercising (Thompson and Zerbinos 1995; Achtenberg 2006;Malfroid 2009; Aliyev and Türkmen 2014). Children observe aggressive behaviour by copycatting as speaking, fighting revealed in cartoon television programmes (Habib and Soliman, 2015). They not only copycatting the behaviour but language also (Manhas and Chib; Yousafet al., 2015).

Children beliefs and behaviour same for all. They don't know even about what to differentiate and why. Children's propensity towards cartoon television programme is just an informational tool but, it communicates children about categorical races or teaching those interactive ideas with other racial groups and opt the similar custom while interacting with friends which changes children activities. Parents and children have same attitudes and discussion about race. (Vittrup and Holden 2011). In the family surroundings children only learns a relationship of mother, father, Sister, brother etc. and from outside learns a friendship relationship. But now a day's television programmes is more advanced in which one of them is cartoon series introduces a boyfriend and girlfriend relationship. Cartoon programme teaches the relationship of girlfriend and boyfriend through which they were attracted towards cartoon telecast rather than academic traditional ways of learning. By watching cartoon shows a day may reduce the learning process (Edgar and Edgar 2008). Many cartoon series display violence parts like relational propensities, dating, abuse etc. (Milmine, 2013)

Children always free minded to acquire knowledge from family or friends but children show more eagerness when the same knowledge is adopting as visually i.e. from cartoon television programme. In many cartoon programmes like Bob the Builder and his team work on constructing, repairing and renovation of buildings which emphasises on finding, planning and solving a problem and on the other side Thomas the Tank Engine with engine friends also teaches the team spirit activity, solving the problems and work hard (Kirkorianet al., 2008). Parents may always teach children about life that what they actually experienced. But children are interested instead of verbal they like the combination of audio + video like cartoon telecast.

Children learn many life practices from cartoon television programs but erstwhile it will be impractical. It was also revealed that 4-year child familiar with actual objects shown in cartoon telecast whereas 3-year child unsuccessful to distinguish among televisual and actual image and infants learn from actual life instead of videos (Kirkorianet al., 2008).

Cognitive skills may tell about the children way of thinking. The thought process comes which he actually sees the activities in their surroundings and opt the same. Children also gone through many cartoon televisions programmes which negatively influenced and impact on children's cognitive skills development (Kirkorianet al., 2008). Children who below the age of seven they have problem to distinguishing actual from imaginary as seen on television programs (Mendoza, 2009; Oyero and Oyesomi 2014; Varma 2015). The minds of school children's spoiling by violent cartoons programs they use rods, guns etc. while playing (Manhas and Chib; Yousafet al., 2015). Homosexual deals with the transformation of genders. It is a scientific process through which gender may change into an opposite gender according to their wish but children were not that much aware of this. Through cartoon programmes children may aware of this and also informed about sex and sexuality. Children mind is distracted by gender transformation in cartoons. Children develop sexual information with the help of media (Werner-Wilson et al., 2004). Sex transformation attracted through cartoon movies (Malfroid 2009). Sometime cartoon characters appear as homosexual scenes (Gökçearsan and Armağan 2010). Relational trends and actuality about dating, sexual violence scenes learn through cartoon programmes (Milmine, 2013)

Advertising during cartoon telecast children also interested to watch those products very carefully which draw attention. Variety of product's ads belongs to cartoon characters catches attention among children to buy once. Advertisement whether it belongs to food product or other product advertisement openly towards children (Haskins 1999). Food choices and their poor consumption affected by unhealthy food product ads. (Asadollahi and Tanha 2011). Considering promotional tool as food product ads which fascinate consumption level among children (Cezar and Aleathia 2012). Containing gifts of cartoon toys generate a brand preference among children and it also impact on buying decision (Bisht2013; Jose and Saraswathiamma 2014). Children's performance conveys active participation in many activities which tells about the improvement on their lives. But Cartoon programmes is one which mostly effects their performance. They less concentration in their performance and more in cartoon's performance through which they forget their ability. Excessive watching cartoon programs introduces poor performance in academics(Jusoff and Sahimi 2009). Watching cartoon television programs more than 3 hours every day may create greater risk like difficulties in learning, concentration problem and weak performance in school(Barandiaran, &Samaniego, 2013).

Study is like a tool were parents engage their children in a safe zone, apart from this it tells about the secure position of children from television programs and most probably from cartoon series because once the children involved in it, they can't stop. Most of the children's studies affected by viewership of cartoon programs through which top 10% have concentration problem and undesirable thoughts distract attention from studies (Sandstig, 2013). Children were very soft by their nature. It's too hard to handle them in a situation. Many improper things may affect the mind of children. By preventing them from psychological and emotional things, parents must watch television programs together(Nikken and Jansz 2003). Mental and emotional changes come into behaviour while children watch such type of scenes included some sensitive and sentimental thoughts (Slotsve, et al., 2008).

Physical problem may mostly develop into children because the excessive watch television programmes by avoiding food, their unhealthy eating habits and their eating schedule etc. Children mostly faces eyesight problem due to late night viewership of cartoon television till 1:00 am(Sandstig, 2013). To protect their physical health parents should control their children while watching television programs (Nikken and Jansz 2003). Most of the children watchcartoon programs during meals. By taking less amount of food children may physically weak (Manhas and Chib; Yousafet al., 2015).Parents always try to protect their children from vulgar scenes, vulgar fashion etc. In many cartoon programs have inappropriate materials which is immoral for children to watch this kind of things. It includes cartoon characters wear vulgar dresses, love and affection towards gender etc. through which vulgarity, children totally distract from real life learning (Sandstig, 2013). Some controlling steps to protect the child from vulgar cartoons like suggest them for selective programs, watching pleasant shows and restricting on viewership of certain programs(Bybeeet al., 1982). Young children may attract towards romantic programs like Disney films(Tonn 2008). Vulgar cartoon shows influences children to opt the same type of style which extinguishes our social values and separates from religion(Qayyumet al., 2013).

Parents always teaches their children about social skill which is very beneficial to shape their lives. But now a day's children were habitual to watch cartoon television programmes. Television entertains and satisfies the need of people but it does not teach the social skills to children. Spending three to four hours (a day) in front of television may reduce social practices (Sandstig, 2013). Time is a very important aspect of life. This generation's children not listen to their parents and they move as their wish. They not move timely in given situation as explained their elders. Parents' perception that mostly preschool students were affected by media(Sandstig, 2013). Children love to do homework in front of screen(Livingstone and Helsper 2008; Kutner et al., 2008). Children with an improper schedule of cartoon viewership cartoon may increases problems to sleep, feel restless, confusing behaviour, totally stressed and interact less time with family (Slotsveet al., 2008). Children perception is cartoon entertain them while they feel bored completing homework (Mendoza, 2009; Oyero and Oyesomi 2014; Varma 2015). On the basis of above review of related the present study premised under following objectives

Objective of the study:

1. To identify the perception of father and mother towards child cartoon television viewership.
2. To analyse various reasons influencing children viewership of cartoon programmes.
3. To summarise the information contained in large no. of influencing variable.

III RESEARCH METHODOLOGY

Every work is based on certain methodology, which is a way to systematically solve the problem or attain its objectives. It is a very important guideline and lead to completion of any scholarly work through observation, survey, data collection and data analysis. From literature review we conceptualise to summarise positive and negative impact on children viewership of cartoon programmes through parental mediation. Many studies review about behavioural changes like sometimes aggressive and sometime behaving polite, copy catting and also gathering information about dating, homosexual relationships, varieties of calorie food products for consumption. On the other hand, children also learn positives aspects though cartoon programmes like hard work, solving problems and etc.

3.1 Sampling techniques and sample profile: The size of the sample should neither too large nor too small. It should be optimum. In previous studies like Slotsve, et al. (2008) taken 130 sample whereas Abanto, (2004) taken 300 sample. In similar line of action, we have taken the sample size of 200 containing 100 fathers and 100 mothers of central India after approaching more the 243 parents personally on convenience basis. The 43 were dropped out due to unfilled and similar responses. The sampled children are studying in primary class - 103 children, middle school -50 children, high school-39 children, college-8 children. The age group distribution of sample is up to 5: 55 children, 5-10: 67 children, 10-15: 47 children, 15-20: 31 children having male child 117 and female child 83. Parents have occupation like business (129 count) and salaried (71 count).

3.2 Tool: The instrument used in the present research is self-designed questionnaire. The questionnaire is structured with 31 statements developed in the light influences evident from review of related studies. Parents are

respondents for their children watching cartoon programmes. A 7-point interval scale is used for more refined results to rate the level of agreement with statements.

Questionnaire Items and Statements	
Items Coded	Statement
A1	Child became fatty as continuously view cartoon channel.
A2	Child likes viewing high fat product ads during cartoon program.
A3	Most cartoon videos prefer boy than girl.
A4	Child's imagination affects by viewing cartoon videos.
A5	Child learn negative thoughts and ideas through cartoon movies.
A6	Child watch vulgar cartoon programs which destroy our values.
A7	My child behaves aggressively sometime violently by viewing cartoon channels.
A8	Cartoon channels introduce adverse attitude among children.
A9	My child's learning process is affected by the cartoon channels.
A10	My child didn't pay attention in school due to cartoon movies.
A11	My child identifies and solve problem by viewing cartoon.
A12	Cartoon encourages the team spirit and hard work.
A13	My child learns better real-life experiences from cartoon movies.
A14	My child's behavior is negatively influence by cartoon television.
A15	My child's is disturbed by homosexual cartoon movies and gender transformation in it.
A16	My child's choices affected according to food ads during cartoon shows.
A17	Childs's purchase decisions based on ads during cartoon shows.
A18	Free gifts involving cartoon characters creating brand preference among kids.
A19	Cartoon as a promotional tools draw attention of children to buy cartoon products.
A20	My child performance is getting poor by viewing cartoons.
A21	Child's studies get affected by watching cartoon channels.
A22	Much cartoons are responsible for mental and emotional problems in children now a days.
A23	Late night watching cartoon affects the children eyesight.
A24	My child watch cartoon programs usually "on" during meals which make physically weak.
A25	My child mostly influenced and impressed by cartoon's vulgar fashion and follow that.
A26	My child detached from religion through cartoon programs.
A27	Too much viewing cartoon is drastically reduced social skill learning.
A28	Cartoon programs increases the sleeping problems.
A29	Un-timed viewership of cartoons is stressful.
A30	My kid is restless by over-viewing cartoons.
A31	Cartoon programs kills my kid's home-work time.

3.3 Design:

For present research, the data is collected by interviewing parents for the cartoon viewership. As the dimension of cartoon viewership of children are sufficiently large so summarising of study is done by factor

analysis. The factor analysis is a proven, useful and analytical technique of data reduction and summarization (Bajpai, 2018; Khandelwal and Yadav 2014).

IV RESULT AND DISCUSSION

The data collected from the parents is analysed by using MS-office and SPSS software. The internal consistency of scale is determined by reliability statistics of Cronbach's Alpha. The Cronbach's alpha value is identified to be 0.875. This value is sufficiently larger than 0.7 confirming reliability of data collected

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		0.7918
Bartlett's Test of Sphericity	Approx. Chi-Square	1870.187
df		465
Sig.		0.000

As the questionnaire have 31 measuring items of child viewership of cartoon programs. In order to summarise the varied information in systematic manner the factor analysis was applied. In factor analysis, Table 1 Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy is 0.7918 which indicated the high value of statistic (from 0.5 to 1) was the appropriateness of the factor analysis and the low value of statistic (below 0.5) indicates the inappropriateness of the factor analysis (Bajpai, 2018). The Bartlett's test of sphericity exhibit in table 1 the Chi-Square value 1870.187, was found significant at 5% level of significance. The table 1 results ensure that the sample was found appropriate to proceed further for results obtained during factor analysis.

The communalities table 2 for various measures are found suitable as out of 31 items the communalities value of 27 reaching above the threshold level of 0.5. The remaining four items are relaxed with a thought that they get dropped during further analysis.

Items		Initial	Extraction	Items		Initial	Extraction
A1	Curricular Activity	1	0.453	A17	Variety	1	0.73
A2	Calorie Products	1	0.515	A18	Gifts	1	0.576
A3	Discrimination	1	0.643	A19	Promotional Tool	1	0.669
A4	Imagination	1	0.705	A20	Performance	1	0.524
A5	Negativity	1	0.641	A21	Studies	1	0.636
A6	Destroy Values	1	0.657	A22	Psychological Problem	1	0.655
A7	Copycatting	1	0.67	A23	Eyesight	1	0.644
A8	Adverse Attitude	1	0.639	A24	Weak	1	0.707
A9	Learning Process	1	0.623	A25	Fashion	1	0.708

A10	Attention	1	0.502	A26	Religion	1	0.681
A11	Problem Solver	1	0.628	A27	Social Skill	1	0.557
A12	Team Spirit	1	0.588	A28	Sleeping Problem	1	0.559
A13	Life Experience	1	0.663	A29	Stressful	1	0.588
A14	Cognitive Skills	1	0.497	A30	Restless	1	0.545
A15	Homosexual	1	0.48	A31	Homework	1	0.33
A16	Choices	1	0.65				

The eigen value criteria of dragging the factors during is most appropriate measure. In the table 3, the factors having more than one eigenvalue are included in analysis. Due to standardization, an eigenvalue less than 1 is not better to consider as component of factor. The table 3 explains the total variance including singular variances. The variance explained by the component or factor 1 due to its extracted factor is found to be 22.07%. Further the other eight in consecutive manner explaining the variance 7.60, 5.63, 5.06, 4.47, 4.36, 3.87, 3.75 and 3.41 respectively. The cumulative variance explained by nine factors are 60.21 which is sufficiently large to consider the factor analysis appropriate and proceed further.

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	6.84	22.07	22.07	6.84	22.07	22.07	3.03	9.76	9.76
2	2.36	7.60	29.67	2.36	7.60	29.67	2.59	8.35	18.10
3	1.75	5.63	35.31	1.75	5.63	35.31	2.22	7.17	25.27
4	1.57	5.06	40.36	1.57	5.06	40.36	2.04	6.58	31.85
5	1.38	4.47	44.83	1.38	4.47	44.83	2.03	6.54	38.38
6	1.35	4.36	49.19	1.35	4.36	49.19	1.97	6.35	44.74
7	1.20	3.87	53.05	1.20	3.87	53.05	1.86	6.00	50.74
8	1.16	3.75	56.80	1.16	3.75	56.80	1.55	5.00	55.74
9	1.06	3.41	60.21	1.06	3.41	60.21	1.39	4.47	60.21
10	0.99	3.18	63.39						
11	0.95	3.07	66.46						
12	0.91	2.94	69.40						
13	0.85	2.73	72.13						
14	0.79	2.54	74.67						
15	0.72	2.32	77.00						
16	0.67	2.18	79.17						
17	0.67	2.15	81.33						

18	0.61	1.97	83.30						
19	0.58	1.86	85.16						
20	0.55	1.77	86.93						
21	0.53	1.72	88.65						
22	0.50	1.61	90.27						
23	0.46	1.48	91.75						
24	0.44	1.41	93.16						
25	0.41	1.34	94.50						
26	0.35	1.13	95.63						
27	0.32	1.04	96.67						
28	0.30	0.98	97.65						
29	0.26	0.85	98.49						
30	0.25	0.80	99.29						
31	0.22	0.71	100.00						

Extraction Method: Principal Component Analysis.

The table 4 Component Matrix is the explanation of each item in determining the extent of effect of cartoon viewership of kids. For example, squaring the item 1 in factor 1 will give the coefficient of determination towards aligned component which on further summation will be 1.000.

Table 4: Component Matrix^a

Items	Component								
	1	2	3	4	5	6	7	8	9
A1	0.18	0.363	0.322	0.318	-0.15	0.052	0.166	0.019	0.175
A2	0.38	0.34	0.351	0.015	0.006	0.015	0.358	0.039	-0.011
A3	0.44	0.082	0.138	0.349	0.23	-0.089	0.167	0.111	-0.448
A4	0.49	-0.332	-0.009	-0.002	0.394	-0.327	0.058	0.017	0.293
A5	0.46	0.152	-0.059	0.011	0.14	0.16	-0.467	0.239	0.282
A6	0.39	0.219	0.084	-0.416	-0.199	0.401	-0.184	0.015	-0.208
A7	0.36	0.439	0.072	-0.523	-0.179	-0.006	-0.126	-0.092	0.096
A8	0.37	0.405	-0.059	-0.308	-0.126	-0.445	-0.151	-0.024	0.038
A9	0.52	0.203	-0.19	0.068	-0.002	-0.469	-0.008	-0.04	-0.216
A10	0.45	0.055	-0.042	0.215	-0.334	-0.022	0.313	0.064	0.196
A11	0.41	-0.455	0.3	0.116	-0.232	0.062	-0.07	0.145	0.264
A12	0.44	-0.468	0.304	0.052	0.069	0.152	-0.054	0.188	0.104
A13	0.19	0.009	0.336	0.122	0.599	0.002	-0.278	-0.174	-0.182
A14	0.29	0.461	0.039	0.154	0.333	0.151	-0.192	0.008	0.069
A15	0.16	0.489	-0.144	0.256	-0.056	0.277	0.204	-0.025	0.091
A16	0.44	-0.146	-0.5	-0.232	0.094	0.093	0.25	0.045	-0.219
A17	0.49	-0.298	-0.265	-0.39	0.117	-0.212	0.185	0.29	-0.009
A18	0.46	-0.302	0.188	-0.085	-0.328	-0.094	-0.269	0.178	-0.093
A19	0.58	-0.332	0.244	0.087	-0.207	-0.107	-0.131	-0.214	-0.188
A20	0.43	0.207	0.166	0.105	-0.109	-0.322	-0.112	-0.349	0.104
A21	0.56	0.023	-0.295	0.363	-0.087	-0.221	-0.033	0.115	0.172

A22	0.53	0.182	-0.492	0.131	0.163	0.052	-0.064	0.099	0.205
A23	0.6	-0.127	-0.206	-0.06	0.177	0.189	-0.085	-0.383	-0.021
A24	0.56	-0.279	0.211	-0.196	0.198	0.159	0.327	-0.197	0.144
A25	0.4	0.29	0.415	-0.388	0.208	-0.101	0.219	0.022	0.192
A26	0.56	0.178	0.157	0.002	0.032	0.037	0.019	0.512	-0.207
A27	0.6	0.094	0.051	0.178	-0.159	0.014	-0.109	0.105	-0.319
A28	0.6	-0.08	-0.021	-0.035	-0.097	0.135	0.245	-0.305	-0.11
A29	0.61	-0.165	-0.132	0.142	-0.172	0.005	-0.114	-0.326	0.014
A30	0.59	0.001	-0.211	0.062	-0.065	0.356	-0.084	-0.084	0.068
A31	0.5	-0.059	-0.073	-0.017	0.05	0.231	0.042	0.116	-0.034

Extraction Method: Principal Component Analysis.

a. 9 components extracted.

The table 5 rotated component matrix is referred as factor loadings. During factor analysis the values below 0.6 was suppressed in order establish the strong discriminant validity. The results obtained in in table 5 explains the loading contributed by each item to enter in the factor. The table 5 is the exhibition of items entered in factors for example A23, A28 and A29 entered in factor 1 nomenclature as Mental Delinquency. The factor 2 nomenclature as Professionalism with three measuring items A11, A12 and A18 while items A5 and A22 can measure the issues related to factor Psychological Effects on kids due to cartoon viewership. The present study buds out with some novel factors like Reverse Erudition measured by items A8 and A9 and factor Affected Choices by measuring item A16 and A17.

Items		Component								
		1	2	3	4	5	6	7	8	9
A23	Eyesight	0.708								
A28	Sleeping Problem	0.647								
A29	Stressful	0.629								
A30	Restless									
A24	Weak									
A31	Homework									
A11	Problem Solver		0.742							
A12	Team Spirit		0.655							
A18	Gifts		0.651							
A19	Promotional Tool									
A15	Homosexual									
A5	Negativity			0.715						
A22	Psychological Problem			0.651						
A14	Cognitive Skills									
A21	Studies									
A8	Adverse Attitude				0.725					

A9	Learning Process				0.603				
A20	Performance								
A3	Discrimination					0.74			
A26	Religion								
A27	Social Skill								
A25	Fashion						0.77		
A2	Calorie Products								
A17	Variety							0.765	
A16	Choices							0.628	
A1	Curricular Activity								
A6	Destroy Values								0.74
A7	Copycatting								
A4	Imagination								
A13	Life Experience								-0.72
A10	Attention								
Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization.									
a. Rotation converged in 25 iterations.									

The present study summarised various effect measurements of cartoon channel viewership of children from parents' perspective. The factor 1 Mental Delinquency is abstracted from three diverse measures A23 related to late night watching cartoon affecting the eyesight of children in small age while A28 deals with the effect of sleeping problem among kids due to cartoon program. The last item measuring the factor 1 is A29 is about the stressed mental state of both kids and parents due to un-routine viewership of channels. The present work identified some optimistic facets of cartoon channel viewership with factor 2 Professionalism. The factor 2 is swift of measure A11 deals with development of identification and solution of day-to-day problems among kids and inspire group behaviour, team spirit and consistency by A12. The factor 2 contained the measure of comparing and choice development among kids due to cartoon characters. The third factor Psychological Effects have the immediate dimension A5 about development of negative thoughts like aggression, fights, loud voice etc. among children creating psychological issues while A22 dimension gauge mental and emotional problems like stubbornness and depression due to cartoon viewership. The next factor a novel factor nomenclature as Reverse Erudition measured by adverse effect of cartoon network viewership on children learning process. Lastly the Affected Choices factor is identified gauged by children changes in the choice of food and other items based on cartoon characters and ads shown during cartoon show.

V CONCLUSIONS

Cartoon television programs are the main source of entertainment for children. Children feelsatisfactionin cartoon viewership, it's doesn't matter whether they understood or not they enjoyed a lot. Cartoon programs provided negative as well as positive information both. Some positive aspect like teaching about to work as team

to make task easier to perform, working hard, learning problem solving skills and apply in real life. On the other hand, the negative aspect like opting cartoon behaviour, style, their language, movements with harmful some accessories (swords, rods etc.) to play and imitate as the cartoon network in real life. Cartoon television seems as controversial in some extent like vulgarity like erotic scenes, short dresses and relational tendencies which children copycat and distract from social skill learning. Children spent more time in front of television and participation in curricular activities become low. Children love to see cartoon programs during meals leading to weakness. They become more anxious towards watching cartoon rather than completing homework leading to depreciation in academic performance. Parents be careful about this and perform parental mediation while required.

5.1 Limitations and Forthcoming Research Implications

The present study is limited to responses of parent's perception. The sample plan is also restricted to definite units and sample area. Next the study is premised under the responses of parents which is subject to change in timeline and may be distorted. The questionnaire developed initially from literature and data collected is checked on reliability for performing the exploratory factor analysis. The forthcoming researchers can utilise the extracted factor and it measuring item to develop a validated scale by using confirmatory factor analysis. The presented factor can become the sources of influencing variables for child television/ cartoon network addiction and obsession by using structural equation modelling. The present research strongly implies for parental mediation in this particular issue of cartoon network viewership like violent and erotic contents. The present study also voices for modification in public policy related to telecom and network of the nation to handle violent content on cartoon telecast affecting nations future i.e. children.

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