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Impact of cartoon watching on overall development of school going children: a case study in Bhubaneswar city, Odisha

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Abstract

In the 21st Century, science and Technology in the developing world provides different types of knowledge, idea, variety of innovative technological process and increase the importance role in our day to day life. We use technology in various purposes such as in classroom to provide new reaching learning process to makes the teachers job easier, in health care sector and for transportation of saving time. Social media provide easy way of lots of information. Different types of social media like face book, WhatsApp, twitter, Instagram, YouTube. Google+ are used to make the life easier. With respective to every age group of people use the social media in their daily life. Whereas in recants era children are more prone to electronic media which effect both in positively and negatively in their overall development.

In this present study focus on the school going children with the age group of 4-12 years. This study emphasis on how the cartoon channel impact on overall development of the children related to motor, social learning, social cognitive, moral development and language development. In this present study 110 samples were collected from different school going children both boys and girls from different schools in Bhubaneswar city in the different apartment of the Patia area. This study explores the socio demographic profile of the respondent's family, positive and negative effects of the cartoon, favorite cartoon channel of the children and health status of children. The aim of this study is to explore, how children creating their imaginary world, living & playing in that character in their daily activities. The study also explores the behavior of the respondents on difference between possible and impossible activities & at last also the parent's opinion and suggestion about the cartoon watching were collected. In this present study data were collected through a questionnaire method. Also, in order to explore the personal opinion of the respondent's parents. The data were analysis through different human development theories developed by theorists and appropriate satirical methods.

Keywords: Cartoon. children, behavior, positive and negative effect, health status of children

Introduction

The world has come from the last one thousand years from food hunting, gathering, cooking to food packaging not only in the advancement of food technology, medicine sector, business sector but also in the advancement of science and technology. Modernization, globalization and science technology has drastically changed our life style. According to American Academy of Pediatrics. (2001) ^[1], After the first half of the 20th century, television widely spread to the world. In communication and media studies, the influence of media violence and aggression on children has been widely scrutinized. Where as in 21st century social media plays a vital role in our day to day life style. In the present generation with respect to all age groups influenced by social media. Another noticeable change is also seen in the life of the children of present generation i.e. in their education, play, intervention, socialization process, eating behavior, dressing sense, etc. Social media has a great influence on the life of the children. Gradually the traditional family life style changes to modern life style. Computer, smart phone, television encourage to be maintained a sedentary lifestyle which impact both physical and mental status of the children. Children spend more time Infront of television. They like to watch the cartoon on television rather than to do any outdoor activities. It affects the attitude and behavior of the children i.e. their way of talking, liking, disliking and behaving with other children. (Husan 2013)

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Review of literature

T. priyambada *et al.* (2016) has examined the effect of cartoon on children. The present study aimed to know positive and negative effects of cartoon on children. This study was conducted at area of Surajkund and Madhopur in Gorakhpur city of U.P. For these study 100 parents of children in the age group of 3-6 years was selected. This study revealed that children are highly influenced by the cartoons and parents are not satisfied by positive effects of cartoons on their children.

Habib and Soliman, (2015). has conduct a study on Cartoon's effect in changing children mental response and behavior. This study found that cartoon could be much dangerous than any other experience. The content present in it could confuse the child with what they experience in real life leads to contradicts with parents' orders. In modern life where the parents are busy with their work, much less time portion of their time is given to their children. So mostly this time is passed in front of a cartoon and give more attention and time on cartoon watching.

Hassen and Daniyal (2013)^[8] studied on Cartoon network and its impact on behavior of school going children: A case study of Bahawalpur, Pakistan. The present study emphasis on after watching cartoon examined the effects on children's behavior. Cartoon, is one of the most favorite cartoon network channels for children. As content with just having children but also give them some positive and negative habits. One of the important factors affecting children watching cartoons also violence.

Baran and Davis, (2003) studied While children are watching cartoons there is a form of learning process that is going on. Whatever children while watching cartoons, they toned to act out thereby influencing their mode of socializing with other children and with the world.

T. Swati *et al.* (2016) has examined the Effect on Behavior of Children Due to Cartoon Watching: A Short-Term Study. Factors that sculpture children's way of thinking are found mostly in the environment where they grow up. These include daily events, memorable experiences and peak feelings. Cartoons are one of the daily habits for our children; studies have proven that an average child with a facility of a TV and a satellite connection at his home watches approximately 18,000 hours of television from kindergarten to high school graduation. This research paper highlights the effect of cartoon watching on the development of child.

Z.Lamraoui (2015) examined a case study on The Negative Effect of Cartoons on Children - An Empirical Study –in three primary schools in Oum El Bouaghi, Algeria. The sample size for the study was 120 respondents. The main aim of this paper is to investigate the effect of cartoons on children between the ages of 05 to 10 years old. The data collected from the interviews show that watching cartoons has big impact on children minds and values and behaviors. Cartoons are even showing numerous acts of violence, verbal abuse, offensive language, sexual content and fantasy.

Ravi and Devadas (2013)^[4] in their article: “social impact of television on urban youth in Karnataka-an empirical study”, made an effort to trace social impact of television on urban youth empirically in the Indian state of Karnataka. this study also made an effort to compare the impact of television between nuclear and joint family viewers. the study results accentuate the fact that the real impact of television on its viewers depends on its reach and

accessibility, socio-economic status of the viewers and the time spent on viewing.

Baya and Mberia (2014)^[3] in their article “The Impact of Television Viewing in Influencing Adolescents Sexual Behavior” examined the impact of television viewing in shaping adolescent's sexual behavior. The paper found that sexual content in the television has a ‘profound real-life effect’. The paper found that adolescents often seek sexual information from television content rather than their parents or other adults by being attracted to programs with sexual content. The paper concluded by focusing on the urgent need to address television influence on adolescent's sexual behavior by providing them with critical interpretation and communication skills in multimedia environments.

Oyero and Oyesom (2014)^[15] in their paper: “Perceived Influence of Television Cartoons on Nigerian Children's Social Behavior” examined the influence of cartoons on Nigerian children's social behavior from the perspective of the parents and the children. Data were collected from 100 pupils and 50 parents through questionnaire, interviews and focus group discussion. Percentages and chi Square were used for data analysis. The findings show that both children and parents share similar understanding on the influence of cartoons on children as being positive. While cartoons are said to help children's spoken English, learning inventions and good morals, as well as keep children busy among other benefits, some parents expressed that some influence of cartoons could be negative and therefore some regulations required in mitigating those negative aspects of cartoons. It is recommended that parents should make a conscious effort to monitor the cartoons that their children watching to ensure that it is appropriate to their age.

Yousaf and Shehzad and Hassan (2015)^[21] in their study: “Effects of Cartoon Network on the Behavior of School Going Children (A Case Study of Gujrat City)” aimed to highlight the psychological behavior of the children of Pakistan after watching TV Commercials on Pakistani channels.; in this research they selected the children of Gujrat City as sample. In this study media effects cultivation theory applied and survey method used for data collection. The study concluded that cartoon series especially Ben Ten influence the children behavior as well as their language.

Pandit and Kulkarni (2012)^[16] in their study “Children Are Trapped in the Illusion of Cartoon Channel” examined how children become more and more violent, aggressive and addictive to cartoons. They are totally under the illusion of the cartoon.

Kirsh (2006)^[11] in his manuscript: "Cartoon violence and aggression in youth" reviewed the literature concerning the effects of animated violence on aggressive behavior in youth. He focusses with (1) an overview of the research on children's and adolescents' perceptions of violence in cartoons. (2) the effects of cartoon violence on aggressive behavior across development are reviewed (3) the importance of the presence (or absence) of comedic elements in animated violence is addressed and (4) Moreover, throughout the review, the potential influence of development is considered. (5) Finally, a potential mechanism for reducing the negative influence of cartoon violence on youth is considered.

Gökçearsłana (2010)^[7] in their paper: “The effect of cartoon movies on children's gender development” analyzed the cartoons in which complicated gender role models are presented critically and propose some solutions to this problem. Many TV programs reflecting the daily

experiences of people includes gender discrimination which is a social problem. In this study it was found that Children at tender ages are exposed to unequal representations of gender. Many negative images reflected on screen are in fact inputs from the real life. Hence it is recommended that Producers’ careful approach to this subject can also help children make right choices in the future

Sudha (2011) ^[19] in her paper “factors influencing the change in behavior of children on viewing cartoon programs” analyzed the factors influencing the children to see cartoon programs, the effect of cartoon programs and the behavioral changes among the sample respondents. The factors, respondents age, gender, siblings, standard, board, medium and time spent for watching television have a significant relationship with the change in their behavior on viewing cartoons.

Ergun (2012) in his article “the influence of violent TV cartoons watched by school children in Turkey” demonstrated the gender –specific impact of violence-oriented television cartoons on children. The study was conducted on a total of 300 students chosen by a simple, random method applying a stratified weight in each school. As result, a significant gender difference was noted between students’ favorite cartoon shows, the type of influence those shows exerted, and the ways in which students imitated the behaviors of the cartoon characters.

pedük (2012) in his article “A Study on Characteristics of Parents’ TV viewing and children’s opinions on the cartoons they watched” examined the characteristics of parents’ TV viewing and children’s opinions on the cartoons they watched. The data collected using face to face interviewing method through a questionnaire. It was found that parent thought that they were affected by the cartoons that their children had been viewing for a long time.

Nair and Thomas (2012) ^[14] in their study: “A Thematic study on the cause and effects of Television Violence on Children” analyzed whether the exposure to television violence leads to real-life violent behavior among children. They spent time watching cartoons, horror movies and TV shows. Parents too don’t have any control on their off-springs. In order to do their household work and to control their children, they switch on the TV and allow their children to watch. As time passes by, they become addicted to it and start recognizing the characters. They feel that whatever is portrayed on TV is real and they start imitating those characters. Some theorists feel that watching violent movies alone will not make them violent, but stopping them

from watching TV can also make them violent out of frustration. Nevertheless, it is clear that there is a considerable amount of violence on television and that this violence on the small screen may translate into changes in attitudes, values, or behavior on the part of both younger and older viewers.

According to Mwema (2011) ^[12], the early years are a crucial time for brain development; Children need time for activities that are critical for healthy mental and physical development. For some children under some conditions some television is harmful. For other children under other conditions it may be beneficial. For most children under most conditions most TV is probably neither particularly harmful nor particularly beneficial (Schramm, Lyle & Parker, 1961).

Objectives

The objective of the present research was

1. To collect the secondary data analysis of primary data from the different source of literature review.
2. To get information on the most favorite cartoon, hours spent and reasons for watching the cartoon channel.
3. To study the parental involvement on positive and negative impact of cartoon channel on children.
4. To study the health status of the cartoon watching children.

Methodology

1. The study was conducted in BBSR city of Odisha. 110 school going children study in the different apartment of the Patia area were selected randomly for the present study.
2. The secondary data was collected from different studies which is studied by different authors.
3. The data was collected with the help of questionnaire schedule by interviewing the mothers and observation and case study method was also used to collect information.
4. The information on their family background, hour of watching television, positive and negative impact of cartoon on their physical, social, and behavioral aspects was also collected.
5. Parental involvement in relation to their behavior was also assessed.
6. Health status of the children studied by different health problem face by the children after watching cartoon.

Result and discussion

Table 1: General information of the respondents.

S. No	Variable	Characteristics	Frequency	Percentage (%)
1	gender	Boys	62	56.36
		girls	48	43.63
2	Age(yrs.)	4-6	40	36.36
		7-9	38	34.54
		10-12	32	29.09
3	Class	Class 1	40	36.36
		Class 2	20	18.18
		Class 3	24	21.81
		Class 4	21	19.09
		Class 5	5	4.5
4	Types of family	Nuclear	98	89.09
		joint	12	10.90
5	Parents occupation	Teacher	24	21.81
		Office worker	49	44.54
		Business	35	31.81
		others	2	1.81

Table -1 shows that maximum 62 with (56.36%) boys and 48 with (43.63%) girls. Under 4 -12 age groups majority 40 with (36.36%) of the respondents were in age group of 4-6 yrs. study in class -1. Among 110 respondents maximum 98 with (89.09%) having nuclear family. The profession of the children parents was considered just to know the level at

which parent spend time with the children. The present study found that office worker has the highest frequency 49 with (44.54%). Business has frequency 35 with (31.81%). Teacher has frequency 24 with (21.81%) and 2 (1.81%) others. Some parents were engaged in two profession such as business work and office work.

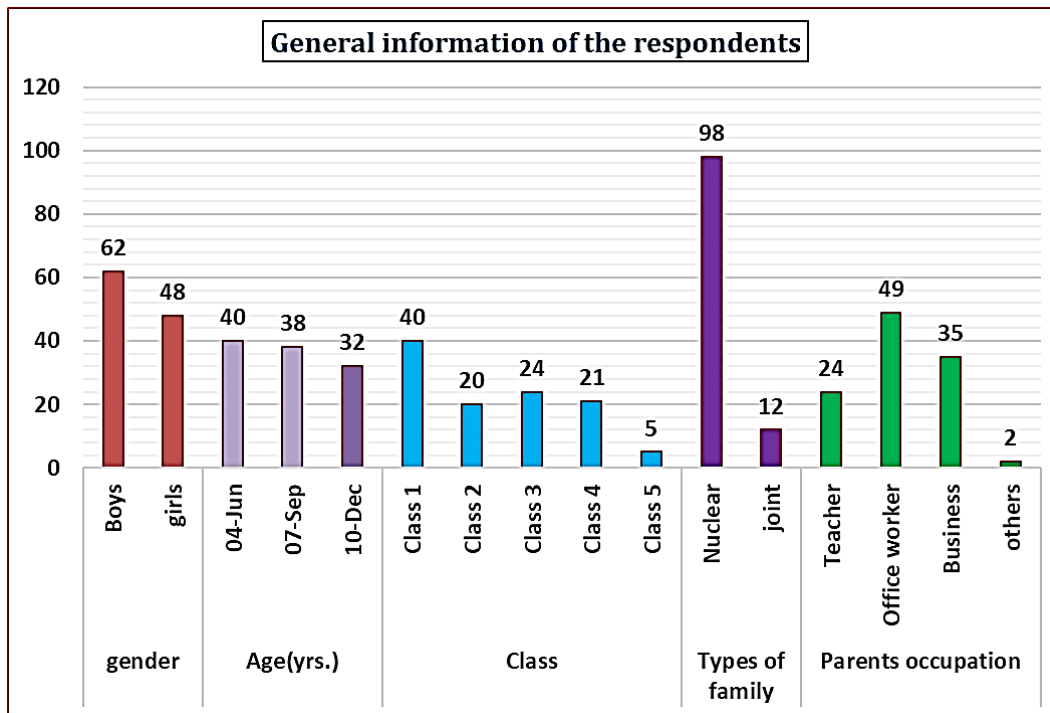


Fig 1: General information of the respondents

Table 2: Information on hour of Television watching

Information on Television watching:	4-6	7-9	10-12	frequency	Percentage (%)
2-3 hrs./day	20	15	11	46	41.81
3-5 hrs./day	29	10	09	48	43.63
>5 hrs.	12	02	02	16	14.54

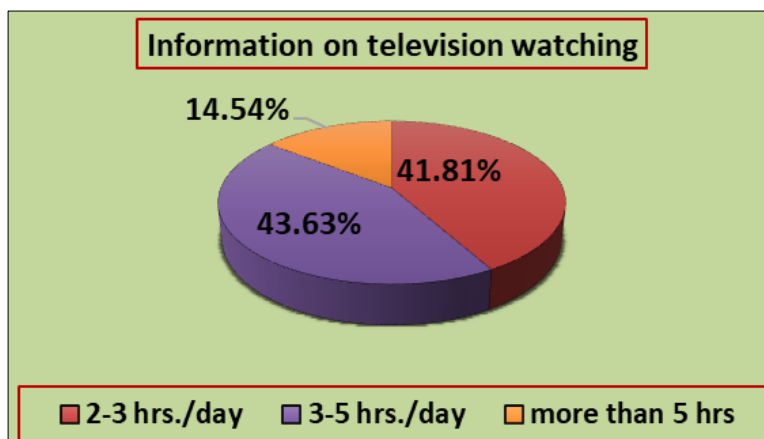


Fig 2: information on television watching

Table -2 shows the information on television watching of children. School going children usually spend more than two hours every day in front of television screen. On weekends, this time period of two hours is usually exceeded. When children spend more time in watching cartoons, they get influenced by the content shown in cartoons. This is

because children learn through imitation and develop certain actions in real life by observing (M. Arshad *et al.* 2018). In this present study it was found that most of the respondent 48 with (43.63%) were spend 3-5 hrs time per day on television watching.

Table 3: Information on cartoon watching of the respondents

Information on Cartoon watching		No.	Percentage (%)
Do you watch cartoon	Yes	103	93.63
	no	7	6.36
Hour spend on cartoon per day	2-3 hrs	18	16.36
	3-5 hrs	85	77.27
	>5 hrs	7	6.36
Means of watch cartoon	Laptop	33	30
	Television	52	47.27
	Mobile	25	22.27
If cartoon is abruptly switched off (*Multiple answer by the respondent)	Cry	73	66.36
	Anger	87	79.09
	Sad	98	89.09
Reason for watching cartoon (*Multiple answer by the respondent)	Funny	103	93.63
	Enjoyable	107	97.27
	Good then others	101	91.81
	Interesting	97	88.18

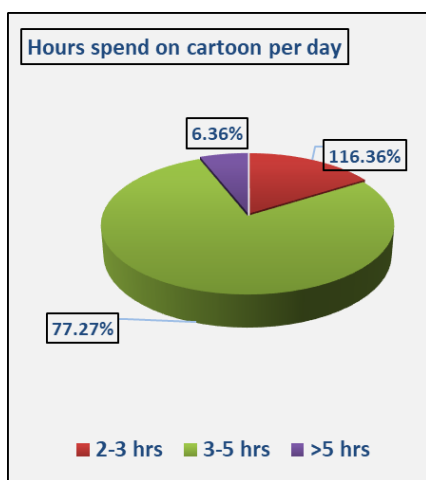


Fig 3: Hours spend on cartoon watching per day

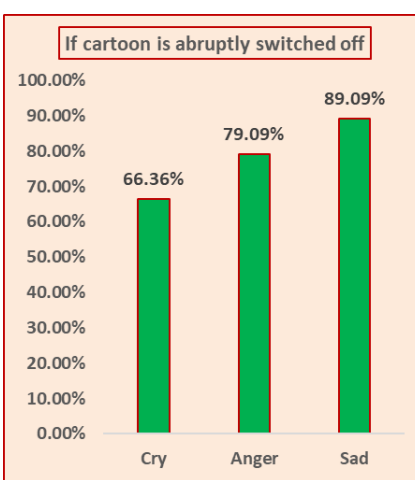


Fig 4: Reaction of the children after switched off

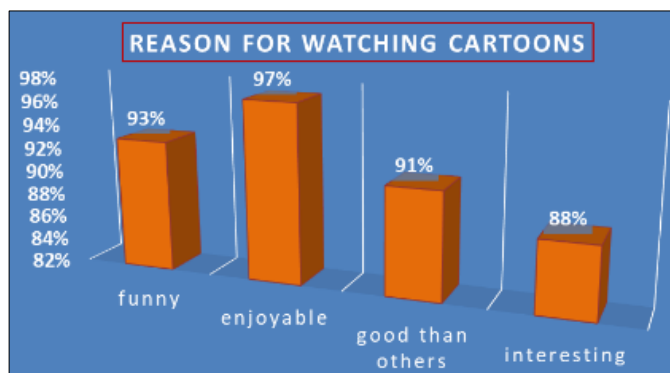


Fig 5: Reason for watching cartoons

Table-3 shows that the information related to cartoon watching of the respondents. Most of the children (93.63%) very much like to watch cartoon. Among them majority (77.27%) spend around 3-5hrs per day on cartoon watching. Different means such as television, laptop, mobile etc. used by the respondent to watch cartoon. most of them (47.27%) use television to watch cartoon. If cartoon is abruptly switched off then they cry, anger and sad, among them most (79.09%) respondents show their anger on their parents. This shows children are getting psychologically attached to their favorite cartoon show. This aggressive sign is dangerous alarm for future crisis situation. (S. Tripathi *et al.* 2016). Different reason are there for watching cartoon such

as funny, enjoyable, good the other activity and interesting. Among 110 respondents 97% for enjoyable, 93% for funny, 91% prefer for good then others and 88% for own interesting

Table 4: Kinds of cartoon like by the children

Kinds of cartoon	N0.	Percentage (%)
action	82	74.54
comedy	95	86.36
Fantasy (imagine)	107	97.27
horror	83	75.45
Science fiction	77	70

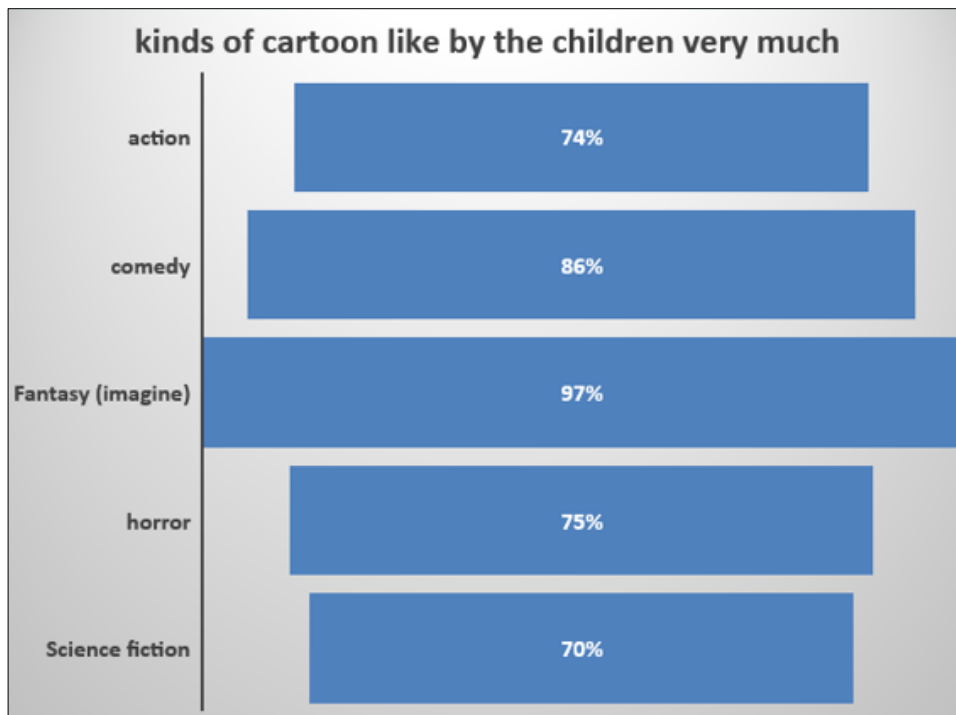


Fig 6: Kinds of cartoon like by the children

Table-4 shows the kinds of cartoon like by the children. Children like to watch different kind of cartoon such as action, comedy, fantasy(imagine), horror and science fiction which makes them entertainment in different ways. Action has lot of fighting in it which shows that the children like watching it, the comedy cartoons make them laugh and the find it interesting, the fantasy cartoons makes the children imagine life with a happy ending, for the female children it

boost their romantic imagination while the male want to be a handsome boy. The science fiction cartoons make them experiment and know more of science while the horror makes them scared. Hence kinds of cartoon impact on different way in their life. (Elizabeth Ibukunoluwa Odukamaiya,2014). In this study it was also found that 97.27% like to watch fantasy,86.36% has comedy,75.45% has horror,74.54% has action and 70% has science fiction.

Table 5: Favorite cartoon channel

Favorite cartoon channel	Girls	Percentage (%)	boys	Percentage (%)	Total (boys and girls)	Percentage (%)
Chota Bheem	29	60%	59	95.16%	88	80
Ben Ten	7	14.58%	60	96.77%	67	60.90
Doremon	38	79.16%	57	91.93%	95	86.36
Shin Chan	41	85.41%	53	85.48%	94	85.45
Peppa Pig	37	77.08%	55	88.70%	92	83.63
Oggy and the Cocroches	41	85.41%	53	85.48%	94	85.45
Tom and Jerry	39	81.25%	61	98.38%	100	90.90
Motu Patlu	43	89.58%	56	90.32%	99	90
Selfie with Bajrangi	42	87.5%	58	93.54%	100	90.90
Sofie the first	46	95.83%	2	3.22%	48	43.63
Super speedo	10	20.83%	60	96.77%	70	63.63
Superman	1	2.08%	61	98.38%	62	56.36
Miky Mouse Clubhouse	47	97.91%	44	70.96%	91	82.72
Ninji Hatori	45	93.75%	51	82.25%	96	87.27
We Bare Bears	45	93.75%	55	88.70%	100	90.90
Spiderman	2	4.16%	62	100%	64	58.18
Roll No.21	30	62.5%	55	88.70%	85	77.27
Paw Patrol	29	60.41%	61	98.38%	98	81.81
Spong bob Square Pants	45	93.75%	54	87.09%	99	90
Masha and the Bear	42	87.5%	30	48.38%	72	65.45
Dora The Explorer	43	89.58%	21	33.87%	64	58.18
Courage the Cowardly Dog	43	89.58%	48	77.41%	91	82.72
Shimmer and Shine	44	91.66%	56	90.32%	100	90.90
Jack and the Never Land Pilots....	45	93.75%	55	88.70%	100	90.90
Go Diego Go	25	52.08%	35	56.45%	60	54.54
The Power Puff Girls	38	79.16%	52	83.87%	90	81.81
Mr. Been the Animated Series	37	77.08%	43	69.35%	80	72.72

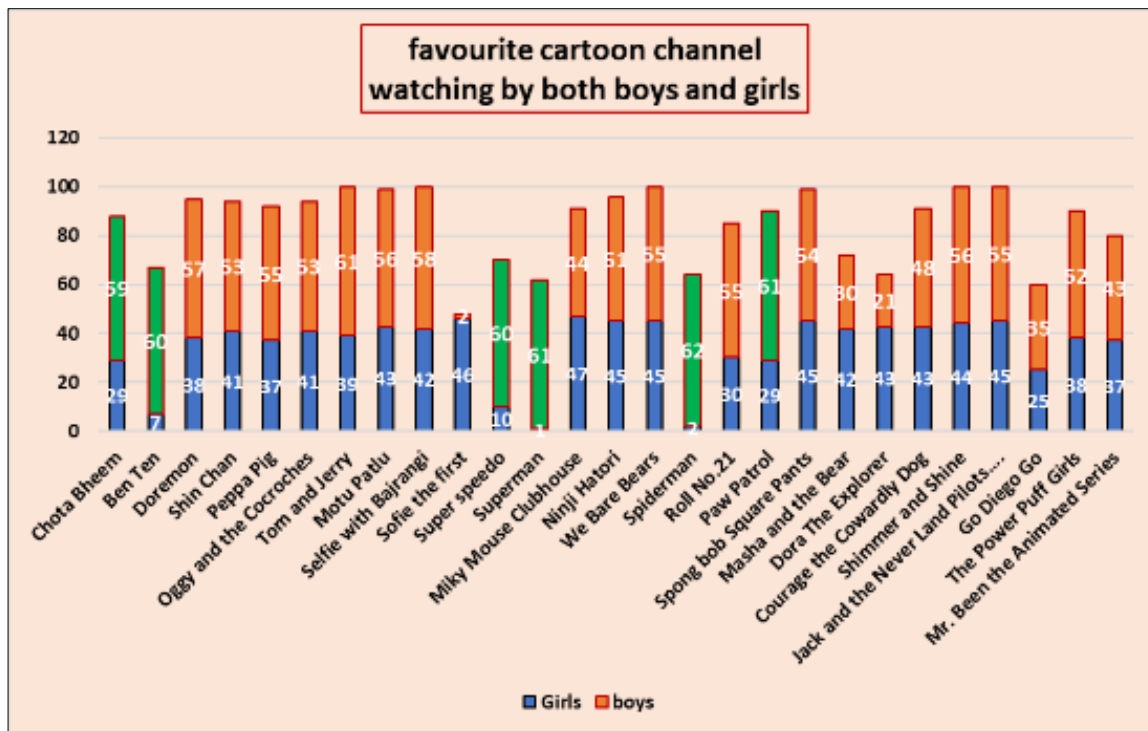


Fig 7: favorite cartoon channel watching by both boys and girls

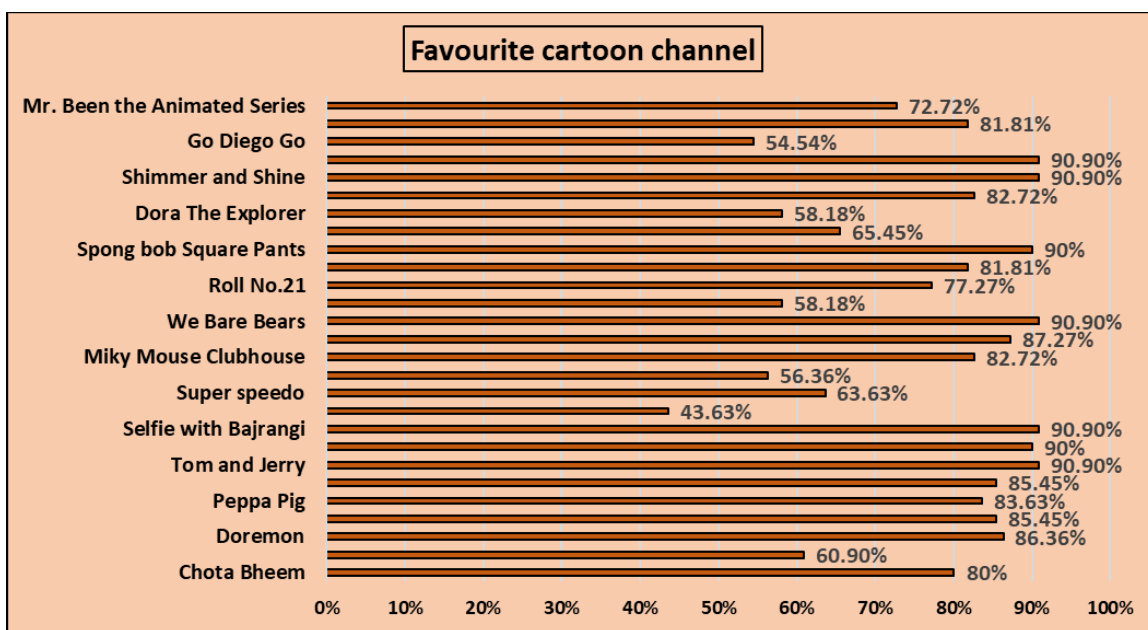


Fig 8: Favorite cartoon channel watch by the children

Table -5 show the favorite cartoon channel watch by the children. Gender role is socially constructed. Parents, friends, and school, contributing to the child’s sense of what it means to be male or female in society, in turn, reinforce gender role stereotypes seen on television. Children learn different gender role from the cartoon channel when they are more exposed to examples of such gender biases and stereotypes. In traditional gender role male are superior then female with respective to power, decisive and leadership qualities. whereas the females are dependent, weak and deferential. (M.Claire 2006) The choice of cartoon also influenced by the gender role i.e. boys’ character and girls’ character. Female respondents describe female characters as caring, well behaved. Cute and beautiful, helpful, need to be rescued, boring and not funny and also getting angry with

boy. while male respondents described male character like funny, strong, intelligent, powerful, problem solver and aggressive(J.ruchi 2017).In this study it was also found that most of the male respondents like to watch some powerful male character in cartoon channel Such as chota Bhim (59) Ben-10(60),super speedo (60)superman (61),spider man(61) and superman(62), paw patrol (62). children like these cartoons because the heroes of this cartoon character fighting, saving the world, saving the people, caring for others, super human imagination, accompanying actions and violence and entertainment. Most of the female respondents like to watch fantasy, imagine, funny characters such as shin chan(41), oggy and the cockroaches(41),tom and jerry (43),Sofia the first(46),Micky mouse club house(47) etc.

Table 6: Positive effects of cartoon on children

Positive effects	Responses	No of parents	percentage
Cartoon help in language development of children.	Yes, no	101, 9	91.81, 8.18
Cartoons help in rapid cognitive development of children.	Yes, No	107, 3	97.27, 2.72
Help in increasing religious understanding in children.	Yes, No	99, 11	90, 10
Help in moral development.	Yes, No	93, 17	84.54, 15.45
Helps in increase the leaning capacity of Children.	Yes, No	105, 5	95.45, 4.54
Cartoon helps in creativity	Yes, no	108, 2	98.18, 1.81

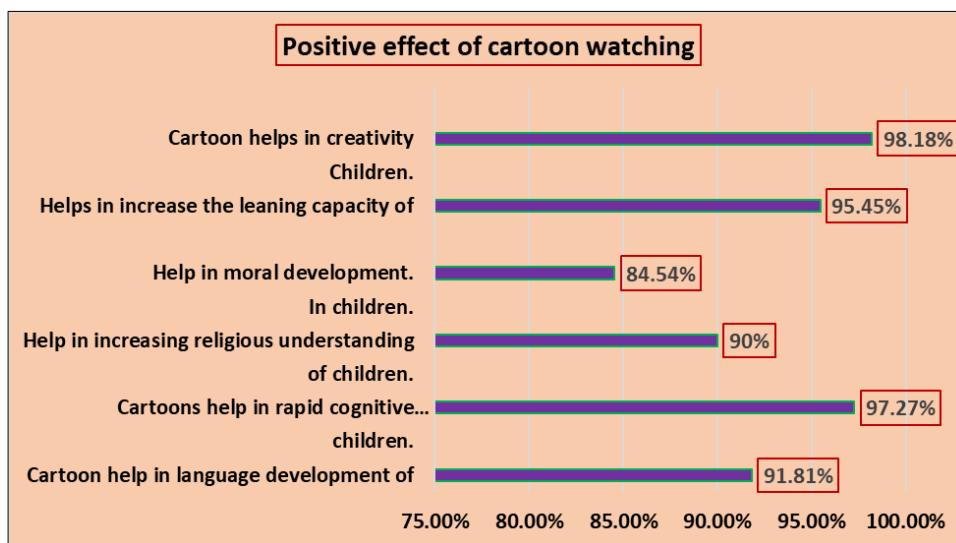
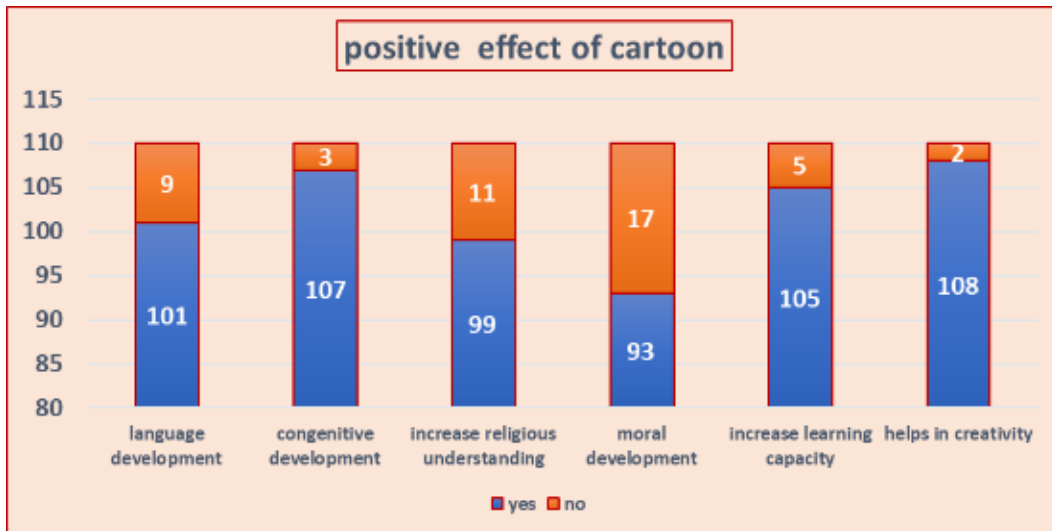


Fig 9: and Fig 10: Positive effect of cartoon

Table -6 shows the positive effect of watching cartoon. Some of the positive effects of cartoon such as (1) language development. By cartoon watching different cartoon children can improve their pronunciation and their manner of talking. (2)cognitive development by develop logic and reasoning ability, visual & auditory processing.(3)enhance creativity such as child will be able to think of new ideas inspired by certain cartoons and come up with new stories or artwork based on the cartoon he watched.(4)increase learning capacity that teach shapes, numbers and colors in a fun and interactive way which makes them enjoyable. The moving, talking pictures and colorful visuals make learning

interesting for children. (5) increase religious understanding of the children through different cultural show which will enhance the social learning and development skills, encourage the child to become a holistic thinker. (6) increase creativity from cooking, baking, art & craft to music, drawing, painting stimulate the mind and encourage children. (N.Anisha 2018)
 In the present study it was also found that increase creativity (98.18%), increase learning capacity(95.45%).cognitive development(97.27%),language development(91.81%),moral development(84.54%) and religious understanding (90%) supported by N.Anisha 2018

Table 7: Negative effects of cartoon on children

Negative effects		No.	percentage
Children are imitation of cartoon characters	Yes, No	93, 17	62%, 15%
More prefer cartoon in comparison to any other outdoor game	Yes, No	105, 5	95%, 4%
Cartoon watching promoting buy new toys	Yes, No	106, 4	96%, 3%
Behave aggressive	Yes, No	86, 24	78%, 21%
Don't like to go school or another place	Yes, No	63, 47	57%, 42%
Cartoon effect on children behavior to others	Yes, No	89, 21	80%, 19%
Children fights after watching cartoon	Yes, No	84, 26	76%, 23%
Children try to kick, hit or push and shoving other kids	Yes, No	78, 32	70%, 29%

Table-7 and fig -7 show the negative effect of cartoon watching. While cartoons have many positive effects on children, they can also have negative effects on child behavior and development. Some of the negative effect that cartoons can have on children are such as encourage violence where children may believe that no one gets hurt or feel pain. Promotes unruly behavior and lack of empathy show character displaying rude or disobedient behavior

towards teacher, and elders. Promote to use foul language that is unfit for children and they may start using bad language that they learn from cartoons in real life. Encourage unsocial behavior that makes them normal to be aggressive, spoiled or violent. Promotes bad role models result in children being withdrawn, uncommunicative, antisocial or unruly. (N.anisha, 2018)

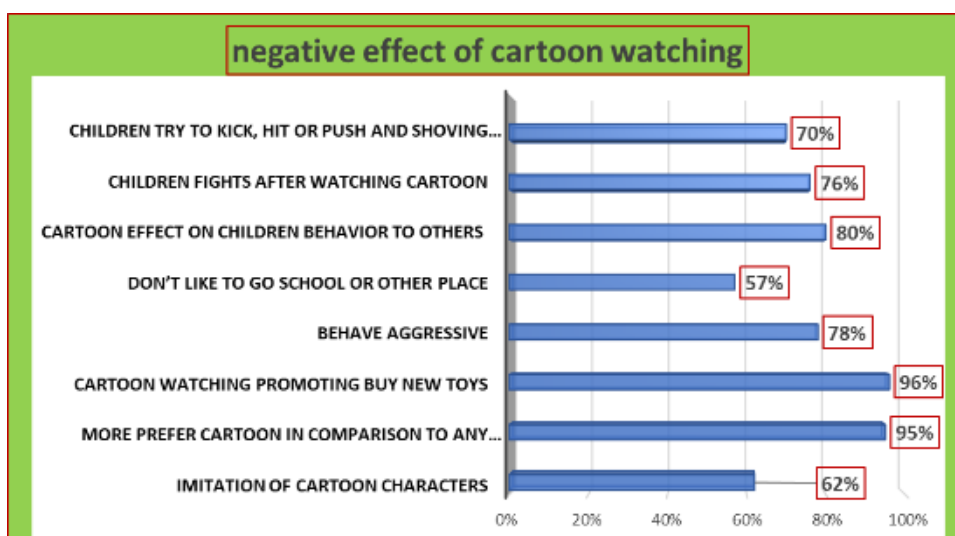


Fig 11: Negative effect of cartoon watching

Table 8: Health problem faced by children

Health problems	frequency	Percentage (%)
Vision problem	80	72%
Do you like to eat food in front of the television	105	95.45%
Too much food at a time	91	82%
Less food taking	19	18%
Skip meal	73	66%
Obesity	83	75%
Junk food	103	93%
Unhealthy foods like chips, ice cream, chocolates, cold drinks, kur kure, juice	106	96%
Nutritional deficiency	85	77%
Frequently go to the doctor for health check-up	74	68%

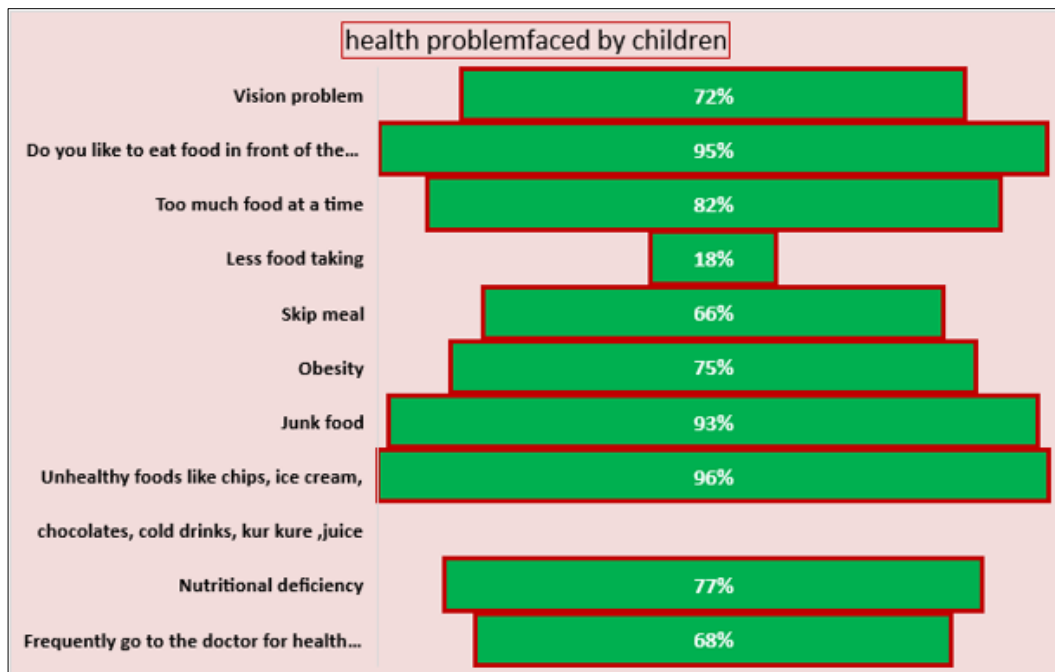


Fig 12: Health problem faced by children

Too much hour spending in front of a screen watching cartoons can cause several health problems due to inactivity and sedentary lifestyle. This include obesity, vision problems and nutrition deficiencies. (N.anisha, 2018). In the present it was also found that most of the respondents were face different types of health problems. Such as taking unhealthy foods(96%),junk foods(93%),like to eat food in front of television (95%),obesity (75%),taking too much food at a time(82%),vision problem (72%)nutritional deficiency(77%),frequently go to the hospital for health checkup(68%) and less food taking (18%).

Suggestion and recommendation

UNICEF (2007) recognizes that the child, for the full and harmonious development of bis or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding. It also states that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity. The child, by reason of his physical and mental immaturity, needs special safeguards and care. Such safeguards are lacking or are ignored in the case of animated cartoons. (M.Claire 2006)^[13]

To deal the negative impact of cartoon watching can be deal with some key points. Role pf parents, media participation and role of Government play a major role to deal with such types of negative impact.

Role of parents

Limit the number of hours for watching TV or cartoons and encourage them to go out & play.

Watch the TV show with the children and select appropriate educational cartoon channel in which they sure that the content being consumed is informational, educational and interactive that foster a strong bond between child and parents

Explain the difference between cartoons and reality

Explore informative channels such as discovery, geographic and animal planet that will help overall development of children

Don't let them eat sitting in front of the TV.

Use audio CDs for Storytime and rhymes that will encourage children for good listener.

Keep the TV set away from the bedroom and turn off the TV at the end of the show.

Use filtering and monitoring applications software to filter out inappropriate content and lock content which you do not want to show the children. (N.anisha, 2018)

Role of Government: -

A legal framework for classifying animated cartoons should be developed.

Set policies governing the content in animated cartoons aired by the media houses. (M.Claire 2006)^[13]

Conclusion

Cartoon network is one of the most favorite cartoon channels for children. As cartoon network is 24 hours channel, so children spend most of their leisure time in front of it. After this study we found that children are highly influenced by the cartoons. Because, they prefer more attention to cartoons instead of other games and activities. They not only behave like a cartoon character but also, they became aggressive after watching cartoon. It not only attracts the children through its contents but also inculcates some positive and negative habits in them. parents are satisfied by positive effects of cartoons on their children where as they worried about the negative effect also. Due to sedentary life style & bad food habits children were face different types of health problem. As children are like clay, so they should be molded in a right way to have positive impact of cartoon channel. Thus, it can be concluded that Due to tender mind of the children they try to imitate whatever they see so it is the we, the parents, teachers and the social workers should come forward to protect our children to build a healthy nation.

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