

Cartoons and Children In Armenia: A Qualitative Research Study on  
How Cartoons Affect the Social Behavior of Children in Armenia.

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## **Abstract**

The purpose of this research is to discover the effects of cartoons on the social behavior of children in Armenia.

Several studies have been conducted that show the negative effect cartoons have on children, one of these studies was done by Bjorkqvist and Lagerspctz “Children's Experience of Three Types of Cartoon at Two Age Levels,” which finds that cartoons affect children both negatively and positively in some points.

This study argues that the same phenomenon is not happening in Armenia, and in order to examine the issue Five children between the ages 5 to 12 participated in an experiment to find the effects. The parents of the children were handed out questionnaires to fill in. The purpose of the questionnaires was to understand their perspectives.

Conversely to the study mentioned, these children in Armenia according to the analysis of their parents' answers do not show any antisocial or violent behaviors that might be alarming, and similar to the study mentioned they showed high levels of language acquisition and social behavior.

## **Table of Contents:**

<b>Introduction</b>	3
<b>Literature review</b>	5
Violence	6
Judgment and Moral	7
Socializing	7
Stereotyping	8
Language	9
<b>Research Question</b>	11
<b>Methodology</b>	11
<b>Findings and results</b>	13
<b>Conclusion</b>	19
<b>Limitations and avenues for future research</b>	20
<b>Bibliography:</b>	20
<b>Appendices:</b>	24

## **Introduction**

A study called “ Effects of cartoon programs on behavioral, habitual and communicative changes in children” by Rai, talks about how children watch cartoons daily, and how day after day they start becoming more attached to them, then imitating them and then

buying products with their picture on them, wanting to dress like them for Halloween. In a way, they have become their role models; it talks about how children refuse to do anything other than watching cartoons and that they get violent when their parents tell them to stop watching these cartoons. (Rai, S. 2016) this might also be the reality in Armenia.

This connection with cartoons does not end there. As mentioned in the study “Cartoons’ Effect in Changing Children Mental Response and Behavior” conducted by Habib and Soliman, it also affects our brains and our mental behavior. Many studies such as the previous mentioned one and a study conducted by Bjorkqvist and Lagerspctz “Children's Experience of Three Types of Cartoon at Two Age Levels” have been done on how certain cartoons make children more violent. However, violence is not the only factor when it comes to cartoons. There are many other factors affected as well. Because cartoons are one of the mechanisms that unconsciously transmit information to children and influence them, they give them a false sense of reality, they make them more violent, stereotypical, and expose them to sexual content. However, at the same time, they help children with language acquisition and socializing. For children cartoons are colorful and funny friends but what children and parents don't notice is that they are also children’s very first teachers and role models. Whether they teach good things or bad things depends on the cartoon and the child. (Habib, K., & Soliman, T. 2015 and Bjorkqvist & Lagerspctz, 1985)

Many studies and experiments, such as Kidenda, M’s study “An Investigation of the Impact of Animated Cartoons on Children in Nairobi,” which was specialized in Nairobi or Hassan, Ali & Daniyal, Muhammad’s study “Cartoon Network and its impact on Behavior of

School Going Children , A case study of Bahawalpur, Pakistanbut” in 2013, have been conducted to see if cartoons have an effect on children’s behavior. But it appears that none have been conducted in Armenia and on Armenian children.

The researcher herself has spent her childhood watching cartoons. Her favorite life advice come from cartoon characters. That is why this study is both personal and interesting to her. This study seeks to answer the question what are the effects of cartoons on Children’s social behaviors in Armenia, and it uses the methods of experiment and questionnaire.

## **Literature review**

As the research aims to study the effects of cartoons, the most suitable theory for this research is the cultivation theory. The Cultivation theory is an approach proposed by Professor George Gerbner, that says "heavy exposure to cultural imagery will shape a viewer's concept of reality” as mentioned in Cultivation Analysis: An Overview. Mass Communication & Society. (1998)

In her book “Developmental psychology-A Life Span Approach” Hurlock emphasizes the social behavior patterns that school going children have, such as: imitation, rivalry, violence. cooperation, sympathy, empathy, and sharing.(1981) These are are some of the behaviors this research focuses on.

## *Violence*

According to Hassan and Daniyal, there is a connection between children's behaviors in school and watching cartoons. They argue that violence shown in cartoons affect the behavior of children. (Hassan and Daniyal, 2013) As concluded from the study "Cartoon Network and its Impact on Behavior of School Going Children: A Case Study of Bahawalpur, Pakistan" (2013), which was done to test two hypothesis:

"H1: Behavior of school going kids in the classroom is influenced by the frequency they watch cartoons.

H2: Violence presented in the cartoons influence the behavior of the children."

"Effects of cartoon programs on behavioral, habitual and communicative changes in children" (2016) is a study conducted on 200 children and, 61% of the 200 children who were surveyed try to copy stunts after they have started watching cartoon programs, and 31% of the children had started showing indecent behavior, while 45% had become violent especially when the tv was shut off by their parents. (Rai, Waskel, Sakalle, Dixit & Mahore, 2016)

As the research discusses the effects of cartoons on the social behaviors of children, these studies gave the researcher key concepts about violence and how cartoons cause violence in children. The hypothesis of the previous mentioned study also assisted the researcher in her methodology as they were used as questions.

## *Judgment and Morality*

Some cartoons often have moral stories that teach children to behave better and become morally better people. These moral stories include things such as helping others, not lying, not stealing, or understanding that such things have consequences.

A content analysis experiment was done in Lauri Reinhardt's study "The effects of television on children's behavior, attitude, and moral judgment." Where children were asked what the cartoon they watched were about. If the children mentioned anything about the moral of the cartoon, the interview was finished. If not, the experimenter kept asking questions such as "What was the special message of the cartoon?" to get the children to answer. If the child answered yes, it was followed by the question "What was the special message?" (1978)

The results of this study showed that "Only 14 of 60 children extracted a moral story or lesson from the three cartoon conditions" (Reinhardt, 1978)

Since conducting experiments on the children is part of the methodology for the research, this study gave the researcher a great idea and example of how to do the content analysis part of the methodology and how to test the children's understanding of moral judgment.

## *Socializing*

As seen and indicated from the aforementioned studies, cartoons may affect children and make them more violent. However, in "An Investigation of the Impact of Animated Cartoons on Children in Nairobi" by Mary Claire Akinyi Kidenda (2010), we are shown that cartoons are a great way of socializing among children.

Out of the 450 questionnaires distributed 426 questionnaires were completely answered and used to collect the data of this study, which is an excellent response rate. Out of these 426 respondents, 86% of respondents agreed that they talked to their friends about cartoons, they used this as a basis to find out whether they had the same preferences, and which cartoons and cartoon characters their friends preferred. (Kidenda 2010)

Another study called “Cartoons’ Effect in Changing Children Mental Response and Behavior” conducted by Habib & Soliman, indicates that cartoons may also educate children and affect them positively, for example teaching them to help those in need, teach them about group work, control their anger, act politely and obey the elders. (2015)

This research broadened the horizon for the researcher and allowed her to focus not only on the bad effects but also on the good effects of cartoons on social behaviors of the children. This study assisted the researcher in looking at the other side of the coin to have a more diverse list of questions for her methodology.

### *Stereotyping*

Cartoons give children a virtual world, which they connect with their own and through these cartoons they pick up stereotypes and believe that real life should have these stereotypes as well because in a way it is what they are used to seeing, this is indicated in the case study “Gender representations and stereotypes in cartoons: a Jordanian case study” conducted by Salam Al-Mahadin, which also mentions that although some new cartoons are putting a different spin on gender stereotyping, in general, tv and cartoons still underpin the traditional gender roles. (2003)



Ruchi Jaggi conducted the study “Gender Representation in Animation: A Study on Children's Television Programming in India” (2017) whose results showed that the number of male characters is much higher than that of females in both primary and secondary categories. These cartoons barely show any cross-type characteristics, except that in a few cases primary males sometimes act romantically and primary females sometimes achieve things. (Jaggi 2017)

“Gender roles in animated cartoons: Has the picture changed in 20 years?” (1995) This study compared cartoons before the year 1980, and after the year 1980, this study was done by Thompson and Zerbinos. The hypothesis of this study was corroborated, and the results showed that female characters were stronger, more independent, less helpless, and were in leadership positions. (Thompson & Zerbinos, 1995)

This study gives the researcher real examples of what children in different countries and different years thought about gender roles and stereotyping. It allows the researcher to conduct similar methodology, but through basing the methodology on the children in Armenia. The researcher’s methodology questions were influenced by these studies and only after reviewing them did she come up with the idea to incorporate gender roles in her study as a part of social behavior.

### *Language*

According to the study “The effect of cartoon on children” conducted in 2016, children’s minds are like play dough and can be shaped very easily. Even by the simplest ways. Thus the study indicates that it is natural that their language acquisition would be affected as well “A child is accepting any outer influence and information affecting his character in the future” (Tripathi, Priyambada, Singh, Anita and Singh, Anita, 2016)

In the aforementioned study the language acquisition of 5-12 year old children were assessed by interviewing their parents. Out of the 30 parents interviewed 76.5% of the parents have noticed that their children have started using new words, and they have noticed a high rate of language acquisition. (Ghilzai, 2017)

Language is one of the main methods of socializing, and the researcher's methodology examines the language acquisition of children through cartoons. This study has given the researcher a clear cut idea of the concept of language acquisition and how easily children's minds can be affected. It has also given the results of language acquisition through real-life experiences. Thus the researcher will use the same idea in her methodology and test the hypothesis.

As mentioned in the book "Interviewing children and young people for research" there are a significant amount of surveys that are conducted on children, and one of the most important rules is when requesting permission to conduct an interview, the person responsible for the child must be given enough information to make a properly considered decision to grant such permission (O'Reilly & Dogra, 2017)

According to "The Child Interview. Practice Guidelines" (2016) the interview should take place somewhere neutral, quiet and secure; this place should not have any toys as it is very distracting for the children. Other rules include, to sit in a position that allows the interviewer to have eye contact with the child, and to not be too close or too far. (Keller-Hamela, 2016)

The researcher needed to use these sources because interviewing children or doing experiments on them are processes that need to be very carefully done, in order to not ask the wrong questions or affect their answers in any way. Dealing with children, in general, is not an

easy task, thus interviewing children has some rules that must be followed, which can be found in the sources above.

## **Research Question**

There are different studies that were mentioned above that have resulted in the conclusion that cartoons may affect children. This study contains one main research question and two more sub-questions. The central research question for the study and the main goal is to find out if cartoons have an effect on the social behavior of children in Armenia.

Based on the literature review, which showed that cartoons might have an effect on children, the need for more details arose which led to the sub-questions. The secondary questions are:

If cartoons have an effect on social behavior, are these effects positive or negative?  
and according to the cultivation theory, do these shows alter the viewers perspective of reality?

## **Methodology**

The methodology adopted to collect the data is qualitative. Qualitative methods are used to answer questions about complex experience, which seemed appropriate for the study. The methodology occurred in two stages: 1- Questionnaire with five mothers from Armenia and 2-An experiment with the five children of each of the mothers.

Consent is an integral part of this research, and a consent form was distributed to the parents of the children and the children were told that they do not have to answer the questions and that they can stop at any minute. This form allowed the researcher to complete the study ethically, and it will allow the participants to willingly continue, with the freedom of discontinuing

whenever they please. The form was for the parents to sign for their part of the questionnaires and as guardians for their children. After the parents' approval, the researcher asked the children if they were okay with answering some questions.

Before the experiment the researcher showed the questions to the parents and explained to the children what will happen before and during the experiment. The children were asked if they wanted their parent or sibling to join them. Despite this option, all the children were fine to being interviewed without being joined by anyone else.

The questionnaires and the experiment were conducted on different days, as first the data from the parents should have been analyzed in order to continue with the experiment.

The parents all gathered at a center, on March 13 of 2019, where the researcher does volunteer work. The parents were asked if they wanted to participate in the research and if they agreed to allow their children to participate as well.

Following this, the consent forms were distributed, after which the researcher distributed questionnaires, which had questions about their children (see Appendix One.) The questions were meant to understand the shows the children watch, how many hours a day they watch, and the effect of cartoons on the children from the perspective of their parents.

The experiment took place in the center with a hall and a private room, on March 23 of 2019. The hall had volunteers to entertain them, in case some children were obliged to wait for their turn. For this research, no specific cartoon was chosen. Instead, after interviewing the parents about their children, the researcher chose one cartoon for each child, depending on their parents' answers. Afterwards, the researcher asked each child what cartoon is their favorite and compared it with their parents' answers, and the parents knew exactly what their children watch. That is

why every child was asked questions about their own favorite shows, instead of one specific cartoon.

Five children were interviewed, between the ages of 5-12.

#### *Age and Gender of Children*

Child Number	Age	Gender
C1	8	Male
C2	5	Male
C3	12	Female
C4	6	Male
C5	7	Female

During the experiment, children were shown different characters, from different cartoons, genders and races. They were shown the good characters and bad characters, and then they were asked questions (see Appendix Two) to see which character they identify with and so on.

Five cartoons were used in the experiment according to the choices of the children (see Appendix Three.)

### **Findings and results**

The following cartoons were identified by the children as their favorites:

**1-Teen Titans Go!:** The superhero team is made up of both females and males, and they are all strong. In one episode, Starfire mentions something along the lines of how males and females are equal in her planet. There is some tension between the genders, but they are still friends.

Raven is extremely violent, However not when she is out with the superhero team to save the day, but during regular tasks, she hits or smashes every character that bothers her.

Although they are all supposed to be friends, in one episode when Beast boy gets fired, no one but Cyborg actually gets upset. So it appears that none of the teen titans are good friends.

**2-My Little Pony:** The main characters in my little pony are females, and they all have jobs and work. The researcher focused on Rarity since C5 has chosen her as her favorite character, C5 seems very condescending, she uses big words and even incorporates French words in her sentences, she acts like royalty. At the end of the day she is extremely nice and caring.

**3-Annoying Orange:** The male characters are portrayed as more macho and strong while the females are portrayed as in a very stereotypical way. Onion is a female character that is portrayed as very stupid and naive, Passion fruit is very smart and hates that Orange makes fun of grapefruit and other fruits. Orange is, well, very annoying, and not very witty.

**4-Mr Peabody and Sherman:** Is a Netflix original show, it is an extremely educational show. In every episode they go back in history and talk about that period of history. The female character, Penny, is a bully at first, but then becomes friends with Mr Peabody and Sherman. The show includes many influential female characters from history such as Cleopatra, Queen Isabella and so on. Which highlights the importance of females in history.

**5-Pj Masks:** the heroes have the ability to camouflage themselves, and the heroes go out right when it is bedtime. There is a lot of name-calling.

All of the parents know what their children watch; they supervise the shows their children watch and do not allow them to watch age-inappropriate shows. Some of the parents have very strict time regulations and do not allow their children to watch for a long period of time. While others have lighter time regulations, others are struggling to put time restrictions. One of the parents even mentioned: “If I allow my children to watch for 24 hours they would.” Two of the parents said that their children would cry when it is time to go to bed and stop watching their cartoons. Through the questionnaires given to the parents, it appears the majority of children are more likely to spend their free time watching cartoons instead of playing outside or enjoying other various activities or hobbies.

However, as mentioned above, most of the parents have set limits to the number of hours the children can watch television or use electronic devices. That is why the children, naturally, have to find other things to do, even though they would rather watch cartoons.

The children, according to their parents, do not show any violent behavior. Although the children play fight with their siblings, they still do not show violent behavior, that would be considered alarming, or dangerous. They are all very friendly, and they play with their siblings. The parents even mentioned that having time restrictions on tv and electronics helps them spend more time with their siblings and parents. From the perspective of the parents, this helps them not become antisocial. C5 does not have any siblings, and her mother mentioned that they usually play with each other. If C5 does not approach her mother, the mother approaches her.

None of the children have any problems at school, whether they are problems with their classmates or teachers.

### *Effects according to parents*

As mentioned above, from the parents' point of view, the cartoons are not isolating the children from their friends or family. Despite the violent nature of some of the shows the children watch, they do not seem to be encouraging antisocial or even violent behaviors. When asked whether the children use the characters as an excuse to get away with things, such as sleeping late (for example Pj Masks go out to fight at night), or not eating certain kinds of foods, or drinking soft drinks, all of the parents answered no. It appears that the children do not behave the same way as their favorite characters. The children do not even ask for toys, cups, clothes, or anything else with the characters' pictures.

All of the children watch cartoons in English which is not their native language. According to the parents they have learned English mostly from the cartoons. Language acquisition seems to be very high, according to the parents. C1, C2, C3, and C4 speak in English when they are playing games, and C5 asks her mother about the definition of the words she hears.

Although the children play in English, they do not pretend to be the characters that they like or watch, as in they do not roleplay their favorite shows. It looks as if the cartoons mostly affect the children's language acquisition, even though the children do not imitate or role play their favorite shows.



### *Results of the experiment*

It appears that the children have a clear cut idea of what villains are. When asked if they would help the bad guys or the good guys, all of them said they would help the good characters. When shown the good and bad characters, and asked who they would share their toys with, all the children firmly chose the good characters (See Appendix Four for children's answers.) This indicates they do indeed distinguish who is evil and who is not and that they should not be friends with someone evil.

However, it seems that most of the children do not distinguish bad personality traits. It looks as if for them the TV show has categorized the bad and good characters. The show has decided for them and thus if a certain character is from the "good characters," then this character is certainly good, despite the fact that they have some bad traits. Penny from "Mr. Peabody and Sherman" is an example of such a character. Although Penny is one of the good guys, she is very manipulative. That does not change C1's idea about Penny, as C1 still thinks she is a good character because she is not one of the evil characters.

The same could be said about their favorite characters. Although they had their reasons to choose which character they identify with the most, it seems as if they have not noticed some of the alarming characteristics or personality traits of these characters.

As mentioned above C3 chose Starfire. Even though Starfire is an alien, she is one of the two main female characters, and it appears that C3 chose her because, of the two main female characters, she is the friendlier one. When asked about her classmates, C3 mentioned that one of her classmates is like Raven, and the reason is that Raven is not as friendly as Starfire. It appears that C3 does not understand Starfire's naivety or the moments when both Starfire and Raven act violently and especially Raven who as mentioned above gets very destructive when she becomes

violent. It appears that because Starfire and Raven are from the good characters, they do not realize that they are violent or do not think that their violence has bad intentions, instead they find it funny.

C5 is the only one who has noticed that although Rarity is a good character, she has her flaws, such as jealousy, and that is a point or characteristic that she does not find in common between her and the character.

If these characters were humans in real life, what would their jobs be? Most of the children judged the characters based on their role or character in the cartoon. Except for C4, who when asked what Catboy would do said “Something fast because he is very fast.” But when asked what Owlette would do he said “Nothing, she would stay at home.” When asked why he said, “Because she is a girl.” The same thing occurred with C2 who said “Passion Fruit would either have a kissing booth or not work at all, and when asked why he gave the same answer as C4 “Because she is a girl.”

It appears as though the children can make a connection between real life and the cartoons, and according to them based on the characters’ jobs or roles in the cartoon the characters would do the same thing in real life, or something similar. The children did not show opinions or jobs based on a bias or gender discrimination.

However, C2 and C4, the two younger children, were only able to make that connection only when it came to the male character and not the female character, and instead chose the job or lack of job-based on the mere fact that the character is a female character.

When shown a male and female character and asked which one they would be friends

with, C2 and C4 showed no hesitation in choosing the character as their same gender. It seems as if they are still at a point in their lives where they find it weird to be friends with the other gender and do not enjoy the company of the opposite gender. While C1, C3, and C4 had no problem being friends with both genders. When it came to sharing toys with either the female or male character, most children could not decide and did not want to decide, so they asked if they could pick both. On the other hand, C2 showed no hesitation and chose the male character only and the same thing happened with C4 when he was asked the same question, after a few seconds of hesitation, he also chose the male character. The children who wanted to pick both appear to be putting their kindness and their generosity, over the gender of the character, they seem to not discriminate between the genders.

## **Conclusion**

Based on the parents' answers, it seems as though the biggest effect these cartoons have had on these children, is the language acquisition which has affected them in a positive and significant way. Although some of these cartoons show violent behaviors and crude language, they have not seem to have affected the children. The children also do not imitate the characters, unlike most of the other studies mentioned in the literature review and the cultivation theory. This might be because of the limited hours that the parents have enforced. The children, it seems, are not fully aware of the bad characteristics that some of the people/characters can have. They might be very young to notice that some characters are manipulative, some are extremely lazy, and some are alarmingly violent. They believe that if the character is from the heroes of the show, then they are definitely good.

These shows do not show gender stereotypical working roles, as both females and males work and fight in the cartoons. However, it seems from the answers of the younger kids aged five and six, that they have stereotypical ideations, and gender biased choices and gender discrimination, as opposed to the older children who put no difference between the male or female characters' jobs or even if they would be friends with them.

Overall, cartoons do not seem to make the children of Armenia more violent. They do not encourage bad behavior in children, including use of crude words and gender bias. They seem to help improve their language, as they watch shows that are not in their native language.

### *Limitations and avenues for future research*

The sample size could have been bigger. Perhaps for future research, a bigger sample size could be used in order to understand the results on a larger scale. In this research the language acquisition of the children was based on the perspective of the parents. For future research a different method of examining the language acquisition could be used, such as testing the language levels of the children at the beginning, and then, after a few months of them watching the cartoons, test the language levels again. Another interesting thing that could be done is focusing on certain episodes of certain cartoons, and basing the questions on those cartoons.

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## **Appendices:**

Appendix One (Questions that were asked to the parents, through the questionnaires)

Full Name: (the interviewees decide if they want to give their names or not, the researcher will not include their names in the research in any case.)

Number of children:

Ages of children:

What languages do your children speak?

Approximately how many hours does your child/ do your children spend watching cartoons on the television on a daily basis?

Approximately how many hours does your child/ do your children spend watching youtube cartoons on a daily basis?

In what language do your children watch cartoons?

Do you supervise your child/children while they watch cartoons?

Which cartoons does your child/do your children watch?

Does your child/do your children have favorite characters?

Do you notice your child/children imitating the characters they watch?

If your child watches/children watch a cartoon in a different language than their native do you notice them using or acquiring that language?

Does your child/do your children ask you to buy things with their characters pictures on them?

Does your child/ do your children prefer staying indoors or going out to play?

When your child is/children are playing with other children do you notice them playing as characters from the cartoons they watch?

Does your child/ do your children use characters as excuses to the things they do for example “but (name of character) can go to bed late” ?.

Do you think that the cartoons shown nowadays are indecent and contain obscenity that children should not be exposed to?

How would you describe your child's relationship with you? (negative, positive, neutral)

How would you describe your child's relationship with their siblings? (negative, positive, neutral)

How would you describe your child's relationship with their teachers? (negative, positive, neutral)

How would you describe your child's relationship with their classmates? (negative, positive, neutral)

Does your child/ do your children show antisocial behavior? (negative, positive, neutral)

Does your child/ do your children show violent behavior? (negative, positive, neutral)

**Appendix Two: (Experiment with children during which the children were shown different characters, from different cartoons, genders, races. Good characters and bad characters.)**

The children will be asked several questions such as:



Showing them the good and bad character

Which of these two do you identify with?

Which of these two do you identify your siblings with?

Which of these two do you identify your parents with?

Which of these two do you identify your classmates with?

If these two were in trouble which one would you help?

Showing them a character of their gender and a character of a different gender

Do you see yourself on the screen? Which one?

Which of these two would you be friends with?

Which of these two would you help, if you could only help one?

Which of these two would you share your toys with?

What do you think is the job of this character (boy)

What do you think is the job of this character (girl)

**Appendix Three:** (The five Cartoons identified by the five children, and a summary about them and the characters.)

**Mr. Peabody and Sherman:** according to the fandom page “[www.mr-peabody-sherman.fandom.com](http://www.mr-peabody-sherman.fandom.com)” it is a science fiction show about a genius dog, his adopted human son Sherman, and their time traveling adventures. They are the main characters of the show, alongside a female human Penny, who at first bullies Sherman, but then they become good friends. Two other characters include Agamemnon and Ms. Grunion.

**Characters and personalities:**

- Mr. Peabody is a genius, he is smart beyond human capacities, he is caring and loving but at the same time strict with Sherman.
- Sherman is not very bright; he is very loud and obnoxious and also reckless.
- Penny is loyal and caring to the people she loves, she is known to own up to her mistake, and she has a rebellious side. However, she is spoiled and manipulative.

(Peabodyverse Encyclopedia, n.d.)

**Annoying Orange:** As mentioned in the fandom page of the show “<https://annoyingorange.fandom.com/>” it is about an Orange who annoys other vegetables and fruits.

**Characters and Personalities:**

- Orange is annoying, dim-witted, who laughs when someone he dislikes dies.
- Pear is Orange’s best friend, he is reasonable and very relaxed.
- Passion Fruit is the female character; she is fun, cheerful and intelligent. Unlike Orange, she does not make fun of others and hates it when Orange does so.

(Annoying Orange Wiki, n.d.)

**Teen Titans Go!:** according to the fandom page of the show “[www.teen-titans-go.fandom.com](http://www.teen-titans-go.fandom.com),”

They are superheroes who fight to save the day, and when they are not saving the day from villains, they are living the life of normal teenagers, struggling with teen problems and living with each other.

### **Characters and Personalities:**

- Robin is very active, and he is a perfectionist, he often goes borderline crazy when he does not get what he wants, he is also very jealous when it comes to his crush on “Starfire.” Despite his flaws, he always has good intentions.
- Starfire is an alien, so she has no idea how planet Earth works, which causes her to do strange things and sometimes her teammates use her naiveness against her. There are some rare moments where she is very violent, but overall she is loving and caring especially to her friends.
- Beast boy is cyborg’s best friend and even lazier than him. He is not very productive and is not very intelligent and is always monkeying around. He also appears to be very self-centered.
- Raven is the introvert of the group, she hides her feelings and emotions from everyone else, and she does not talk a lot. She is always sad and sulking, her teammates often push her to the point where she becomes destructive and shows a demonic side.

(Teen Titans Go! Wiki, n.d.)

**PJ Masks:** which again according to their fandom wiki page

“[https://pj-masks.fandom.com/wiki/PJ\\_Masks\\_Wiki](https://pj-masks.fandom.com/wiki/PJ_Masks_Wiki)” is a show about superheroes, however, they are not teenagers they are actually kids. In the mornings they go to school and in the

evenings they wear their PJs and turn into superheroes, that is why each character has two personalities and names.

### **Characters and Personalities:**

- Connor (Catboy) is clumsy and nice. As a superhero Catboy is the leader of the superheroes he is very fast. He is somewhat bossy as he often disregards what his teammates tell him. He lets his position gets to his head but then fixes it and gets the mission done. He as well as his teammates often act true to their age and seem immature.
- Amaya (Owlette) is very sweet and caring for her teammates but at the same time, she is a bit egoistic and selfish. As a superhero (Owlette), she is very skilled and even though she acts immature sometimes, she quickly focuses and goes back to the mission.
- Greg (Gekko): Greg is very competitive and insecure. As a superhero “Gekko” he is very strong but he is easily distracted and again a bit insecure, and just like his teammates he tends to act childish during tasks but then matures again.

(PJ Masks Wiki, n.d.)

**My Little Pony: Friendship is Magical:** and based on the information on the fandom website “[https://mlp.fandom.com/wiki/My\\_Little\\_Pony\\_Friendship\\_is\\_Magic](https://mlp.fandom.com/wiki/My_Little_Pony_Friendship_is_Magic)” it is about a pony princess who was sent to a different land to learn about friendship from other ponies.

### **Characters and Personalities:**

- Rarity is a female pony; she works as a fashion designer. Rarity cares about beauty; she wants to be beautiful and clean all the time. She is also sophisticated and uses big and complex words. She always wants to be in the center of attention

(My Little Pony Friendship is Magic Wiki, n.d.)

#### **Appendix Four:**

##### **The characters which the children identify themselves with, and the reasons:**

C1 identifies himself from Mr. Peabody from “Mr. Peabody and Sherman.” He says it is because Mr. Peabody is very smart, and so is he.

C2 identifies himself mostly with Orange from “Annoying Orange.” He says because it is his favorite character.

C3 identifies herself with Starfire from “Teen Titans Go!” because she is friendly like Starfire and not antisocial like Raven.

C4 identifies himself with Catboy from “Pj Masks” because he loves him, and because his outfit is blue.

C5 identifies herself with Rarity from “My Little Pony.” When asked why she said “Because she is so beautiful, but also because I like her behavior and she is a designer. I want to be a designer when I grow up.” and she continued to answer by saying Rarity is sometimes jealous and that she does not like that about her.

##### **The characters which the children identify their siblings with, and the reasons:**

C1 thinks that his brother is Sherman because he is not very intelligent; his exact words were “Because he is dumb.”

C2 thinks that his brother is Pear because his brother likes chemistry, and so does Pear.

C3 thinks her younger brother is Beast Boy because he sometimes acts crazy, and her older brother is Robin because he is very active just like him.

C4 thinks his sister is Owlette, and when asked why he said because Owlette is a girl.

C5 is an only child.