The influence of Cartoons in Swapping the social behavior of School Children

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Abstract
This study reveals the influence of cartoon in swapping the social behavior of Schoolchildren, especially fastening on how exposure of cartoon influence either positive or negative mode on children. The 500 respondents are made up of parents, preceptors, siblings, and indeed children themselves, but it's essential that participant be school- going children between the age of 3 and 15 who are chosen from the Lahore region. Researchers used survey method and developed questionnaire for data collection with the help of simple random sampling technique. As the study investigated that cartoons work as powerful riggings for social education, manipulating children's attitudes, communication expertise, and moral growth. The study utilized the cultivation theory for theoretical support. Findings shows that well- structured and educational cartoon content significantly enhances social chops, encouraging positive relations in academic environments. The respondents acknowledged that cartoons inspire imaginative play and creativity, foster social relationships, and even help form social standards based on the acts of cartoon characters.

Key words: Influence of cartoons, Social behavior, Schoolchildren, Positive, Negative, Cultivation

Introduction
Cartoon shows have shaped children's cognitive, emotional, and behavioral development, and now a staple of contemporary children's entertainment. These animated programs appeal to a variety of viewers by incorporating a broad range of themes, characters, and storylines (Gotz, M et.al, 2005). Cartoon shows have become a major source of pleasure for kids attending school in the present period, where media and technology are pervasive in daily life. The swift advancement of media and its widespread impact on children's growth paths have prompted important inquiries regarding the consequences of media information on several facets of their existence. Cartoon series are one common type of media that has captured children's attention all across the world. These animated stories, which are frequently distinguished by colorful graphics and captivating plots, play a vital role in the lives of children who attend school, ages 5 to 16. Young audiences have a particular place in their hearts for these animated stories because of their vibrant characters and captivating stories (Olechowska et al., 2016).
An exclusive kind of children's entertainment programs like cartoons are associates with many vitality, inventive liar, and a broadcast of characters to produce effective visual adventures (Heyer-

Gray et al., 2023). These animated programs, which range from amusing escapades to thought-provoking subjects, may take viewers of all ages to imaginative realms while evoking strong feelings, evoking laughter, and frequently gently conveying important life lessons. Cartoon episodes have come an artistic miracle that not only entertains children's but also promotes creativity, empathy, and critical thinking due to its range in stripes, artistic reflections, and educational possibilities for children mental development.

The behaviors, interactions, and conduct that member of a social group or society display are referred to as social behavior (Judge et al., 2022). It includes a broad variety of actions people take when engaging with others, such as sharing, communicating, cooperating, competing, resolving conflicts, empathetic interaction, and more. Cultural standards, society expectations, individual views, and environmental factors all have an impact on social conduct.

Social behavior among Schoolchildren refers to the various ways in which children interact, communicate, and engage with their peers, teachers, and other individuals within the school environment. It encompasses a range of behaviors that contribute to their social development and play a significant role in their overall well-being and academic success (Rubin, et.al, 2015).

Cartoon shows have a significant impact on people's social conduct, especially for kids who attend school (Habes et al., 2022). These animated stories expose viewers to a variety of social situations through the interactions, feelings, and moral quandaries of the characters. These experiences have the power to influence how viewers see relationships, empathy, and communication. Cartoons that provide positive roles models for cooperation, friendliness, and problem-solving might help kids grow up to be pro-social by modeling these behaviors for them when they interact with others. On the other hand, inaccurate portrayals of violence or stereotyping may encourage bad social behavior. Because of this, the social actions and views of viewers are greatly influenced by the content of cartoon series, underscoring the significance of careful content creation and media consumption in moderation (Bandura, 2001).

This study aims to address this gap by quantitatively examining the association between cartoon series consumption and the social behavior of Schoolchildren. Despite the prevalence of cartoons in children's lives, little is known about how these visual narratives might shape their attitudes, empathy, aggression levels, and pro-social behaviors. How exposure to cartoon series influences children's social behavior through a quantitative research design using a survey method? This research contributes to the understanding of the potential influence of Cartoons in swapping the social behavior of Schoolchildren.

Research Objective
- To highlight the reasons of swap in the social behavior of the Schoolchildren by watching the cartoon series.
- To examine and find the ways to overcome the negative impacts of cartoon series on Schoolchildren's Social Behavior.
- To explore the positive influence of cartoon series on Schoolchildren's Social behavior.
  Hypotheses of Study
- Cartoon series positively associated with the social behavior of Schoolchildren.
- Cartoon series shed some negative impacts on the social behavior of Schoolchildren.
- Cartoons have no discernible influence on school-age children's social behavior, according to the null hypothesis.

Literature Review
Children's social behavior is greatly influenced by their peer relationships, and cartoons can have an impact on these relationships. Studies have examined the ways in which shared cartoon-

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watching experiences affect play behaviors, dialogues, and peer interactions (Laskar, 2021). The way that people interact with cartoon content together helps to create social relationships and shared narratives among peers.

The emergence of internet platforms has revolutionized children's cartoon content accessibility. Unprecedented options and control over viewing habits are provided by streaming services and internet platforms (Cao et al., 2022). It is important to keep researching how these shifting consumption habits are affecting social behavior. Though the benefits of education and social learning are obvious, worries about adverse consequences, gender stereotypes, and cultural background continue. To improve the beneficial goods of cartoon consumption on children's social development, maternal agreement and media literacy become pivotal elements. Research is still demanded to completely comprehend how cartoon series affect youthful people's social relations and actions as the media geography reports. Cartoon shows have been shown in various studies to have the capacity to promote positive social literacy and academic development. Research has demonstrated that educational cartoons ameliorate kiddies' language, cognitive and social commerce appreciation (Golding & Verrier, 2021). Studies punctuate how cartoon characters' impact children's social habits by serving as part models. Cartoons that features the pro-social themes like empathy, sharing, and collaboration might appreciatively affect kids' relations and stations (Holt et al, 2022). Young observers constantly look up to and try to imitate characters who display these traits (Herring & Kapidzic, 2015).

However, it's may, demonstrated that a few cartoon substances may have unfavorable impacts. Children's hostility vibe has been connected to cartoon presentation to savage or forceful conduct (Saba, 2023). Besides, children's discernments of sex parts and desires are affected by the perseverance of sexual orientation generalizations in cartoons. The relationship between cartoon substance and specific social settings has been considered in cross-cultural investigate. Children's comprehension of social measures and social values can be bridged by cartoons (Imran et al., 2023). To improve their instructive and social affect, endeavors have been made to localize and change cartoons so that they talk to individuals from certain social foundations. One critical viewpoint that has come to light is the parental support in directing their children's utilization of cartoons. Children's viewpoints and learning from cartoon programs can be impacted by parental engagement and communication (Stuckel man et al., 2023). Concurring to James et al., (2019), one way to explore possibly impactful substance is to acknowledge the media education capacities in both guardians and children. Considers have looked into the mental forms that highlights how kids get it cartoon stories and how it influences how they carry on in social circumstances. Concurring to cognitive hypotheses, children effectively translate and prepare the social clues found in cartoons, which can have an effect on how well they comprehend sentiments, inspirations, and interpersonal connections. Agreeing to Cankaya et al. (2023), these cognitive initiatives help in the advancement of social patterns those coordinate children intelligence with grown-ups and their relevant peers.

Research has tested the link between kids' social conduct and how much time they spend watching cartoons. Extended exposure to cartoon content has been linked to both beneficial and detrimental results. For example, expand display of violent content can spread to blunt and antagonistic conduct, but in large exposure to cartoons with pro-social themes may increase collaboration abilities (Kalati, 2022). Cartoon shows frequently represent and uphold dominant social standards, which might affect how kids thought and relate to their classmates. Studies shows that watching cartoons that show comprehensive behavior and good peer interactions may help children develop corporative attitudes and healthy connections. Cartoon depictions of bullying and social exclusion, on the other hand, have the power to swap kids' perceptions of these actions (Tutkal, 2023).

Research with a longitudinal design has shown that how watching cartoons influence kids' social skills well into teens and adulthood. According to research of (Phair et al, 2021), early childhood subjection to cartoons with pro-social themes may help children grow up with more sophisticated hostile skills and emotional intelligence. The neurological processes that shows the impact of cartoon series on kids' social behavior have been the main topic of recent studies. According to neuro imaging research, reading stories that promote empathy and moral learning can activate brain regions, which may have an impact on children's social views and behaviors (Bogdanova et al., 2021). These results offer important new understandings of the cognitive progress mediating the relevance between media intake and social development. Researchers and educators have looked into how the creation of educational programs and interventions that utilizes cartoon content to promote positive social conduct. Children's social skills and moral reasoning have been validated to be improved by academic initiatives features into cartoons, such as lessons on conflict management or emotional control (Tong et al., 2021). These programs proved how media content can be purposefully structured to support similar social abilities.

Studies conducted across cultural boundaries have explored how social behavior is affected by cartoon series differently in several cultural contexts. These analysis have revealed cultural variations in how people understand moral quandaries, pro-social conduct, and social norms (Van et al., 2021). Cultural elements like individualism versus collectivism influence how youth view and react to cartoon stories. The possibility that animated television shows can improve kids' social and emotional learning (SEL) skills is a field of study that is become distended. Cartoons with a SEL theme try to promote self-care, emotional intelligence, and interpersonal communication skills. Research identifies that SEL-themed content exposure may improve one's capacity for emotion setting and conflict resolution (Wigels worth et al., 2020). These results display the benefits of cartoons as teaching resources for major life skills that go beyond simple amusement. Scholarly investigations have explored the ways in which watching cartoons affects parent-child bondings and family dynamics. Families frequently watch cartoons together, which creates a forum for healthy discussion about societal topics, morals, and conduct (Welch et al., 2022). Children's insights and comprehension of social events can be influenced by parents' active participation in conversations and situating of cartoon content.

The potential of cartoon stories to affect children's attitude formation and behavior learning has been studied. According to the cultivation idea, people's perceptions of reality can be controlled by regular submission to particular media messages. Positive attitudes and behaviors can be slowly adopted through watching cartoons with creating pro-social themes. This phenomenon, however, depends on signals being replayed and managed over time. Research has looked into the idea of youth's emotionally relating and identifying with special cartoon characters. Children's own social conduct may be influenced by this critical analysis process as they internalize character traits and actions (Garcia-Garcia et al., 2022). Pro-social characters can proceeds as role models for kids, influencing how they interact with others and how they imagine themselves. Cartoons' aesthetic and visual elements—such as character designs and animation techniques formats—have been studied for their possible effects on kids' social behavior. Studies shows that children's emotional engagement and empathy towards the experiences of characters can be developed by designing realistic and sympathetic character designs (Oliveira et al., 2021). Children's understanding of social interactions can be amused by animation techniques that highlight nonverbal signs and facial expressions. Scholars have examined the incorporation of comic elements in official educational environments. Research show how social skills, conflict resolution, and cultural awareness may be taught in schools through cartoons. Results show that well-crafted educational cartoon-based curricular can highly improve kids' social awareness and competency.

Researchers have looked into how animated programs interact with different media platforms and contribute to originate media narratives in light of the upgrading of digital media platforms. Cartoons' influence on children's social behavior can be modified and reinforced by the skillful blending of characters and plots across various media platforms (Sani et al., 2022). This phenomenon allocates how interwoven modern media consumption is growing. Studies have looked into how children's perception of social identity and behavior is influenced by cartoon series. Positive effects on children's attitudes toward tolerance and diversity have been related to cartoons that feature various roles and cultures. Cartoons that include characters from diverse historical figures have the potential to decrease prejudice and promote empathy among younger audiences. Characters in cartoon stories frequently face moral reasoning, which might affect kids' ability to perform ethically and make moral decisions. According to research, children's moral and cognitive growth can be checked by exposing them to ethically challenging scenarios in cartoons (Ogunjimi, 2019). Cartoons provide a forum for delving into abstract ideas of good and wrong, so manage the growth of moral reasoning.

Research has investigated the effectiveness of media literacy treatments created to improve kids' critical perception of cartoon content. Media literacy programs offer a more active and empowering engagement with cartoons, thereby mitigating potential negative effects. Children can be empowered to make informed media choices by learning to analyze and recreate the social messages presented in cartoons (Robinson, 2022). The cultivation theory has been used to analyze how children's thoughts of reality are influenced by their exposure to recurrent social status and values in cartoons. Children's perceptions of societal standards and expectations can be influenced by cartoons that frequently show pro-social interactions and attitudes. These impressions have the potential to proceed some ideals become internalized many time. Cartoon series' emotional content can affect children's ability to control their emotions and show empathy. Research indicates that watching cartoons with emotional plots can cause viewers to feel something and start talking about their emotions. Children that are emotionally engaged are better able to recognize and comprehend emotions, which improves social relationships. With the growth of internet platforms, new channels for cartoon series-related social engagement have opened up. Studies have looked into how kids use social media, fan communities, and online forums to express how they interpret and respond to cartoon stories. Children have more opportunity to learn, negotiate meaning, and hone their social skills through these online encounters (Luo et al., 2022).

Methodology

This methodology highlights the approach to investigate influence of Cartoons in swapping the social behavior of Schoolchildren aged 3-15 years. Therefore, researchers conducted a survey using a quantitative approach can give you useful numerical data that can be statistically examined to get insightful findings.

Choose a sample that is as representative as possible of the group you are trying to reach. The generalizability of your results will depend on the sample's size and makeup.

4.1 Variables

As far as they are concerned, variables are essentially traits, qualities, or attributes that are generally subject to modification or fluctuation throughout research. These are the elements that are essentially being monitored and analyzed in a fairly significant degree in order to understand their relationships, affects, and consequences (Hem, 1970).

The study's dependent variable is what you are measuring. The social behavior of Schoolchildren is dependent variable in this situation. On the other hand, it is anticipated that the independent variable will cause it to swap. In this study influence of Cartoon is independent variable.

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4.2 **Sampling, Target Audience, Sample Size Data Collection**

For this research, researchers selected 3-15 years Schoolchildren. From this selected parameter researcher took 500 children as sample size. Which included children, teachers, siblings, and parents from both homes and schools. This big sample size develops the validity and applicability of study.

A structured survey questionnaire developed to collect data on children's cartoon preferences, viewing habits, and perceived swaps in social behavior. The questionnaire also included close-ended questions to gather quantitative insights into specific behavioral swaps and interactions. By using simple random sampling, questionnaires to various houses and schools in the Lahore region, where researchers collected wide range of data.

Data Analysis

For data analysis, a statistical analysis performed using appropriate software (e.g., SPSS). Descriptive statistics (Cross tabulation) used to summarize demographic characteristics and responses.

Table No.1

Children's Gender * How Many Hours Do You/Children Spend Watching Cartoons In A Day?

		1-2 hours	2-3 hours	Less than 1 hour	More than 3	Total
Total	Count	162	105	112	121	500
	% of Total	32.4%	21.0%	22.4%	24.2%	100.0%

According to table no.1 the results are that 32.4% children watched cartoon 1-2 hour, 21% watched 2-3 hour, less than 1 hour 22.4%, and more than 3 hours watched by 24.2%.

Table No. 2

Children's gender * have you/children ever noted any swap in actions from cartoons in daily life?

		Always	Never	Often	Rarely	Sometimes	Total
	Count	169	12	137	47	135	500
	% of Total	33.8%	2.4%	27.4%	9.4%	27.0%	100.0%

The table no.2 expresses the provided data presents responses to the question, "Have you or your children ever noted any swap in actions from cartoons in daily life?" The results show that 33.8% of respondents answered "Always," indicating a consistent and noticeable influence of cartoons on behavior. On the other hand, a small percentage, 2.4%, responded with "Never," suggesting that they perceive no impact from cartoons. A significant portion, 27.4%, reported "Often," implying a frequent influence on their actions, while 9.4% said "Rarely," indicating a sporadic impact. Another substantial group, 27.0%, selected "Sometimes," suggesting that cartoons occasionally affect behavior. These findings indicate that a considerable number of respondents believe that cartoons do influence actions to varying degrees, with a range from frequent to infrequent impact.

Table No. 3

Children's gender * do children discuss the content of cartoons with parents or others?

	Always	Never	Often	Rarely	Some times	Total
Count	142	36	97	68	157	500
% of Total	28.4%	7.2%	19.4%	13.6%	31.4%	100.0%

The table no. 3 tells the offered data reflects the frequency with which children discuss the content of cartoons with parents or others. A significant portion, 28.4%, always engage in such discussions, indicating regular communication about cartoon content. On the contrary, a smaller percentage, 7.2%, never engage in these discussions. A substantial portion, 19.4%, often discusses cartoons, while 13.6% do so rarely. The largest category, at 31.4%, falls under 'sometimes,' indicating that a considerable number of children have occasional discussions about cartoon content.

Table No. 4

Children's gender * do you/children believe cartoons have a positive influence on social behavior?

	Always	Never	Often	Rarely	Some times	Total
Count	93	41	101	91	172	500
% of Total	8.2%	18.6%	20.2%	18.2%	34.4%	100.0%

The table no.4 predicts the granted data represents responses to a statement regarding the influence of cartoons on social behavior, with respondents expressing varying degrees of agreement or disagreement. Notably, 34.4% of respondents indicated that cartoons sometimes have a positive influence on social behavior, while 20.2% mentioned they often do. On the other hand, 18.6% stated that they never believe cartoons have a positive influence, and 8.2% always do. Additionally, 18.2% responded that cartoons rarely have a positive impact. These responses show a range of opinions, with the majority of respondents leaning towards believing that cartoons have some positive impact on social behavior, particularly in the "sometimes" and "often" categories, but a significant minority remains skeptical, either rarely or never seeing such an influence.

Table No 5

Children's Gender * Do You/Children Believe Cartoons Have A Negative Influence On Social Behavior?

	Always	Never	Often	Rarely	Some times	Total
Count	80	51	109	70	190	500
% of Total	16.0%	10.2%	21.8%	14.0%	38.0%	100.0%

The table no.5 reveals that 16% of respondents believe that cartoons always have a negative influence, while 10.2% think they never do. A substantial 21.8% of respondents believe that cartoons often have a negative influence, and 14% feel it rarely happens. The majority, accounting for 38% of respondents, believe that cartoons sometimes have a negative influence on social behavior. These results indicate a range of opinions, with a notable portion expressing concerns about the potential negative influence of Cartoons on social behavior, while others do not believe it to be a significant issue.

Table No. 6

Children's gender * in your opinion, do you/children think cartoons have a significant impact on the social behavior of school-going children?

		Always	Never	Often	Rarely	Some times	Total
Total	Count	157	20	134	40	148	500
	% of Total	31.4%	4.0%	26.8%	8.0%	29.6%	100.0 %

Table no.6 relates the data presented reflects respondents' opinions on whether cartoons have a significant impact on the social behavior of school-going children. According to the responses, 31.4% of the participants believe that cartoons always have a significant impact, while 4% think they never do. A substantial 26.8% feel that cartoons often influence social behavior, and 8% believe this happens rarely. Moreover, 29.6% of respondents think that cartoons sometimes have a significant impact on the social behavior of school-going children.

Discussion and Conclusion
The investigation of how cartoons impact on the social behavior of academy-aged children has shed valuable light on complex commerce between media and child development. The in-depth investigation of young learners' viewing habits, understandings and behaviors has led to a complex comprehension of how cartoons affect their social behavior. According to research on the impact of cartoons on Schoolchildren, there is a significant trade-off between media consumption and intellectual development. The thorough exploration of the multiple domains of cartoon consumption, stations, and behavioral goods has uncovered insightful data on the crucial role that cartoons play in influencing children's social behavior in educational settings. Additionally, through the study of "Impacts on School Children's Social Behavior," researchers found a subtle link between media consumption and child development. Studies indicate that cartoons have a significant impact on children's behavior in educational settings, as they can shape their viewing patterns, emotions, and cognitive processes.
This highlights the significance of age-applicable content and maternal supervision. The check set up that parents constantly keep tabs on their kiddies' cartoon viewing habits. Parents are laboriously involved in reducing the influence of Cartoons on children's social behavior, as seen by the numerous conversations concerning cartoon content that were reported.

6.1   Conclusion
There's substantiation that children's generalizations of societal norms and values are subtly shaped by cartoons. Cartoon themes can have a continuing impact on children's stations and behavior   ;

thus content makers should be careful what they say. The study emphasizes how pivotal artistic perceptivity in cartoon content is. Cartoons ought to depict numerous races and socioeconomic backgrounds to encourage inclusivity and broaden kiddies' outlooks. The study emphasizes how important parent-child dialogue is in reducing the negative goods of cartoons on social norms. Parents should frequently interact with their children, examining the media they see and tutoring them important life assignments. Cartoons can have a positive impact on children's values, stations, and behavior, as this exploration has shown. Cartoons with educational content have proven to be effective at encouraging good social conduct, similar as boosted empathy and communication capacities. The study emphasized how important it's for parents to intervene cartoons' goods on children's social conduct. Maternal participation, similar as talking about cartoon content and establishing viewing guidelines, had a big impact on how children entered and used the assignments from these shows. Respondents conceded that cartoons inspire imaginative play and creativity, foster social connections, and indeed help form social norms grounded on the acts of cartoon characters. These alleged influences punctuate the dynamic connection between media use and social advancement. Cartoons may give educational openings, as the study has emphasized. The production format of cartoons may be used by content directors to produce amusing shows that contemporaneously educate important life assignments about empathy, cooperation, and disagreement resolution.

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