

IMPACT OF CARTOON PROGRAMS ON CHILDREN'S PERSONALITY AND PSYCHOLOGICAL DEVELOPMENT IN JARANWALA, PUNJAB, PAKISTAN

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ABSTRACT

Cartoons play a marvelous role in the improvement of the educational achievements of students. It also increases cognitive development and communication power among students. Cartoon watching have a negative as well as a positive impact on children's personality as it changes the behavior of the children and create violence and aggressive behavior among children. The objectives are to investigate the psychological effects of cartoons on students' educational achievements, to identify the psychological impact of cartoons on students' aggressive and violent behavior and to check the influence of cartoons on the psychological development of students. A list of primary schools and currently working teachers was collected from the EDO office. There were 391 private primary schools in Tehsil Jaranawala. From all the primary schools, ten primary schools were selected randomly. The 10 schools were randomly picked, and 76 teachers were employed there. A sample size of 64 teachers was drawn through an online website (www.surveysystem.com) with a confidence level of 95% and a confidence interval of . Along with the teachers, 50 parents of currently enrolled students were also interviewed to explore the research questions. The total sample size of the study was 114 respondents. To collect data, a detailed questionnaire was developed. Data were analyzed by using SPSS software. It was found that the majority of the teachers agreed that cartoon watching is helpful in the improvement of speaking skills (WS = 265, mean = 4.14), pronunciation (WS = 262, mean = 4.09) and memory power (WS = 260, mean = 4.06). In the light of the parent's viewpoint, it was observed that due to cartoon watching, children like to copy the cartoon character during the study (WS = 221, mean = 4.42) and improved speaking skills (WS = 213, mean = 4.26). Cartoon watching also had a negative impact on the children. In the light of teachers' opinions cartoons watching had 'harmful effects on eyesight' (WS = 267, mean = 4.17), divert focuses on the study (WS = 237, mean = 3.70), early age vulgarity (WS = 234, mean = 3.66), no participation in physical games (WS = 230, mean = 3.59), loss of study hours (WS = 228, mean = 3.56) and promote the western and Indian culture (WS = 227, mean = 3.55). Parents also observed that due to this habit, children divert focus on the study (WS = 213, mean = 4.26), promote the other culture (WS = 206, mean = 4.12) and had harmful effects on eyesight (WS = 205, mean = 4.10). The study findings declared that the majority of the teachers agreed that students might view the cartoon characters as real-life role models (WS = 253, mean = 3.95), change in terms of child moral values (WS = 249, mean = 3.89) and cartoon addiction (WS = 249, mean = 3.89) were the major psychological

impact of cartoon watching on students' aggressive and violent behaviour. It was found that the teachers agreed that children used inappropriate language/words in routine life (WS = 271, mean = 4.23) due to this habit. In light of teachers' recommendations, parents should arrange a proper schedule to watch cartoons with other activities (15.6%), and cartoons should be based on Islamic moral values.

Keywords: Impact, Cartoons, educational achievements, behaviours, Students

INTRODUCTION

The first appearance of the word cartoon was in visually arresting artwork. The true concept of a cartoon was an ugly portrayal created before the creation of a final painting or weaving work of art. Although this is true, the significance of cartoons has grown tremendously and the term cartoon is now used to refer to enjoyable representations in animated films. Animation has made incredible strides in recent years, gaining popularity following the introduction of the world-renowned Walt Disney character Mickey Mouse, to the globe in 1928. The number of alternate cartoons has grown significantly over time, and today there are more than 1 million cartoons broadcasted on television. These cartoons were created only to amuse children and frequently incorporated witty divertissement. Whatever the case, the cutting-edge cartoon is a complete departure from what we've seen thus far in the series. It now has anger and viciousness on top of that (Yousaf et al., 2015; Alosamia, 2015). Cartoons significantly impact the behavioural modification of school-age children and adolescents. Children pay close attention to cartoons, and this has been ingrained in them for a long time. When parents assume that their children are learning through comedy and laughter, they are mistaken. It is necessary to conduct research to determine what kinds of cartoon shows, films, and channels have positive effects on school-age children and which have negative effects on children of school-age. Students demonstrate good habits, decent manners and a favourable attitude to learning while viewing various cartoons (Sopekanet al., 2020).

The development of all types of cartoons can inspire the students in the most useful factor of the study. It makes learning leisure and pervade good work. Cartoons affect all human life, affecting cognitive ability and psychological development. Education empowers the appropriate use of cartoons in the teaching and learning process for the effective personality development of students. Still, with its all-brilliant aspects, it has several drawbacks (Kleeman, 2006). Cartoons provide countless benefits for improving the educational sector for early childhood education; cartoons are used in schools. Cartoons make the student's faster achiever of any concept. In Pakistan, ECE rooms are established for the best education of students at the primary level. These rooms' purpose is to keep the learner updated with technology. In these rooms, cartoons are mostly displayed according to the concepts of their national curriculum to the country's educational standard (Lodhiet al., 2018;Haron, 2020).

In the modern world, cartoons have a specific place in all educational systems of all societies. They give cation through cartoons, assumed to play a remarkable role in arranging informative data for all learners from the network of informational and communicative technologies where they get all basic information. At early ages, students' minds are blank and innocent, so at this age, they learn in a gentle and cooperative way. In this regard, cartoons are used so students can learn in an enjoyable environment (Dweich et al., 2022).

Cartoons improve students' language abilities because they strive to say various words in real life when they hear them. Cartoons create problem-solving abilities among the students.

Cartoon-related educational points make the concept clear and quickly understandable. While watching cartoons, students observe different cultural and traditional events that are considered fruitful for imparting cultural information (Sadik, 2012).

There has been much swearing in cartoons for a long time as well. The majority of cartoons that are shown on television networks today are based on other cultures. Because of the influence of cartoons, youngsters are now more likely to speak a foreign language and not their mother tongue than they were before. It will almost certainly have a negative influence on their culture and history. As a result, parents need to be mindful of their children's viewing of cartoons (Wijethilaka, 2020).

The learning process is made simpler and more enjoyable by using cartoons. As a teaching tool, cartoons may help pupils better understand a difficult subject matter. Puzzle, matching, and collaborative games teach the students to work and learn in a team. Cartoons have countless benefits among these development of creativity skills is very important. Practice boards, playing with alphabet cards and video games popularly develop the comparative study habit among the students. Used in games education (Coller, 2016).

METHODOLOGY

Nature of Research: The study was based on a descriptive design. Descriptive research can be defined as the various aspects of the phenomenon. It was used to define the characteristics or behaviour of the sample population. A quantitative approach based on a tool was utilized to gather information from the stakeholders (teachers & parents). The design was very appropriate as it comprised analyzing the teacher recruitment and retention process and its effects on education at the elementary level.

Research Population: The group of people the researcher wanted to apply their results is called the population (Cyr, 2017). The study population comprised the private primary school teachers and parents of the Jaranwala tehsil.

Sample Size and Sampling Techniques: Sampling is used to gain reliable and accurate information from the universe with a minimum time and energy cost. A list of primary schools and currently working teachers are collected from EDO office. There are 391 private primary schools in Tehsil Jaranawala. From all the primary schools, 10 primary schools were selected conveniently. In selected 10 schools there, 76 teachers were currently working. A sample size of 64 teachers was drawn through www.surveysystem.com with a confidence level of 95% and a confidence interval of 5. Along with the teachers, 50 parents of currently enrolled students were also interviewed to explore the research questions spoken by its residents. Still, other varieties of Punjabi, such as Majhi and Doabi, are also spoken there (Govt. of Pakistan, 2017).

Tool for data collection: A questionnaire was used as an instrumental tool for data collection

Data Analysis: Descriptive statistical technique was used for data analysis.

Results and Discussion

Positive effects of cartoons on students' academic achievements

Cartoons are the first and very common among the types of broadcasts that children watch on TV. Cartoons have been presented to children on many channels and have yet to recognise their useful or harmful aspects. The ability of children to restrain their motives is very weak. They can take the aggressive behaviors of cartoon characters as a model (Sultana, 2014 and Coller, 2015). Alosamia (2015) described that aspects of good character are displayed in the content of

Islamic cartoons. Some Islamic cartoons have content in which cruelty and way to deal with enemies are displayed so that students can get the conscience to defeat others without hurting their respect. Islamic cartoons of these types create aggressive behavior for Islam's enemies that positively impact religion. Cartoon greatly affects the mind and way of thinking of students, both positively and negatively.

In the present sub-section, the researcher presented the teachers' viewpoint about the positive effects of cartoon watching on children. Effects of cartoons on students' academic achievements were measured through a 5-point Likert scale i.e. 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree and 5 = strongly agree. Table 1 represents the teachers' perception of the positive effects of cartoon watching on students' academic achievements.

Table 1: Ranking of teachers' perception about the positive effects of cartoon watching on students' academic achievements

Positive effects	W.S.	Mean	S.D.	Rank
Improve speaking skill	265	4.14	.95	1
Changes in spoken language or pronunciation after watching the cartoon	262	4.09	.97	2
Enhance their memory power	260	4.06	.85	3
Learning new words from the cartoon became helpful in their study	252	3.94	.83	4
Cartoon picture books help in learning	250	3.91	.92	5
It is helpful as a learning technique	248	3.87	.91	6
Children like to copy the cartoon during the study	247	3.86	.85	7
Improve listening skill	247	3.86	1.09	8
It helps to maintain the attention of students	246	3.84	.93	9
Enhance vocabulary	241	3.77	1.06	10
An innovative way to enhance communication skill	239	3.73	.89	11
Children learn good talk from cartoons	238	3.72	1.04	12
Children use the words of cartoons in the classroom	237	3.70	1.04	13
Affective in teaching moral values	235	3.67	.71	14
Help in social learning	233	3.64	.78	15
Useful activity to avoid bad program	233	3.64	.88	16
Helps in study	230	3.59	.98	17
A bridge for a language barrier	227	3.55	.87	18
Construct imagination	225	3.52	1.05	19
Dynamic platform to encourage student	222	3.47	.89	20
Boost of concentration	219	3.42	1.15	21
Self-expression	214	3.34	.84	22
Generate participation	214	3.34	.88	23
It contributes to motivating the learners	203	3.17	.77	24

Positive effects	W.S.	Mean	S.D.	Rank
Children are avoided idling out	193	3.02	.81	25

Scale: 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

Table 1 represents the teachers' viewpoint about the positive effects of cartoon watching on students' academic achievements. A majority of the teachers agreed that cartoon watching is helpful in the improvement of speaking skills (WS = 265, mean = 4.14), changes in spoken language or pronunciation (WS = 262, mean = 4.09) and enhance children's memory power (WS = 260, mean = 4.06). The mean values of these effects show that teachers' responses were in between agree and strongly agree categories but were more inclined toward agree on response and ranked 1st to 3rd, respectively.

However, learning new words from the cartoon became helpful in their study (WS = 252, mean = 3.94), cartoon picture books help in learning (WS = 250, mean = 3.91), it is helpful as a learning technique (WS = 248, mean = 3.87), children like to copy the cartoon during the study (WS = 247, mean = 3.86), improve listening skill (WS = 247, mean = 3.86) and it helps to maintain the attention of students (WS = 246, mean = 3.84) were ranked as 4th to 9th, respectively. The mean values of these effects show that teachers responses were in between the neutral and agree categories but were more inclined toward agree with the response.

Similarly, cartoons enhance vocabulary (WS = 241, mean = 3.77), an innovative way to enhance communication skill (WS = 239, mean = 3.73), children learn good talk from cartoons (WS = 238, mean = 3.72), children use the words of cartoons in the classroom (WS = 237, mean = 3.70), affective to teach moral values (WS = 235, mean = 3.67), help in social learning (WS = 233, mean = 3.64), useful activity to avoid bad program (WS = 233, mean = 3.64), helps in the study (WS = 230, mean = 3.59), a bridge for a language barrier (WS = 227, mean = 3.55) and construct imagination (WS = 225, mean = 3.52) were ranked as 10th to 19th, respectively. The mean values of these effects also demonstrate that the replies of the instructors fell somewhere between agree and neutral categories. However, they learned more about the agree category than the neutral one.

Nevertheless, dynamic platform to encourage students (WS = 222, mean = 3.47), the boost of concentration (WS = 219, mean = 3.42), self-expression (WS = 214, mean = 3.34), generate participation (WS = 214, mean = 3.34), it contributes to motivating the learners (WS = 203, mean = 3.17) and children are avoided idling out (WS = 193, mean = 3.02) were ranked as 20th to 25th, respectively. According to the mean values of these effects, teachers' answers lay somewhere between neutral and agree, while the neutral response was more common.

It is clear from the overall results that cartoons support developing children's communication skills, alter their speech or pronunciation and boost their memory ability. It was found that children's studies were aided by using cartoons, cartoon picture books, and children's desire to replicate cartoons throughout the study process. Students' attention spans and listening skills are also improved due to cartoons.

Wyk (2011) presented similar results. They found that cartoons may be an effective teaching tool in economics classes. Using cartoon-based teaching and learning methodologies greatly increased the students' interpretive and communication abilities. Bose and Philip (2019) also reported that the cartoon had a favorable influence on children's exposure to and understanding cultural narratives.

Negative effects of cartoons on students' educational career

Cartoons' informational content is displayed, but at the same time, some negative content is also presented in cartoons unconsciously. Some cartoons have content in which cruelty and way to deal with enemies are displayed. Cartoons of these types create aggressive behavior that negatively impacts students' academic achievement. Due to aggressive behavior students cannot perform well in exams and their results become spoiled; then, they face criticism for their outcomes (Milkie, 1999). Table 2 represents the teachers' views about the negative effects of cartoon watching.

Table 2: Ranking of teachers' perceptions about the negative effects of cartoon watching on students' educational career

Negative effects	W.S.	Mean	S.D.	Rank
Harmful effects on eyesight	267	4.17	1.03	1
Divert focuses on the study	237	3.70	1.07	2
Early age vulgarity	234	3.66	.91	3
No participation in physical games	230	3.59	1.15	4
Loss of study hours	228	3.56	1.08	5
Promote the western and Indian culture	227	3.55	1.23	6
Wastage of time	219	3.42	1.12	7
Effect on child's cognitive skills	219	3.42	.94	8
Laziness	215	3.36	1.20	9
Cartoons are gender-oriented	209	3.27	1.02	10
Violence	206	3.22	1.27	11
Cyberbullying	200	3.13	1.14	12

Table 2 reflects the teachers' viewpoint about the negative effects of cartoon watching on students' educational careers. Results reflect that watching cartoons had 'harmful effects on eyesight' (WS = 267, mean = 4.17). This effect is ranked first based on the mean value. According to the mean value, teachers' replies lay somewhere between agree and strongly agree, although they leaned more toward agree.

However, divert focuses on the study (WS = 237, mean = 3.70), early age vulgarity (WS = 234, mean = 3.66), no participation in physical games (WS = 230, mean = 3.59), loss of study hours (WS = 228, mean = 3.56) and promote the western and Indian culture (WS = 227, mean = 3.55) were ranked as 2nd to 6th, respectively. The mean values of the above-discussed negative consequences fell somewhere in the middle of the "neutral" and "agree" categories, with a stronger leaning toward the "agree" category.

Nevertheless, wastage of time (WS = 219, mean = 3.42), effect on child's cognitive skills (WS = 219, mean = 3.42), laziness (WS = 215, mean = 3.36), cartoons are gender-oriented (WS = 209, mean = 3.27), violence (WS = 206, mean = 3.22) and cyber bullying (WS = 200, mean = 3.13) were ranked as 7th to 12th, respectively. The mean values of these negative consequences fell somewhere in the middle of the "neutral" and "agree" categories, with a stronger leaning toward the "neutral" group.

Based on the study's results, viewing cartoons detrimentally impact vision and contributes to early-age vulgarity. It was noticed that youngsters did not participate in physical games owing to their viewing of cartoons. It's a waste of study time and it promotes western and Indian culture.

Habib and Soliman (2015) conducted research on the cartoon program, which is a media-

based program that has an impact on childhood. They observed that cartoon watching damages their vision and hearing, creativity, superstition, the ability to deceive, and a cause of early-age vulgarity.

In light of the positive effects of cartoon watching, it was found that spoken language or pronunciation changes after watching the cartoon. It enhances children’s memory power and children learn new words that become helpful in their study. It is helpful as a learning technique. However, some negative impacts were also observed. Cartoon watching has harmful effects on eyesight; it diverts focuses from the study. It is a cause of early age vulgarity, and children have no participation in physical games.

Psychological impact of cartoons on students’ aggressive and violent behavior

Cartoons leave everlasting psychological effects on students' minds that influence their next practical life. Some negative factors commonly affect persons' social and mental status related to different religions and genders. Violence and aggressive behavior are unhealthy thinking that usually hits the other in the form group or individual (Cheston *et al.*, 2013). Table 3 represents the parents’ views about cartoons' psychological impact on students' aggressive and violent behaviour.

Table 3: Ranking of parents’ views about cartoons' psychological impact on students' aggressive and violent behaviour

The psychological impact of cartoons on students' aggressive and violent behavior	W.S.	Mean	S.D.	Rank
Students may view the cartoon characters as real-life role models	213	4.26	.803	1
Change in terms of child moral values	204	4.08	1.104	2
Cartoon addiction	199	3.98	1.000	3
Using swear words	192	3.84	1.113	4
Students think killing or destroying enemies is right	186	3.72	1.126	5
Learning inappropriate sexual behaviors	179	3.58	1.032	6
Develop antisocial, aggressive and violent behavior	178	3.56	.787	7
Children prefer to watch cartoons over outdoor games or picnic	178	3.56	1.215	8
Any other	121	2.42	1.357	9

Table 3 represents the parents’ views about cartoons' psychological impact on students' aggressive and violent behavior. It was found that the majority of the parents believed that students might view the cartoon characters as real-life role models (WS = 213, mean = 4.26) and change in terms of child moral values (WS = 204, mean = 4.08). These psychological impacts were ranked as 1st to 2nd, respectively. The mean values of these effects were somewhere between the "agree" and "strongly agree" answer groups, although they trended more toward the "agree" group overall.

Similarly, cartoon addiction (WS = 199, mean = 3.98), using swear words (WS = 192, mean = 3.84), students think killing or destroying enemies is right (WS = 186, mean = 3.72), learning inappropriate sexual behaviors (WS = 179, mean = 3.58), develop antisocial, aggressive and violent behavior (WS = 178, mean = 3.56). Children who prefer to watch cartoons over outdoor games or picnics (WS = 178, mean = 3.56) were ranked 4th to 8th, respectively. The mean values of these effects were somewhere between the "neutral" and "agree" answer groups,

although they trended more toward the "agree" group overall. While any other (WS = 121, mean = 2.42) was ranked lowest as 9th.

Based on the results, it can be concluded that most of the parents who responded said their children were concerned that they would look up to the cartoon characters as real-life role models. Students that watch excessive amounts of cartoons and use inappropriate language as a result of this behavior.

Arslan and Altuna (2009) also concluded that animated cartoon has significant impact on pupils. Their mannerisms when walking and conversing indicate this. In addition, children adopted cartons in real life.

Impact of cartoons on children’s language

Maqsood and Amer (2014) conducted a study on the impact of multicultural cartoons on the development of young children. They said that multicultural cartoons are chiefly responsible for the destruction of religious and moral values in children, as well as the influence of language and social conduct. Hassan and Danial (2013) reported that cartoons significantly influence children's lifestyle, language, personality, aggression, and violent conduct, among other things. Table 4 represents the parents’ views about the impact of cartoons on children’s language.

Table 4: Ranking of parents’ views about the impact of cartoons on children’s language

Impact of cartoons on children’s language.	W.S.	Mean	S.D.	Rank
Imitate the language of your favorite character	225	4.50	.614	1
Use of inappropriate language/ words in routine life	217	4.34	.917	2
Children acquire other languages due to cartoon watching	213	4.26	.565	3
Effects on children's spoken language	207	4.14	.808	4
They are acquiring the slang language in their speaking style	187	3.74	1.006	5
Any other	107	2.14	1.309	6

The above table represents the parents’ views about the impact of cartoons on children’s language. It was found that the children imitated the language of favorite character (WS = 225, mean = 4.50) and used inappropriate language/ words in routine life (WS = 217, mean = 4.34). These impacts were ranked as 1st to 2nd, respectively. However, due to cartoon watching, children acquire other languages (WS = 213, mean = 4.26) and affects children's spoken language (WS = 207, mean = 4.14). These effects were ranked as 3rd to 4th, respectively. The mean values of these impacts are around 4. It means most parents agreed with the above-discussed impacts of cartoons on children’s language.

Study findings show that students acquiring slang in their speaking style (WS = 187, mean = 3.74) were ranked 5th. The mean value of this impact was in the middle of the 'neutral' and 'agree' replies, although they tended to lean more toward the agree group. While any other (WS = 107, mean = 2.14) was ranked lowest as 6th.

Based on the overall findings, it is possible to conclude that most parents agreed that the youngsters used unsuitable language or words in their routine life and emulated the language of their favorite characters as a consequence of watching cartoons. In addition to impacting children's spoken language, viewing cartoons helps youngsters pick up other languages.

Similar findings were also presented by Parvin and Islam (2020). They also found that

youngsters are now more likely to speak a foreign language other than their mother tongue than they were before. It will almost certainly have a negative influence on their culture and history. According to Abro et al. (2017), these days, cartoon channels are accessible in various languages. Children's brains can retain whatever they encounter, even from exposure to television shows. In this phase, children tend to copy what they see: imitation is the most effective learning method throughout development.

Conclusions

It was concluded that cartoons aid in developing children's communication skills, alter their speech or pronunciation, enhance vocabulary and boost kids' memory ability. In light of stakeholders' perspectives, it was determined that most respondents felt that cartoon viewing had adverse impacts on children's vision. It diverts attention from their study, and youngsters lose their study hours due to cartoon viewing. It promotes western and Indian culture and early-age vulgarity. It was found that the pupils may perceive the cartoon characters as real-life role models; there may be a shift in kids moral values and an addiction to cartoons. It was discovered that youngsters would rather watch cartoons than participate in physical activities. It was found that most respondents observed that the children used inappropriate language or words in their day-to-day lives and imitated the language used in their favorite cartoon characters as a direct result of watching cartoons. Watching cartoons is a great way for children to learn new languages, affecting the language they use in everyday conversation. So, the respondents recommended that the parents should arrange a proper schedule to watch cartoons with other activities and cartoons should be based on Islamic moral values.

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