

## In-Depth Research on the Behavioral Impact of Violence-Oriented Cartoons among Children

Dr. Sonia Riyat<sup>1</sup>, Hemal Thakker<sup>2</sup>, Aseem Aneja<sup>3</sup>, Adarsha Harinaiha<sup>4</sup>,  
Shobhit Goyal<sup>5</sup>, Dr. Yashesh Zaveri<sup>6</sup>, Abhinav Mishra<sup>7</sup>

<sup>1</sup>Associate Professor, Department of Management, ARKA JAIN University, India,  
dr.sonia@arkajainuniversity.ac.in

<sup>2</sup>Assitant Professor, Department of ISME, ATLAS SkillTech University, India,  
hemal.thakker@atlasuniversity.edu.in

<sup>3</sup>Centre of Research Impact and Outcome, Chitkara University,  
Rajpura, Punjab, India, aseem.aneja.orp@chitkara.edu.in

<sup>4</sup>Professor, Department of Mechanical Engineering, Faculty of Engineering and  
Technology, JAIN (Deemed-to-be University), India, h.adarsha@jainuniversity.ac.in

<sup>5</sup>Quantum University Research Center, Quantum University,  
India. shobhit.goyal@quantumeducation.in

<sup>6</sup>Associate Professor, Parul Institute of Management and Research-MBA, Parul University,  
India, yashesh.zaveri29542@paruluniversity.ac.in

<sup>7</sup>Chitkara Centre for Research and Deveopment, Chitkara University,  
Himachal Pradesh, India, abhinav.mishra.orp@chitkara.edu.in

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### Abstracts

One significant experience in children's early life is watching cartoons. This activity has a significant impact on a variety of variables, including kids' behavioral and cognitive development. This study focuses on school-age children, namely those in the 4–13 age range. This study focuses on the effects of the Violence-Oriented Cartoons channel on children's entire development, including language, motor, social learning, social cognitive, and moral development. 500 samples from various ages of children's Group A and Group B were gathered for this investigation. This study aims to investigate the behavioral and emotional effects of exposure to violence-oriented cartoons on children. In particular, it aims to evaluate the effects of this type of social behavior, aggressiveness levels, attention span, emotional reactions, and the desensitization of violence in comparison to nonviolent cartoons. Using a sample of 500 children, 200 were exposed to non-violence-oriented cartoons and 300 were exposed to violence-oriented cartoons. The study used two groups. The study highlights that children who watched violent cartoons showed significantly higher levels of aggression, lower social behavior, shorter attention spans, increased desensitization, and stronger negative emotional responses than children who watched nonviolent cartoons. Study finds the importance of careful consideration of children's media content and suggests the potential benefits of limiting

exposure to violent imagery in cartoons.

**Keywords:** Violence-Oriented Cartoons, social behavior, Desensitization to violence, aggressiveness levels, social cognitive, moral development.

## Introduction

Cartoons are a significant part of children's lives today, offering a unique blend of environment, emotional appeal, and style. Their influence goes beyond just momentary amusement, impacting multiple facets of child development, particularly cognitive, social, and behavioral growth. Cartoons vary widely in content and while many provide valuable lessons others may expose children to less constructive influences [17]. Good quality cartoons play an essential role in enhancing children's cognitive development by introducing educational concepts in a fun engaging manner [9]. They often improve speech and language skills, stimulate problem-solving abilities, and nurture moral understanding [2]. These cartoons help children differentiate between right and wrong, providing them with role models and fostering a sense of empathy and cooperation, additionally, some cartoons are designed to aid in the treatments of pediatric illnesses, incorporating medical information or therapeutic content that helps children understand and cope with health challenges [16]. The children's fascination with cartoons is rooted in carefully crafted narratives, vivid visual effects, and catchy audio cues [5]. Characters are designed to be visually appealing and the immersive stories hold the Child's attention, fostering a strong emotional bond [6]. Children often look up to their favorite cartoon heroes and try to emulate their actions, behaviors, and even their mannerisms [15]. For instance, they might mimic a character's speech patterns, adopt certain behavioral traits, or express emotions similar to those portrayed in the cartoons. These changes in activities can have mixed effects. On the other structured, educational cartoons promote cognitive skills and moral understanding [1]. Especially violent or overly stimulating content can have negative effects, influencing aggressive behavior, emotional responses, and attention span. The study aims to investigate the effects of violent cartoons on children's behavior, particularly aggression and social interactions, and to offer guidance for the production of fair and instructive material.

### Key contribution of this paper

□ The behavioral development of school-age children is examined in this study about cartoons featuring violence.

□ A sample of 500 children between the ages of 4 and 13 were employed in the study, 200 of them were exposed to non-violent cartoons, and 300 were exposed to violent cartoons.

□ The impacts are evaluated through the use of social behavior, aggression, attention span, emotional reactions, and desensitization to violent assessments in the study.

□ The research utilizes a comparative methodology to examine dissimilarities between children who watch violent and non-violent cartoons, offering valuable perspectives on how media content influences several facets of child growth.

## Related works

Examining the cinematic combination of technology, sound, and vision in the opening sequence [10]. Analyzing the visual components such as gunshots, guitar runs, and rot-scoped imagery draws attention to how the sequence captures themes of violence, political engagement, and the fusion of technology and animal life with humankind. The outcome shows that the film's title sequence foreshadows its investigation of sound, sight, and the relationship between technological forces and human behavior in addition to introducing its themes.

Using an emphasis on linguistic, physical, social, cognitive, moral, and cognitive development, [11] recommended how cartoon channels affect the overall development of school-age children, ages 4 to 12. Human development theories and statistical techniques were used to examine the data from 110 youngsters who completed questionnaires; parent perspectives were also added. The findings show that cartoons have an impact on children's growth and development, as well as parents' opinions about watching cartoons and their imaginative participation.

The impact of neutral, prosocial, and antisocial cartoons on children's prosocial conduct was suggested in the study [7]. Pre- and post-exposure measures utilizing an interactive audio tale were conducted with 246 children (mean age 7.5). No significant variations or correlations between cartoon style and conduct were found in the results, which indicated a reduction in prosocial behavior across all categories.

Examining the impact of TV cartoons on 200 kids, aged 8 to 12, with 100 coming from urban and 100 from rural settings [3]. The findings indicated that cartoons were more popular among urban children and that promoted general knowledge and learning. More female viewers than male viewers favored cartoons. Youngsters from combined households were less enthusiastic about cartoons than those from nuclear homes.

Specifically focusing on the influence of violence, [14] suggested evaluating how cartoon shows affect children's attitudes and language. 100 mothers of pre-primary children in Karachi who regularly watch cartoons provided data for the survey using a survey design. Cartoon violence has a substantial impact on children's behavior, as evidenced by the results, which showed that youngsters who are exposed to violent cartoon content mimic aggressive actions.

Investigating how children's behavior, IQ, physical health, and activities are affected by cartoon television [12]. It draws attention to both the positive aspects like better language, behavior, and understanding of health-related activities, and the negative aspects like problems with hearing and vision, superstition, and exposure to violent situations. The study, which was based on an analysis of popular cartoons, offers social scientists and public health practitioner's insightful information and suggests topics for more investigation.

Investigated the children's conduct was impacted by violent cartoons, with a particular emphasis on the social development effects of exposure to anti-social content. It looks into how kids imitate their favorite cartoon characters and how parental supervision and the media affect the behavior suggested in the study [8]. According to the study, watching violent cartoons can cause anxiety and antisocial conduct, which emphasizes the importance of close supervision and direction.

In Denmark and Indonesia, 8 to 11-year-old children's evaluations and readiness to consume are investigated [4] about cartoon characters and health/taste claims on cucumber packaging. The congruent character preference of Danish youngsters was observed in the packages, although did not influence their intention to consume. While there was some variation based on character-claim pairings, overall Indonesian children's responses were more favorable, underscoring the difficulties in conducting cross-cultural research.

Evaluated the effects of instructive cartoons and comic strips on the attitudes and motivation of sixth-grade social studies students [13]. There was no discernible change between the two experimental groups. The results of a quasi-experimental design with 260 students showed considerable gains in attitude and motivation for both comics and cartoons when compared to a control group. According to the study, these resources work well to keep kids interested.

Methodology

500 kids participated in the study, split into two groups: 200 viewed cartoons that were not violent, and 300 viewed violent cartoons. So measured the levels of aggression, social behavior, attention span, desensitization, and emotional reactions using standardized questionnaires and in-person observations as part of a comparative research design. To compare mean differences and evaluate overall impact, data were examined using ANOVA and t-tests. The significant difference between groups highlights the harmful effects of violent cartoons and the need to choose the content for children carefully. The overall method flow for the Behavioral Impact of violence-oriented cartoons among children is shown in Fig 1.

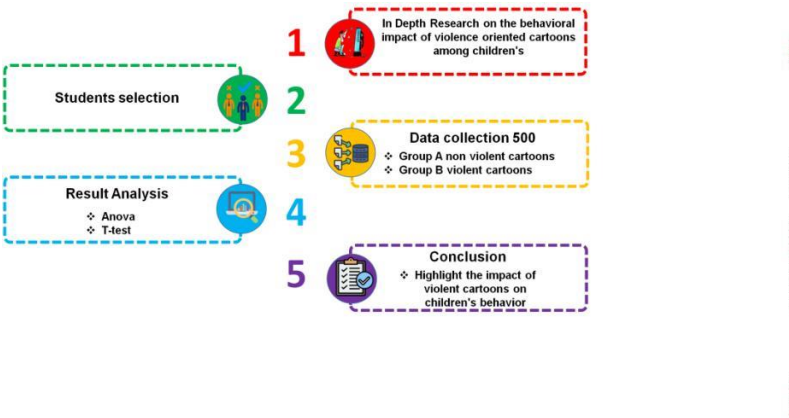


Fig 1 Overall flow

Data collections

500 children were split into two groups for data collection: 200 were exposed to non-violent cartoons (Group A) and 300 were exposed to cartoons with violence (Group B) shown in Table 1. Demographic data were also gathered from these children. Age, gender, the source from which cartoons were viewed, and class level were important factors. The age distribution was 4–13 years old, with a greater proportion of younger children in Group A than in Group B. Group A's gender composition was balanced; however, Group B's male-to-female ratio was higher. Fewer children in both groups used laptops or other mobile devices, and most of them watched cartoons on TV. Class levels revealed that a larger percentage of children in Group B were enrolled in lower classes than in Group A. Data collection techniques included observational approaches and standardized questionnaires. To capture the initial effects of the cartoon content, all assessments were completed right away after watching.

Table I Demographic data

Variable	Characteristics	Group A (200)	Group B (300)	% Group A	% Group B
Age	4-6	150	200	75%	66.7%
	7-9	30	75	15%	25%
	10-13	20	25	10%	8.3%
Gender	Female	100	125	50%	41.7%
	Male	100	175	50%	58.3%
Source	Tv	120	150	60%	50%
	Laptop	50	100	25%	23.3%
	Mobile	30	50	15%	10%
Class	I	100	200	50%	66.7%
	II	70	70	23.3%	24.5%
	III	30	30	15%	10%

Measures

Non-Violent Cartoons

Children who regularly watch cartoons devoid of portrayals of physical or emotional violence make up the non-violent cartoons group. Positive themes like friendship, cooperation, problem-solving, and non-aggressive dispute resolution are highlighted in these cartoons. These cartoons steer clear of violent, aggressive, or combative scenarios in favor of subdued humor, instructive content, and positive behavior. This group is meant to act as control so that behavioral differences can be compared to youngsters who watch cartoons with violent themes.

Violence-Oriented Cartoons

Children who mechanically see cartoons with high tiers of emotional or bodily violence are categorized as being within the Violence-Oriented Cartoons institution. These cartoons frequently consist of violent actions, confrontations, and fight sequences wherein characters fight, injure other people, or resort to the use of pressure to settle disputes. These suggests' fabric may want to characteristic overly violent scenes, devastation, and the normalization of competitive conduct. Compared to children who watch non-violent cartoons, this group is

supposed to evaluate any capacity behavioral effects, consisting of extended aggression, desensitization, and modified emotional reactions.

Variables

Five primary variables are evaluated in this study, desensitization, aggression levels, social behavior, emotional responses, and attention span shown in fig 2. These factors have a role in determining how children's behavioral outcomes are affected by cartoon materials.

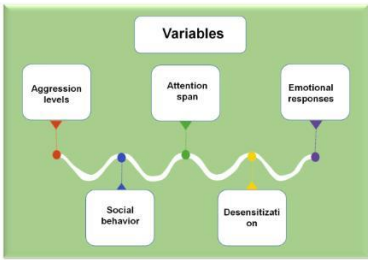


Fig 2 Measured Factors

Aggression levels

This variable measures the level of aggression displayed by children when they watch violent cartoons. Physical aggression, verbal animosity, and violent play are examples of aggression. Check out the capability and impact of violent caricature content material on kids' competitive inclinations by comparing the tiers of aggression exhibited by children who watch violent as opposed to non-violent cartoons.

Social Behavior

Social behavior research shows how children's interactions with adults and their peers may be impacted by using violent cartoons. Prosocial moves like cooperation and sharing as well as bad ones like resistance, bullying, and social isolation might fall below this class confirm if exposure to violent content material encourages aggression or retreat in children with the aid of examining changes in their social interactions.

Attention Span

Cartoons that depict violence frequently have action-packed, fast-paced situations that can overwhelm young viewers and make it difficult for them to concentrate. This variable investigates if watching violent cartoons shortens attention spans or makes people more easily distracted when performing daily chores like playing with others or doing academics.

Desensitization

After repeated publicity, there may be a decrease in emotional reactivity to violence, a phenomenon known as desensitization. Children who watch violent cartoons can also grow much less sensitive to violent scenarios and exhibit much less empathy or care. This variable seems to be whether or not Children develop numbness to violent or aggressive moves in real-world and fictitious contexts.

Emotional Responses

This variable examines the emotional consequences of looking at cartoons with violent content. Children who watch violent media may emerge as worried, angry, or even depressed. It's crucial to assess the differences in these affective reactions between visitors of nonviolent cartoons. Emotional numbness or improved emotional excitement in children is a feasible outcome.

Statistical analysis

Using SPSS, the analysis showed that children's behaviors are greatly impacted by watching violent cartoons. The study utilized independent samples t-tests to demonstrate significant differences between children exposed to violence-oriented cartoons and those exposed to non-violent cartoons in terms of aggressiveness levels, social behavior, attention span, desensitization, and emotional responses (all p-values  $\leq 0.0001$ ). These results were subsequently validated by ANOVA, which showed significant between-group differences for all variables tested (F-values ranging from 60.00 to 84.32, p-values  $\leq 0.0001$ ). These findings highlight the detrimental effects violent media has on kids' developmental outcomes.

Results

In this study, how children's exposure to violent cartoons affected their behavior and emotions. When compared to non-violent cartoons, analysis confirmed that exposure to violence-orientated cartoons dramatically increased degrees of aggression, reduced social conduct, shortened interest spans, heightened desensitization, and superior terrible emotional responses. The extremely bad influences of violent media fabric are proven through the t-test as shown in Table II and ANOVA consequences, which both validated these differences as statistically significant. The outcomes spotlight how important it is to consider content material while deciding what kind of media to give children.

Table II Measures of Behaviors by Type of Cartoon

Measures	Groups A and Group B	N	Mean	Standard Deviation	t-value	p-value
Aggression Levels	Non-Violent Cartoons	200	22.8	5.2	8.45	0.0001
	Violence-Oriented Cartoons	300	31.5	6.3		
Social Behavior	Non-Violent Cartoons	200	23.6	5.1	7.94	0.0001
	Violence-Oriented Cartoons	300	17.8	6.4		
Attention Span	Non-Violent Cartoons	200	32.4	6.0	6.68	0.0001
	Violence-Oriented Cartoons	300	25.9	7.2		
Desensitization	Non-Violent Cartoons	200	18.4	4.9	7.32	0.0001
	Violence-Oriented Cartoons	300	25.7	5.8		
Emotional Responses	Non-Violent Cartoons	200	14.2	4.6		

Violence-OrientedCartoons	300	22.1	6.2	8.80	0.0001
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When compared to children who watch non-violent cartoons, children who are exposed to violence-oriented cartoons exhibit noticeably greater negative impacts. With a  $t$  – value of 8.45 and a  $p$  – value of 0.0001, the violence-oriented cartoons group has considerably greater levels of aggression than the non-violent cartoons group, with a mean score of 31.5 (SD = 6.3) compared to 22.8 (SD = 5.2) for the latter. The violence-oriented cartoons group scores lower at 17.8 (SD = 6.4) than the non-violent cartoons group, with a  $t$  – value of 7.94 and a  $p$  – value of 0.0001, indicating worse social conduct in the latter group. The non-violent cartoons group scores a mean of 23.6 (SD = 5.1). The non-violent cartoons group had a mean score of 32.4 (SD = 6.0) whereas the Violence-Oriented Cartoons group had a mean score of 25.9 (SD = 7.2). This difference in attention span is also significant; a  $t$  – value of 6.68 and a  $p$  – value of 0.0001 indicate that the violence-oriented group had a shorter attention span. With a mean desensitization of 25.7 (SD = 5.8) compared to 18.4 (SD = 4.9) for the non-violent cartoons group, the violence-oriented cartoons group exhibits higher levels of desensitization. This difference in desensitization is supported by a  $t$  – value of 7.32 and a  $p$  – value of 0.0001, which suggests greater emotional numbness. The violence-oriented cartoons group scored a mean of 22.1 (SD = 6.2) for emotional responses, which is substantially higher than the non-violent cartoons group's score of 14.2 (SD = 4.6). The  $t$  – value of 8.80 and the  $p$  – value of 0.0001 indicate that the violence-oriented cartoons group experienced strong negative emotional reactions.

All of the measurements' results indicate that children's aggression, attention span, desensitization, emotional reactions, and social conduct are more often negatively impacted by violence-oriented cartoons. This lends credence to the theory that exposure to violent media is linked to undesirable behavioral and psychological effects. All of the measures' statistically significant  $p$ -values (0.0001) indicate that these differences are not the result of chance, underscoring the significance of content in influencing children's development.

Table III Results of the ANOVA for the Behavioral Effects of violent Cartoons

Variable	Group differences	Sum of Squares	df	Mean Square	F-value	p-value
Desensitization	Between Groups	56012.1	1	56012.1	84.32	0.0001
	Within Groups	778900.6	498	1564.5		
	Total	834912.7	499			
Aggression Levels	Between Groups	53984.2	1	53984.2	71.73	0.0001
	Within Groups	746257.4	498	1492.3		
	Total	800241.6	499			
Social Behavior	Between Groups	52378.4	1	52378.4	70.24	0.0001
	Within Groups	743226.1	498	1491.5		
	Total	795604.5	499			
Emotional Responses	Between Groups	48765.2	1	48765.2	62.34	0.0001



Attention Span	Within Groups	801423.3	498	1612.4	60.00	0.0001
	Total	850188.5	499			
	Between Groups	49000.0	1	49000.0		
	Within Groups	800000.0	498	1608.4		
	Total	849000.0	499			

Desensitization, aggression levels, social behavior, emotional responses, and attention span are the five variables that were examined using ANOVA shown in Table III. The results show that there are statistically significant differences between the groups who watched violence-oriented and non-violent cartoons. With an F-value of 84.32 ( $p = 0.0001$ ), the between-group variation for desensitization is substantial, indicating that exposure to cartoon violence has a considerable effect on desensitization levels. With an F-value of 71.73 ( $p = 0.0001$ ), aggressiveness levels likewise demonstrate a significant difference, suggesting that kids who watch violent cartoons are more aggressive. With an F-value of 70.24 ( $p = 0.0001$ ), social behavior displays a similar trend, indicating poorer social relationships in the group exposed to violence. The same pattern is seen in the emotional responses, with an F-value of 62.34 ( $p = 0.0001$ ) indicating that viewers of violent cartoons experienced more powerful emotional reactions. Finally, there is a significant impact on attention span as well; an F-value of 60.00 ( $p = 0.0001$ ) indicates that cartoons with violent themes shorten viewers' attention spans. These results demonstrate that, for all examined factors, children's behavior and emotional reactions are significantly harmed by violent cartoons.

The findings of the ANOVA demonstrate that children who watch violence-oriented cartoons have considerably greater effects on all of the following traits: attention span, social conduct, aggression, desensitization, and emotional reactions. With p-values of 0.0001, each variable displayed a high F-value (varying from 60.00 to 84.32), suggesting great statistical significance. The results substantiate the hypothesis that exposure to violent cartoons increases aggression, emotional reactivity, and desensitization, and impairs attention span and social conduct. Cartoon violence has a significant negative influence on children's development overall.

Table IV Type of Cartoon and Its Impact on Behavioral Results

Behavioral Impact of Cartoons	Group A (Non-Violent Cartoons)	Group B (Violence-Oriented Cartoons)
Desensitization		
High Desensitization	20 (10%)	230 (76%)
Moderate Desensitization	60 (30%)	50 (25%)
Low Desensitization	120 (60%)	20 (6.66%)
Aggression Levels		
High Aggression	25 (12.5%)	250 (83.33%)
Moderate Aggression	50 (25%)	25 (8.33%)
Low Aggression	125 (62.5%)	25 (8.33%)
Social Behavior		
Poor Social Behavior	15 (7.5%)	240 (80%)
Moderate Social Behavior	45 (22.5%)	20 (6.66%)
Good Social Behavior	140 (70%)	10 (3.33%)
Attention Span		
Short Attention Span	20 (10%)	220 (73.33%)
Moderate Attention Span	50 (25%)	30 (10%)

Long Attention Span	130 (65%)	40 (13.33%)
Emotional Responses		
High Negative Emotional Responses	30 (15%)	200 (66.66%)
Moderate Negative Emotional Responses	50 (25%)	35 (11.66%)
Low Negative Emotional Responses	120 (60%)	65 (21.66%)

Table IV shows that children who watch violence-oriented cartoons (Group B) have much more negative behavioral and emotional effects than children who watch non-violent cartoons (Group A). High desensitization (76% vs. 10%), aggression (83.33 % vs. 12.5%), bad social conduct (80% vs. 7.5%), and short attention spans (73.33% vs. 10%) are all more common in Group B. They also report higher levels of negative emotional responses (66.66% vs. 15%). Group A, has superior results across the board, demonstrating the negative effects of violent cartoons.

Conclusion

Study shows that children's behavior and emotional development are greatly impacted by exposure to violence-oriented cartoons. Children who are exposed to violent content show more emotional negative reactions, shorter attention spans, reduced social behavior, increased desensitization to violence, and higher levels of aggression. This study investigates that violent cartoons have a big influence on children. Not only did, but act like cartoon characters, after watching cartoons, they also started acting aggressively. Through its contents, it not only draws in children's, but it also instills in them both good and bad habits. This study focuses on school-age children, namely those in the 4–13 age range. This study focuses on the effects of the violence-oriented cartoons channel on children's entire development, including language, motor, social learning, social cognitive, and moral development. 500 samples from various ages of children's Group A and Group B from children's were gathered for this investigation. The t-test and ANOVA test results show statistically substantial disparities between the two groups, Group A and Group B underscore the deleterious consequences of violent cartoons and underscore the necessity of selecting media content for youngsters with caution. Reducing children's exposure to violent cartoons may help to lessen these harmful effects and encourage better developmental outcomes. Limitations, Understanding of long-term consequences is limited by the study's focus on brief exposure to violent cartoons. The age variety and demographic variety of the model may not correctly imitate the experiences of all children. Furthermore, individual differences in sensitivity to violence were not taken into consideration in this study. Future Scope: Future studies should look at the long-term consequences, a wider age range, different levels of violence, and intervention techniques to lessen adverse effects.

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