A STUDY OF THE IMPACT OF CARTOON VIEWING ON THE STUDY HABITS OF PRIMARY SCHOOL STUDENTS OF WEST BENGAL.

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Abstract:

The study was undertaken to find out the influence of heavy and low Cartoon Viewing on study habits of primary school students of North 24 Parganas in West Bengal. A sample of 200 students was drawn randomly from various Govt-aided primary schools of District North 24 Parganas in West Bengal. Heavy and Low Cartoon viewers were identified on the basis of Q3 and Q1. Besides, Study Habits Inventory by M. N Palsane and Anurudha Sharma was administered to assess the study habits. The collected data was analyzed by using Mean, Standard Deviation, p-value and t-value. Graph and Histogram were plotted in order to make the results transparent. The results revealed a significant difference between the mean scores of heavy and low Cartoon viewers on study habits.

Key Words: Heavy and Low Cartoon viewers; Study Habits; Primary School Students.

1. Introduction

Over the years cartoon viewing has become a central dimension of everyday activity in our country. Cartoon viewing has become an important household activity influencing the lives of all the viewers- adults as well as children. Children are more affected because they are the one at an impressionable age. It also affects their daily routine, their study habits, their likes and dislikes, living and social habits also, cartoon viewing is said to be associated with attention problems and hyper activity. In a positive manner, cartoon may be used as a tool in the construction of aspirations, build ideas and improve knowledge. Cartoon programmes have the potential to affect youth both positively and negatively. Cartoon can have an effect on youth's behaviour. More the time youngsters spend on watching cartoon, the more they are influenced by it. Boys may be more susceptible to cartoon violence than girls. The young generation is interested in cartoon because they believe that it encompasses both watching Cartoon and getting a feel of `real life'. It should not be neglected because each and every individual may see something of himself in the screen image of a typical consumer. The Cartoon producers' main concern is that the notion of audience pliability has generally been limited to the negative aspects of Cartoon viewing and there may also be some positive aspects to many programmes, Cartoon programmes do play an important role in stimulating the interest of youth.

Most kids plug into the world of cartoon long before they enter school. According to the Kaiser Family Foundation (KFF):

- two-thirds of infants and toddlers watch a screen an average of 2 hours a day
- kids under age 6 watch an average of about 2 hours of screen media a day, primarily Cartoon and videos or DVDs

- kids and teens 8 to 18 years spend nearly 4 hours a day in front of a CARTOON screen and almost 2 additional hours on the computer (outside of schoolwork) and playing video games

The Indian Academy of Pediatrics (IAP) recommends that kids under 2 years old do not watch any Cartoon seriously and those who are older than 2 years old watch cartoon not more than 1 to 2 hours a day of quality programming. The first 2 years of life are considered a critical time for brain development. Cartoon and other electronic media can get in the way of exploring, playing, and interacting with parents and others, which encourage learning, healthy, physical and social development. As kids get older, too much screen time can interfere with activities such as being physically active, reading, doing homework, playing with friends, and spending time with family. Of course, Cartoon in moderation can be a good thing: Preschoolers can get help learning the alphabet on public cartoon, grade scholars can learn about wildlife on nature shows, and parents can keep up with current events on the up to date news. No doubt about it — CARTOON can be an excellent educator and entertainer. But despite its advantages, too much cartoon can be detrimental: Children who consistently spend more than 4 hours per day watching CARTOON are more likely to be overweight.

- Kids who view violent acts are more likely to show aggressive behaviour but also fear that the world is scary and that something bad will happen to them.

- Cartoon characters often depict risky behaviours, such as smoking and drinking, and also reinforce gender-role and racial stereotypes.

Children's advocates are divided when it comes to solutions. Although many urge for more hours per week of educational programming, others assert that zero Cartoon is the best solution. And some say it's better for parents to control the use of CARTOON and to teach kids that it's for occasional entertainment, not for constant escapism. That's why it's so important for parents to monitor the content of Cartoon programming and set viewing limits to ensure that their kids don't spend too much time parked in front of the Cartoon.

1.1   Statement of the Problem

The influence of Cartoon Watching on the study habits of primary school students of government aided schools.

1.2   Definition of Some Important Terms

Cartoon viewing would be assessed in two ways:-
- Children who view Cartoon excessively - Heavy Cartoon Viewers and
- Children who view Cartoon moderately - Low Cartoon Viewers

Study habits which will be studied will include:- Budgeting time, Physical condition, Reading habits, Note taking, Learning motivation, Memory, Taking examination and Health.

1.3 Objectives of the Study

The following objectives have been formulated for the present investigation:-

1. To identify heavy and low cartoon viewers.
2. To find and compare the study habits of high and low cartoon viewers.
3. To find and compare the study habits of high and low cartoon viewers who are girls with those of boys.

1.4 Hypothesis of the Study

1. There will be a significant difference in the study habits of high and low cartoon viewer. (H^1)

2. There will not be any difference on cartoon viewing based in gender. (Ho)

1.5 Delimitation

1. The study is limited to two year time only.

2. The study is limited to seven primary schools of North 24 Parganas   in West Bengal only.

3. The study is limited to only Bengali medium students.

4. The study is limited only seven primary schools in the district of North 24 Parganas.

1.6 Significance of the Study

1. No studies have been conducted among the primary school students in this area in North 24 Parganas of West Bengal regarding impact of cartoon viewing on the study habits.

2. It has also been seen that no studies have been conducted among the primary school students of West Bengal to make the students aware of the impact of cartoon viewing on the study habits.

3. Review shows that no studies have been conducted among the primary school students of West Bengal to arouse concern among the students about health problems which arise due to high cartoon viewing.

4. It has become an utter necessity to conduct a study among the primary school students of West Bengal to make students aware of the need and importance for the proper development of study habits.

It is the ministry of Education and the Ministry of Information and broadcasting to formulate plans that will make cartoon viewing beneficial for students.

It is they who help teachers and educators to keep in mind the role of cartoon while making policies on education regarding curriculum and study habits of children.

2. Literature Review:

Similar studies have been undertaken such as "Early Childhood Cartoon and Adolescent Behaviours". Also a similar study was found "Cartoon Impact on Children's reading skills". It was found that positive cartoon viewing seems to be in agreement to enhance reading and comprehension skills among younger children with higher grades (Bochuke, et al, 2002; Anderson, et, al Razel and Brook). Trivedi in 1991 revealed that CARTOON viewing influences children as well as adults.

Bolton(1983) addressed the question concerning the long-term effects of cartoon food advertising affected children's preferences in the short term (Goldberg, Gorn and Gibson,1978)./in contrast , Bolton(1983) looked at the long-term effects taking the advertisements, partial influences, and children's characteristics into account as possible on children's diets. The study found a small but significant long-term effect of cartoon food advertising and the child's nutritional intake is severely compromised anyway. These may be children from families with limited budgets, limited knowledge of nutrition, limited printed supervision (due to variety of reasons) etc.

Dietz and Gortmaker (1985) found that for 12-17 yearsold adolescents, the prevalence of obesity increased by 2% for each additional hour of cartoon viewing. Although a common belief is that advertising is the main culprit for non-nutritious food references, Dietz"s study found non-nutrition message even more often in prime time programming. Prime time, moreover, is when elementary school age children do most of their cartoon viewing (Wartella, Alexander, 81 Lemish, 1979).

Studies report that continuous watching of Cartoon amounts to low performance in school subjects. What sort of cartoon impression is carried out by these adolescents during viewing cartoon? What are the preferences of children about cartoon programmes? Besides, which study habits these children adopt and how they prepare for their studies and examination? These questions motivated the investigators feel the need to conduct a study on adolescents to see the influence of cartoon viewing on

their study habits.

3. Methodology and Procedure:

3.1. Method
Survey Method has been done for this research work.

3.2. Population
With regard to the present study, all the primary school students of North 24 parganas in West Bengal is considered as the population.

3.3. Sample
The present study was conducted on a sample of 200 primary students drawn randomly from seven primary schools of 24 Parganas in west Bengal.

3.4. Tools:
The following tools have been used to collect the data.

Tool-1. Study Habit Inventory by Palsane and Anuradha Sharma:

This inventory assesses eight areas of study habits- i) Budgeting Time(BT), ii) Physical Conditions for the study(PC), iii) Reading Ability(RA), iv) Note Taking(NT), v) Learning Motivation(LM),vi) Memory, vii) Taking Examination and viii) Health.

Tool-2. Cartoon Viewing Questionnaire:

Questionnaire for cartoon viewing information is prepared and handed out: This information will be developed by the investigators to ascertain the viewing duration of the subjects towards cartoon. Subjects whose viewing duration will be on and above the 75th percentile (4 hours and above) on cartoon viewing information will be considered as heavy viewers and subjects whose viewing duration will be on and below the 25the percentile (2hours and below) will be considered as low viewers.

4. Analysis and Interpretation

4.1. Statistical Analysis: The data was subjected to statistical analysis by computing Percentile, Mean, Standard Deviation (S.D), p-value and t-value.

Table: 1.Significance of difference between the mean scores of Heavy

And Low Cartoon viewers on study habits (N=80 i.e. 40 Heavy Cartoon viewers and 40 Low Cartoon viewers).

Areas	Heavy Cartoon viewers		Low Cartoon viewers		p-value	t-value	Results
	Mean	S.D	Mean	S.D			

BT	3.95	1.810935	6.825	1.838164	3.21267E-10	7.204151	**
PC	5.9	1.822931	7.675	1.899899	2.79726E-05	4.452076	**
RA	4.45	1.678675	5.1	1.945409	0.056877485	1.932904	@
NT	2.425	1.106797	3.55	1.810935	0.000671557	3.543045	**
LM	6.85	2.007039	9.075	2.257608	6.55042E-06	4.835153	@
M	4.1	1.565657	4.625	1.254479	0.051063679	1.981458	@
TE	10.375	4.036294	12.325	3.996072	0.016472294	2.451265	*
H	3.6	1.104768	4.45	1.060962	0.0003745525	3.719424	**

** Significant at 0.05 level & 0.01 level

*Significant at 0.05 level

@ Not significant

Table: 2 Significance of difference between the mean scores of

Cartoon   viewers on their study habits on the basis of gender

(N=40 i.e. 20 boys heavy cartoon viewers and 20 girls heavy cartoon viewers)

Areas	Heavy Cartoon viewers male group		Heavy Cartoon viewers female group		p-value	t-value	Results
	Mean	S.D	Mean	S.D			
BT	4.5	1.631111988	3.1	1.586124	0.002096955	3.18254813	**
PC	6.45	1.731290969	5.3	1.688974	0.034532263	2.151486929	*
RA	5.05	1.503504678	3.7	1.559352	0.004129592	2.955271044	**
NT	2.65	1.225818738	2.2	1.105013	0.11514204	1.593279686	@
LM	7.45	2.114486375	5.9	1.97084	0.01076171	2.613099238	**
M	4.3	1.719853115	3.7	1.525226	0.125235936	1.549807297	@
TE	11.85	3.587624929	8.5	4.223992	0.005152283	2.878603823	**

H	3.6	1.142481141	3.65	1.089423	0.444055126	0.769272023	@

** Significant at 0.05 level & 0.01 level

*Significant at 0.05 level

@ Not significant

Table: 3　　　　**Significance of differences between the mean scores of Low Cartoon viewers on their study habits on the basis of gender (N=40 I.e. 20 boys low cartoon viewers and 20 girls low cartoon viewers)**

Areas	Low Cartoon viewers male group		Low Cartoon viewers female group		p-value	t-value	Results
	Mean	S.D	Mean	S.D			
BT	6.05	2.139233	6.95	1.394538	0.062312	1.89119	@
PC	7	2.176429	7.9	1.209611	0.058283	1.921801	@
RA	4.55	1.90498	3.55	1.503505	0.232911	1.202233	@
NT	3	1.946657	4.95	1.503505	0.162019	1.411688	@
LM	7.85	2.99605	9.35	1.496487	0.027483	2.246764	*
M	4.4	1.273206	4.75	1.069924	0.176366	1.364398	@
TE	10.1	4.363726	13.45	2.584875	0.002978	3.066271	**
H	4.3	0.864505	4.4	1.231174	0.384031	0.875424	@

** Significant at 0.05 level &0.01 level

*Significant at 0.05 level

@ Not significant

4.2. Interpretation and Conclusion

From the statistical analysis the following may be interpreted-

4.2.A.   Comparison between Heavy Cartoon

Viewers and Low Cartoon Viewers

From the results of table-1 ,it is revealed that the mean scores of **Low Cartoon viewers** as compared to **Heavy Cartoon viewers** have been found higher in all eight areas i.e. Budgeting time (M=6.825), Physical condition (M=7.675), Reading ability (M= 5.1), Note taking (M=3.55), Learning motivation (M=9.075), Memory (M=4.625), Taking examination(M=12.325), Health (M=4.45). Regarding the results, it is also clear that the mean scores of study habits of **Heavy Cartoon viewers** are lower than the mean scores of **Low Cartoon viewers** in all areas of study habits i.e. Budgeting time (M=3.95), Physical condition (M=5.9), Reading ability (M=4.45), Note taking (M=2.425), Learning motivation (M=6.85), Memory (M=4.1), Taking examination (M=10.375) and Health (M=3.6).

The results further reveal that **Low Cartoon viewers** in comparison with **Heavy Cartoon viewers** plan their studies on time and adjust their time according to their own needs. Regarding the table, heavy cartoon viewers plan the budget of study time almost half of low cartoon viewers on respect of budgeting time of study habits.

The **Low Cartoon viewers** have been found to prefer quiet and calm style of working, they keep their place of study clean and illuminated. Low cartoon viewers have been observed to be careful to keep their things in ordered fashion. The table further reveals that Low Cartoon viewers have shown a good vocabulary, speed in reading and comprehension with regard to reading ability. They have also found to have a good amount of learning motivation. The table further reveals that Low Cartoon viewers have been found to be good in memory and possess remembering skills for a longer period. They possess good study habits of taking examination; i.e. they prepare an outline and arrange the ideas properly, follow a logical pattern of presentation, use simple language and place headings and sub headings properly. Low Cartoon viewers have also been seen in sound health condition which otherwise is considered as an essential postulate in achieving success in the examination. The data has further been analyzed by way of computing p-values and t-values in each of the eight areas of study habits.

It reveals the significant differences between the mean scores of Heavy Cartoon viewers and Low Cartoon viewers on study habits at five areas i.e. Budgeting time, Physical condition, Note taking, Learning motivation, Taking examination and Health. Among these four groups (BT, PC, NT & H) have been found significant at both 0.05 level and 0.01 level of confidence. . One group i.e. Taking examination has been found significantly different at 0.05 level of confidence.

However in the rest of the three areas i.e. Reading ability, Learning motivation & Memory, the differences between mean scores failed to arrive at any level of significance.

4.2. B.   Comparison between Heavy Cartoon

**   Viewers Male Group and Female Group**

Regarding table-2 , it is observed that there is significant difference of mean scores of **Heavy cartoon viewers male group** and **Heavy cartoon viewers female group** in Taking examination of study habits where the mean score of TE in male group is 11.85, the mean score of TE in female group is 8.5. There is a little difference of mean scores in the areas of Budgeting time (Mean of BT male group is 4.5 & Mean of BT female group is 3.1), Physical condition (Mean of PC male group is 6.45 & Mean of PC female group is 5.3), Reading ability (Mean of RA male group is 5.05 & Mean of RA female group is 3.7), and Learning motivation (Mean of LM male group is 7.45 & Mean of LM female group is 5.9).

However, in the rest the areas of study habits i.e. Note taking, Memory and Health, the difference between the mean scores cannot be established. So this can be said that gender does not make difference among heavy cartoon viewers male group and of heavy

cartoon viewers female group in their study habits in the areas like Note taking, Memory and Health. The data has been also analyzed by way of computing p-values and t-values between Heavy Cartoon viewers on the basis of gender in each of the eight areas of the study habits.

According to Table-6, four groups i.e. Budgeting time, Reading ability, Learning motivation and Taking examination of male and female group have been found significant both 0.05 level & .01 level of confidence. In the table one group i.e. Physical condition has been found significant at 0.05 level of confidence. However, in three areas of study habits i.e. Note taking, Memory and Health, the difference between the mean scores failed to arrive at any level of significance.

4.2. C.   Comparison between Low Cartoon Viewers

Male Group and Female Group

From the results of table-3, it is revealed that **Low cartoon viewers female group** of subjects as compared to **Low cartoon viewers male group** of subjects has a tendency of good study habits in Taking examination. The mean score of TE of male group is 10.1 where the mean score of TE of female group is 13.45. From this it is clear that Low cartoon female viewers devote more time and attention to their week points. After the results of examination they (Low cartoon viewers female group in TE) can find out their strong and weak points. Knowledge of results can motivate them and direct them their efforts for further development. There are little

significant differences of mean scores between low cartoon male and female group in the areas of study habits like Reading ability (Mean of RA of male group is 4.55 & Mean of RA female group is 3.55), Note taking(Mean of NT male group is 3, while Mean op NT female group is4.95) and Learning motivation(Mean of LM male group is 7.85where Mean of LM female group is 9.35).However, in the rest the areas i.e. Budgeting time, Physical condition, Memory and Health, the difference between the mean scores cannot be established. This can so be said that low cartoon viewers of both male and female group have more or less similar study habits. It can further be inferred that gender differences do not make variation amongst the subjects such as Budgeting time, Physical condition, Memory and Health.

The data has also been analyzed by way of computing p-values and t-values between Low Cartoon viewers on the basis of gender in each of the eight areas of the study habits.According to the Table-3, one group i.e. Taking examination has been found significant at both 0.05 level and 0.01 level of confidence. Another group i.e. Learning motivation has been found significant at 0.01 level of confidence.But in the rest of the areas of study habits i.e. Budgeting time, Physical condition Reading ability, Note taking, Memory and Health, the differences between the mean scores failed to arrive any level of significance.

The results further reveal that low cartoon viewer female group of subjects exhibit good habit in Taking examination. It is revealed that low cartoon viewers male and female group of subjects are more or less similar in the areas of study habits.

5.1. Discussion

There are two hypothesis of the study----

1. There will be a significant difference in the study habits of high and low

cartoon viewers.

2. There will not be any significant difference of the study habits on cartoon

viewing based on gender.

The second one is divided into two categories.

These are- (a) Significance of difference between the mean scores of heavy   cartoon viewers on their study habits on the basis of gender (male group and female group).

(b) Significance of difference between the mean scores of low cartoon viewers on their study habits on basis of gender (male group and female group).

After calculating data, the results reveal that low cartoon viewers have good amount of Budgeting time, and Learning motivation. In these areas low cartoon viewers can adjust the study periods and other activities throughout the day. By Budgeting time, low cartoon viewer students can optimize their success in study as well as their extracurricular activities. Moreover, low cartoon viewer students are more interested to learn quickly and retain it for long time than the heavy cartoon viewer students. The results further reveal that low cartoon viewer female group of subjects exhibit good habit in Taking examination. It is revealed that low cartoon viewers male and female group of subjects are more or less similar in the areas of study habits.

5.2.Findings

The following findings have been come out through the study---

1. Low Cartoon viewer students are well advance in planning time, physical condition, learning motivation than Heavy Cartoon viewer students in these respective areas.
2. Students of Heavy Cartoon viewers are lower in the areas of study habits i.e. Note taking, Taking examination, than Low Cartoon viewer students.
3. Heavy Male Cartoon viewers have better tendency towards Taking examination of study habits than Heavy Female Cartoon viewers in this areas of study habits.

4.   It is also found that students of Heavy male Cartoon viewers are little advance in Budgeting time, Physical condition, Reading ability and Learning motivation of the study habits than students of Heavy female cartoon viewers in the mentioned areas of study habits.
5. No gender discrimination is found between Heavy Male Cartoon viewers and Heavy Female Cartoon viewers in the rest areas of study habits i.e. Note taking, Memory and Health.
6. Low Female Cartoon viewers are more advance in Taking examination of the study habits than Low Male Cartoon viewers.
7. Besides, students of Low Female Cartoon viewers are little advance in Budgeting time, Note taking and Learning motivation than the students of Low Male Carton viewers in the study habits like Budgeting time, Physical condition, Memory and Health.

Suggestion For Further Research

Importance of Cartoon viewing for language acquisition of the students of Upper Primary Students not only in vernacular language but also in national and international language.

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2. H_1 - Alternative Hypothesis, H_0 - Null Hypothesis

3   Md   - Median

4. Q_1 -First quartile, Q3- Third quartile,

        S.D - Standard deviation

5.   # # Significant at 0.05 level & 0.01 level

        #   Significant at 0.05 level

        @   not significant

6.   BT = Budgeting time

        PC = Physical conditions for study
        RA = Reading ability
        NT = Note taking
        LM = Learning motivation
        M = Memory
        TE = Taking examination, H = Health