

Correlation between Cartoon Violence, Aggressive Behavior and Psychological Well-being among Primary School Children

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Abstract

Background: Cartoon violence causes several behavioural, cognitive, and psychological effects among primary school children especially during their early developmental years. **Aim of the study:** This study aimed to assess the correlation between cartoon violence, aggressive behavior and psychological well-being among primary school children. **Research question:** What is the correlation between cartoon violence, aggressive behavior and psychological well-being among primary school children?. **Design:** A descriptive correlational research design was utilized in this study. **Setting:** This study was conducted at selected governmental primary schools in Benha city only at Qaliubiya Government. **Sample:** A multistage random sample of (400) students was taken from the previously mentioned setting by taken randomly one grade from selected schools then taken all students from these grades. **Tools:** *Tool (I):* A structured Interviewing Questionnaire Sheet, *Tool (II):* Attitude scale for children toward cartoon violence, *Tool (III):* Aggression scale for children and *Tool (IV):* The stirring children's wellbeing scale. **Results:** Findings reflected that more than three quarters of the studied primary school children had a positive attitude toward cartoon violence and more than half of them had severe level of aggression while less than half of the studied children had low level of total psychological wellbeing. **Conclusion:** There is a highly statistically significant negative correlation between mean scores of total attitude toward cartoon violence, total psychological wellbeing and total aggression among the studied primary school children. **Recommendation:** Psycho-educational program need to be organized by the government and professional organizations for parents and guardians on the influence of media violence on children social behavior and their psychological development.

Key Words: Cartoon violence, aggressive behavior, Psychological well-being, Primary school children.

Introduction:

Primary school-age is a dynamic period of growth and development as children of this age group (6-12 years) undergo rapid physical, mental, emotional, behavioral, psychological development and there is a significant change in their cognitive abilities. In addition, new vital tasks for performance are developed among those children as they began regulating their relationships and communication with their peers and adults as well as to the task of learning how to regulate themselves in new contexts such as the classroom and the

playground is acquired during that stage (Koprinkova-Ilieva, 2019).

Children's minds during primary stage have a big capacity of storing everything they experience even from exposing to TV programs that proved the cognitive ability a child can memorize any type of image. Those things do not stick only in the children memories, but they appear also in their behaviors, speeches and hence affect their psychological well-being. Moreover, children mind is quite receptive and they adapt things faster. At such innocent age, child mind is unable to differentiate between the positive and

negative perspectives of things (*National Association for the Education of Young Children, 2018*).

Cartoon Violence refers to the dissemination of violent contents in a manner that is considered harmful to children through media sources such as movies, TV, videos and animated films. Cartoon violence is the portrayal of aggressive, violent and hostile acts of one human towards another. This can include children engaging in acts like hurting, torturing, killing, raping or stealing from each other (*Zafar & Chaudhary, 2018*). Moreover, the cartoon-viewing experience includes several dimensions of individual cognitive development: identity, emotion, aggressive, fantasy, and reality. Studies have shown that long-term watching of cartoons with negative content can lead to negative viewing experiences for children, such as increasing aggressive illusions, and thinking in negative ways that affect their psychological wellbeing and make them more easily diverge from reality (*Parivan & Islam, 2020*).

Exposure to cartoon violence affect negatively behavior especially among primary school children as it creates aggressive and violent behavior that become more predominant symptom in their reactions of dialy life. Many studies reported that there's a strong relationship between cartoon violence and aggressive behavior as children learn best by observing cartoon characters then imitating it. All violent media can teach specific violent behaviors, living in fantasy world and negativism. In this way, behavioral scripts are learned and store in memory. Violence in animated cartoons affects the way children watch violent cartoons it was found out that those children whose facial expressions, while viewing televised violent cartoons, depicted the positive emotions of happiness and pleasure were more likely to hurt another child than were those children whose facial expressions

indicated disinterest or displeasure (*Nair, 2018*).

Furthermore, cartoon violence poses a threat to public health as much as it leads to not only an increase in real-world violence and aggression but also, decrease in psychological well-being among children watching it. Cartoon violence causes many negative psychological changes especially among young children such as stress, anxiety, depression, low self-esteem and social isolation which found to be more prominent symptoms among these children. Many studies reported that extensive viewing of cartoon violence may cause children to become more anxious, fear, social isolated, irritable and depressed because they begin to see the world as a scary and unsafe place and living in fantasy world (*Dowsett & Jackson, 2019*).

Parents have an important role in reducing the negative effects of cartoon violence on their childern by limiting and monitoring the programs the children watch and communicating with them continuously about cartoon contents to enhance their psychological well-being. They should also teach the value of inner beauty, value of self-worth and alternatives to violence because what most of the cartoon films that children see and hear send the false notion that in every conflict there has to be a winner and a loser, thus making them believe that violence is a successful means of resolving conflicts and cannot easily differentiate between real life and fantasy that the violent images portray on TV (*Su , 2018*).

Moreover, Psychiatric mental health nurse should have a role and responsibility to implement intervention and making strategies to reduce and prevent violence and aggression and enhancing psychological well-being among primary school childern. Nurse should be active participation in developing strategies and policy to promote safety and decrease

violence and aggression. Encourage families and caregivers to participate in media education. Advise parents to watch with their children and help them process cartoon violence. Discussion should emphasize on the inappropriate and unrealistic nature of violence on TV and cartoon films. Provide books, toys and other activities that lead to decrease media and cartoon films violence (*Leontyeva, 2019*) & (*Hannan & Senchez, 2019*).

Significance of the study:

Cartoon violence is widespread across different regions of the world and Egypt is a good example as there is generally an increasing trend of aggressive behavior, negativism and low psychological well-being among primary school children today which needs urgent attention. **In Egypt**, Children represent around 40% of the total Egyptian population. Basic research results suggest that many Egyptian children engage in around 3 to 4 hours of media content daily. This is around 21 hours weekly, 90 hours monthly, and 1095 hours yearly (*Sopekan & Alade, 2020*). Furthermore, the prevalence of school violence, psychological problems (stress, anxiety and depression) as a result of cartoon violence watching reported 55% in addition to, 51% of boys and 20% of girls in primary schools had initiated violent attacks at schools and having low psychological well-being (*Galal & Emadeldin, 2019*). These changes in behavior and psychological state can affect not only physical health but also, social life and all quality of life domains among primary school children. So, there is an important need for the researcher to conduct this study to assess the correlation between cartoon violence, aggressive behavior and psychological well-being among primary school children.

Aim of the study:

This study aimed to assess the correlation between cartoon violence, aggressive behavior and psychological

well-being among primary school children.

Research question:

What is the correlation between cartoon violence, aggressive behavior and psychological well-being among primary school children?.

This can be achieved through the following questions:

1-What is the attitude of the studied primary school children toward cartoon violence?

2-What is the level of aggressive behavior among the studied primary school children?

3-What is the level of psychological well-being among the studied primary school children?

4- Is there a correlation between cartoon violence, aggressive behavior and psychological well-being among the studied primary school children?.

Theoretical & Operational definitions:

Cartoon Violence refers to the dissemination of violent contents in a manner that is considered harmful to children through media sources such as movies, TV, videos and animated films and has a strong effect on children who watched it (*Zafar & Chaudhary, 2018*). It will be measured in the current study by using attitude scale toward cartoon violence to assess the attitude of children toward cartoon violence.

Aggressive behavior is an ancient phenomenon it emerged as an increasing problem in modern society due to more exposure to violence in television channels, internet, social networking sites, and mobile games and so on (*Anderson et al., 2018*). It will be measured in the current study by using children aggression scale to assess the level of aggression among the studied children.

Psychological well-being is about lives going well. It is the combination of feeling good and functioning effectively. Sustainable well-being does not require

individuals to feel good all the time; the experience of painful emotions (e.g. disappointment, failure, grief) is a normal part of life, and being able to manage these negative or painful emotions is essential for long-term well-being (Abbas,2019). It will be measured in the current study by using the stirring children's wellbeing scale to assess the level of psychological well-being among the studied children.

Subject and Methods:

I. Subject

Design:

A descriptive correlational design was utilized to achieve the aim of this study.

Setting:

There are 20 governmental primary schools which are affiliated to Benha educational administration, Qaliubiya Government and this study was conducted at selected governmental primary schools at Benha city **only**. A multistage random sample was used to select 50% of these primary schools (10) schools which are (Ibn - Khaldon primary school, Afghani primary school, Taha Hussein primary school , El- Eslah El- zeray primary school, Atrib new primary school , El - Emam Mohamed Abdo primary school , El - Shaheed , Kamal El- Dein Hussein primary school Ibrahim, Zeid primary school , Gamal El- Din El - Afghani primary school , Hoda Sharawy primary school, Abdel - Menem Riad primary school. The researcher takes randomly sample from these selected schools by taking one grade randomly from each schools then taking all available students from that grade.

Sample Size:

Based on the past review of literature that examined the same outcome and found significant differences, a sample size has been calculated using the following equation:- $n = (z^2 \times p \times q) / D^2$ At power 80% and CI 95%. The calculated sample size was 400 students.

Sample Technique:

A multistage random sample of 400 students was taken from the above mentioned setting who will fulfill the following inclusion and exclusion criteria:

Inclusion criteria:

1. Aged from 6 – 12 years.
2. Willing to participate in this study.
3. Both sex.

Exclusion criteria:

- Children who have history of neurological disorders.
- Children who have history of psychotic symptoms.
- Children who have visual and hearing impairment.

2. Tools of Data Collection:

Four tools were utilized for collecting data.

Tool (I): A Structured Interviewing Questionnaire Sheet:

It was developed by the researcher to achieve the aim of this study after reviewing related literature and it includes two parts; **Part(1)** socio-demographic characteristics of studied children such as age, sex, academic grade, residence. **Part (2)** parents, socio-demographic characteristics such as father&mother job, their education level and number of hours spending with their children at home.

Tool (II): Attitude Scale for Children toward Cartoon violence:

This scale was adapted from (Odukamaiya, 2014). This scale was used to assess the attitude of children toward cartoon violence. It consists of 16 items .The degrees will be distributed as (0) for No , (1) for sometimes & (2) for yes , the total scoring system of children attitude scale toward cartoon violence will be calculated and classified in two levels as following:

-For negative attitude < 60% as range from (0 - 19) degree.

-For positive attitude ≥ 60 % as range from (20- 32) degree

Tool (III): Aggression Scale for Children:

This scale was developed by (*Dodge & Coie, 1987*). It contains 25 items which cover two main subscales. Verbal aggression (10 items), Physical aggression (15 items) that divided into physical aggression against self (3 items), physical aggression against others (9 items) and physical aggression against objects (3 items). The degrees will be distributed as (0) for No, (1) for sometimes & (2) for yes, the total scoring system of aggression scale will be calculated and classified in three levels as followings:

- Mild aggression < 50% as range from (0- 24 degree).
- Moderate aggression 50- <70 % as range from (25- 35 degree).
- Sever aggression \geq 70% as range from (> 35 degree).

Tool (V):-The Stirling Children's Wellbeing Scale:

This scale was developed by *Liddle and Carter (2015)*, as a screening tool to assess psychological well-being of children. The scale consists of 15 items that are divided into 3 subscales:-Positive emotional state (6 items), Positive Outlook (6items) and Social Desirability (3 items).The degrees will be distributed as (1) for never, (2) for sometimes & (3) for all of the times, the total scoring system of children wellbeing will be 45 degree and classified in three levels as following:

- Low psychological wellbeing < 50% (0-22 degree)
- Moderate psychological wellbeing 50- <70% (23-31 degree)
- High psychological wellbeing \geq 70% (> 31 degree)

II. Methods:

The study was executed according to the following steps:

Administrative approval:

Official permission was obtained from Faculty of Nursing/Benha University, the director of Benha educational administration and the directors of selected governmental

primary schools and all authorized personal concerned the title, objective, tools to conduct the proposed study. A full explanation about the aim of the study will be explored.

Validity

To achieve the criteria of trust and worthiness of the tools of data collection in this study, the tools were tested and evaluated for their face and content validity. Face and content validity were tested by five experts in psychiatric and mental health nursing field. As some modifications will be done such as re-arranging of some sentences at aggression scale, changing Arabic and English translation of Stirling children's wellbeing scale and rephrasing of some sentences in attitude scale to be more understandable and easier for the study sample in collecting data.

Reliability:

Reliability was applied by the researcher for testing the internal consistency of the tools, by administration of the same tools to the same participants under similar conditions on one or more occasions. Answers from repeated testing were compared (Test-re-Test reliability) by using Alpha Cronbach reliability. The tools were strongly reliable at (0.90) for attitude scale for children toward cartoon violence, (0.93) for children aggression scale and (0.92) for Stirling Children's Wellbeing Scale.

Ethical considerations:

-Approvals from studied primary school children and their parents were obtained before data collection and after explaining the aim of the study.

-Anonymity was assured as the filled questionnaire sheets were given a code number (not by names).

-The studied subjects were ensured that questionnaire sheet will be used only for the

purpose of the study and will be discarded at the end of this study.

-The study maneuvers do not entail any harmful effects on participation.

-The studied children who participated in the study were informed about having the right to withdraw at any time without giving any reason.

A Pilot study:

A pilot study was conducted to test the clarity, reliability, and applicability of tools. To achieve that, the study was tested on 10% of the total sample as (40) students in the primary school. This sample was excluded later from the actual study sample

The results of the pilot study:

After conducting the pilot study, it was found that:

- (1) The tools were clear and applicable; however, some modifications were made in rephrasing and re-translation of some sentences to be simple and more understandable for the studied primary school children.
- (2) Tools were relevant and valid.
- (3) No problem interferes with the process of data collection was detected.
- (4) Following this pilot study the tools were made ready for us

Field work:

The actual field work was carried out within 3 months (first semester) that started from the beginning of October 2020 to the end of December 2020. The study setting was visited by the researcher three days /week (Sunday, Tuesday & Thursday) from 8Am to 1 Pm. An individual interview was conducted for every child inside his class at the break time. The average time needed was around (25-30) minutes as the researcher meet 11-12 students per day. At the beginning of interview the researcher greeted the children, introduced herself to each child, explained the purpose of the study, took oral consent to participate in the study, filled interviewing

questionnaire sheet and data collection tools.

N.B: The researcher continuously visited this selected governmental primary schools (3 days per weeks) and collect data quickly due to (COVID- 19) as there's probability of closing schools.

Statistical analysis:

The statistical analysis of data was done by using the computer software of Microsoft Excel Program and Statistical Package for Social Science (SPSS) version (20). Data were presented using descriptive statistics in the form of frequencies and percentage of categorical data, the arithmetic mean (X) and standard deviation (SD) for quantitative data. Qualitative variables were compared using chi square test (X)², P- value to test association between two variables and R- test to the correlation between the study variables.

Degrees of the significance of results were considered as follows :

- P- value > 0.05 Not significance (NS).
- P- value < 0.05 Significant (S).
- P- value < 0.000 Highly significance

Results:

Table (1): Represents number and percentage distribution of the studied primary school children according to their socio-demographic characteristics. It shows that more than one quarter (29.3%) of the studied primary school children their age ranged between 10-<12 years, the Mean SD of age was 9.62±2.90 years. Concerning sex, more than half (51.5%) of them are males. Also, one fifth (20%) of the primary school children are at first grade. As regard to residence, the majority (84%) of them are living in urban areas.

Table (2): Illustrates number and percentage distribution of the studied primary school children according to their parents' socio-demographic characteristics. It explains that less than half of the studied primary school children, their fathers are employee at private sector and more than

half of them have secondary education (47.5%, 51.3% respectively). Furthermore, more than half of the studied primary school children, their mothers are housewives and have secondary education (54.5%, 57.5% respectively). Regarding number of hours that parents spending at home with their children, more than half (56.2%) of studied children mentioned that 4-< 6 hours with Mean SD 5.07±4.05 hours.

Figure (1): Reflects number and percentage distribution of the studied primary school children according to their total attitude scale toward cartoon violence. It explains that more than three quarters (76%) of the studied primary school children have positive attitude while the minority (24%) of them have negative attitude toward cartoon violence.

Figure (2): Shows number and percentage distribution of the studied primary school children according to their total level of aggression scale. It reports that more than half (51%) of the studied primary school children's have severe level of aggression and nearly one third (31.5%) of them have moderate level. While, the minority (17.5%) of them have mild level of aggression.

Figure (3): Explains number and percentage distribution of the studied primary school children according to their total level of psychological wellbeing scale. It reflects that less than half (48%) of the primary school children had low level of total psychological well-being and nearly one-third (31.5%) of them had moderate level. While the minority of the studied children (20.5%) have high level of total psychological well-being.

Table (3): Reflects relationship between socio- demographic characteristics and total attitude scale toward cartoon violence among the studied primary school children. It illustrates that there is a statistically significant relation between children's attitude toward cartoon violence and their socio-demographic characteristics as age, sex and academic grade at (P- value < 0.05)*.

Table (4): Demonstrates relationship between socio- demographic characteristics and total aggression scale among the studied primary school children. It reports that there are statistically significant relationship between children's total aggressive level and their socio-demographic characteristics as age, sex and academic grade at (P- value < 0.05)*.

Table (5): Illustrates relationship between socio-demographic characteristics and the total psychological well-being scale among the studied primary school children. It reveals that there is a highly statistically significant relation between children's psychological well-being level and their socio-demographic characteristics as age and academic grade at (P value= < 0.000**). In addition, there was statistically significant relation with their sex at (P= < 0.05).

Table (6): Reflects relationship between parents' socio- demographic characteristics and their studied children total attitude toward cartoon violence. It illustrates that there are a highly statistically significant relationship between children's total attitude toward cartoon violence and all items of parents socio-demographic characteristics at (P-value < 0.01)** except with item of fathers job at (P-value > 0.05).

Table (7): Clarifies relationship between parents' socio - demographic characteristics and their studied children total level of aggression. It explains that there is a highly statistically significant relation between children's total aggressive level and all items of parents' socio-demographic characteristics at (P-value < 0.01) **except with the items of father's job at (P- value > 0.05).

Table (8): Illustrates relationship between parents' socio - demographic characteristics and their studied children total level of psychological well-being. It reflects that there is a highly statistically significant relation between children's total level of psychological well-being and all items of parents' socio-demographic characteristics at (P-value < 0.01) **.

Table (9) Reports there is a highly statistically significant negative correlation between mean score of total psychological wellbeing, total attitude toward cartoon violence and total aggression scales while there is a highly statistically significant

positive correlation between total attitude toward cartoon violence and total aggression mean scores among the studied primary school children at p- value <0.000**.

Table (1): Number and percentage distribution of the studied primary school children according to their socio-demographic characteristics (n=400).

Socio-demographic characteristics		Studied sample (n = 400)	
		N	%
Age (years)			
▪	6-<8 years	106	26.5
▪	8-<10 years	100	25
▪	10-<12 years	117	29.3
▪	12 years	77	19.2
Mean SD		9.62±2.90	
Sex			
▪	Male	206	51.5
▪	Female	194	48.5
Academic grade : (primary)			
▪	First grade	80	20
▪	Second grade	64	16
▪	Third grade	76	19
▪	Fourth grade	52	13
▪	Fifth grade	68	17
▪	Six grade	60	15
Residence			
▪	Rural	64	16
▪	Urban	336	84

Table (2): Number and Percentage distribution of the studied primary school children according to their parents socio-demographic characteristics (n=400).

Parent's Socio-demographic characteristics		Studied sample (n = 400)	
		N	%
Fathers' job			
	Employee at government	115	28.7
	Employee at private sector	190	47.5
	Free business	78	19.5
	Not working	17	4.3
Fathers' education level			
	Illiterate	5	1.2
	Read & Write	10	2.5
	Primary	18	4.5
	Preparatory	36	9
	secondary (Diplome)	205	51.3
	University	101	25.3
	Postgraduate	25	6.2
Mothers' job			
	Employee at government	78	19.5
	Employee at private sector	92	23
	Free business	12	3
	Housewife	218	54.5
Mothers' education level			
	Illiterate	16	4
	Read & Write	22	5.5
	Primary	30	7.5
	Preparatory	36	9
	secondary (Diplome)	230	57.5
	University	51	12.8
	Postgraduate	15	3.7
Numbers of hours that parents spending with their children at home			
	2-<4 hours	95	23.8
	4-<6 hours	225	56.2
	6- <8 hours	50	12.5
	≥ 8 hours	30	7.5
Mean SD		5.07±4.05	

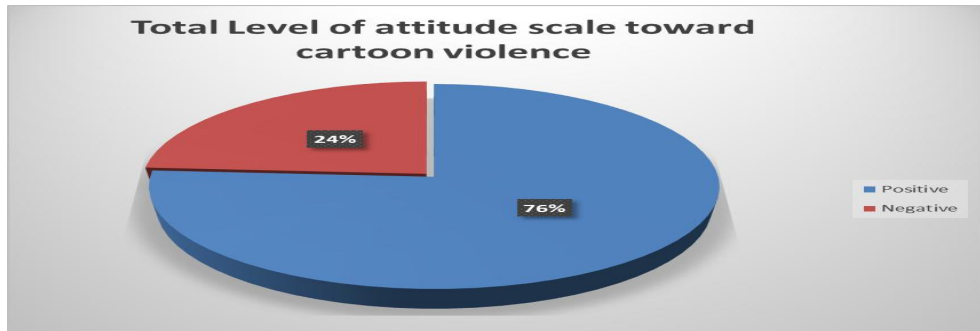


Figure (1): Number and percentage distribution of the studied primary school children according to their total attitude scale toward cartoon violence (n=400).

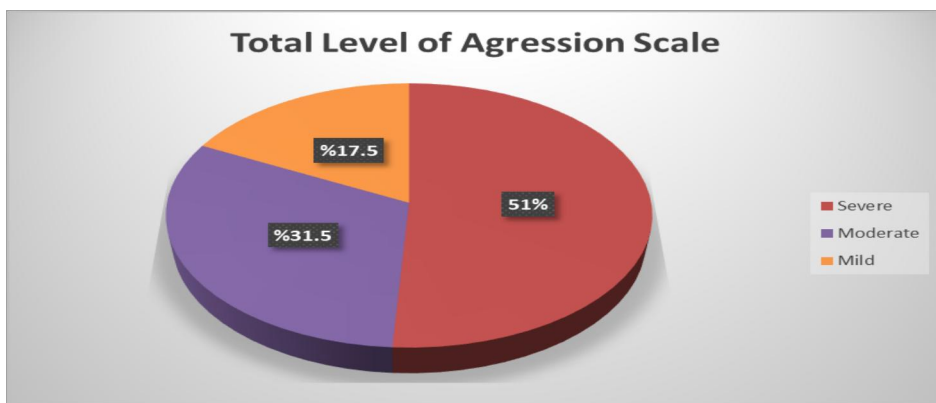


Figure (2): Number and percentage distribution of the studied primary school children according to their total level of aggression scale (n=400).

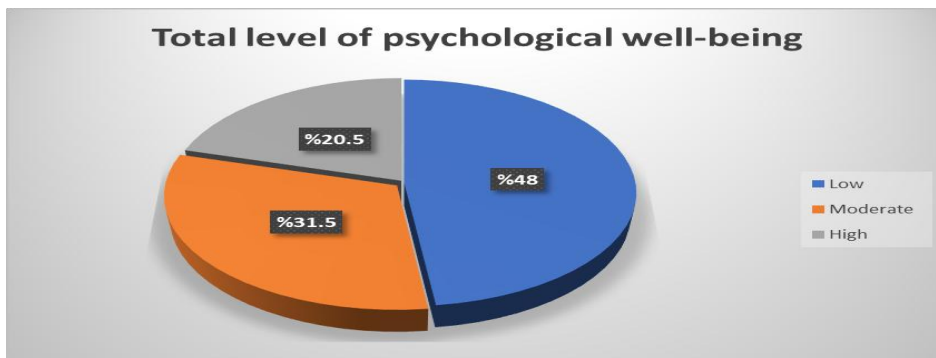


Figure (3): Number and percentage distribution of the studied primary school children according to their total level of psychological wellbeing scale (n=400).

Table (3): Relationship between socio- demographic characteristics and total attitude scale toward cartoon violence among the studied primary school children (n=400).

Studied children's socio-demographic characteristics		Total Level of attitude scale toward cartoon violence				X2	P-Value
		Positive (n=304)		Negative(n=96)			
		N	%	N	%		
Age (years)	6-<8 years	100	32.9	6	6.3	11.15	<0.05*
	8-<10years	85	27.9	15	15.6		
	10-<12years	94	31	23	23.9		
	12years	25	8.2	52	54.2		
Sex	Male	178	58.6	28	29.2	13.39	<0.05*
	Female	126	41.4	68	70.8		
Academic grade	First grade	70	23	10	10.4	11.95	<0.05*
	Second grade	65	21.4	11	11.4		
	Third grade	54	17.8	10	10.4		
	Fourth grade	50	16.4	18	18.8		
	Fifth grade	34	11.2	18	18.8		
	Six grade	31	10.2	29	30.2		
Residence	Rural	30	9.9	34	35.4	9.09	>0.05
	Urban	274	90.1	62	64.6		

No significant at $p>0.05$. *Significant at $p < 0.05$.

Table (4): Relationship between socio- demographic characteristics and total aggression scale among the studied primary school children (n=400).

Studied children's socio-demographic characteristics		Total level of aggression scale						X2	P-Value
		Mild (n=70)		Moderate (n=126)		Severe (n=204)			
		N	%	N	%	N	%		
Age (years)	6-<8years	3	4.3	20	15.9	83	40.7	14.09	< 0.05*
	8-<10years	5	7.1	25	19.8	70	34.3		
	10-<12years	26	37.1	51	40.5	40	19.6		
	12years	36	51.4	30	23.8	11	5.4		
Sex	Male	10	14.3	40	31.7	156	70.6	15.09	< 0.05*
	Female	60	85.7	86	68.3	48	23.5		
Academic grade	First grade	2	2.8	18	14.3	60	29.4	16.94	<0.05*
	Second grade	10	14.3	16	12.7	50	24.5		
	Third grade	11	15.7	15	11.9	38	18.6		
	Fourth grade	11	15.7	17	13.5	40	19.6		
	Fifth grade	12	17.1	30	23.8	10	4.9		
	Six grade	24	34.3	30	23.8	6	2.9		
Residence	Rural	4	5.7	26	20.6	34	16.7	6.054	> 0.05
	Urban	66	94.3	100	79.4	170	83.3		

No significant at $p>0.05$. *Significant at $p < 0.05$.

Table (5): Relationship between socio-demographic characteristics and the total psychological well-being scale among the studied primary school children (n=400).

Studied Children's socio-demographic characteristics	Total level of psychological well-being						X ²	P-Value		
	Low (n=192)		Moderate(n=126)		High (n=82)					
	N	%	N	%	N	%				
Age (years)	6-<8 years	90	46.9	8	6.4	0	0.0	17.88	<0.000**	
	8-<10	90	49	40	31.7	0	0.0			
	10-<12years	8	4.2	78	61.9	82	100			
Sex	12years	4	2.1	0		0.0	0	0.0	14.56	<0.05*
	Male	30	15.6	86	68.3	70	85.4			
	Female	162	84.4	40	31.7	12	14.6			
Academic grade	First grade	50	26.1	0	0.0	0	0.0	17.09	<0.000**	
	Second grade	52	27.1	0	0.0	0	0.0			
	Third grade	50	26.1	20	15.9	0	0.0			
	Fourth grade	40	20.8	26	20.6	0	0.0			
	Fifth grade	0	0.0	70	55.6	20	24.4			
	Six grade	0	0.0	10	7.9	62	75.6			
Residence	Rural	40	20.8	22	17.5	10	12.2	5.345	>0.05	
	Urban	152	79.2	104	82.5	72	87.8			

Table(6): Relationship between parents' socio- demographic characteristics and their studied children total attitude toward cartoon violence (n=400) .

Parent's socio-demographic characteristics		Studied sample (n = 400)				X ²	P-Value
		Total level of attitude toward cartoon violence					
		Positive (n=304)		Negative (n=96)			
		N	%	N	%		
Fathers' job	Employee at government	90	29.6	25	26	4.932	> 0.05
	Employee at private sector	149	49.1	41	42.7		
	Free business	60	19.7	18	18.8		
	Not working	5	1.6	12	12.5		
Fathers' education level	Illiterate	5	1.6	0	0.0	15.08	< 0.01**
	Read & Write	8	2.7	2	2.1		
	Primary	10	3.3	8	8.3		
	Preparatory	25	8.2	11	11.5		
	Secondary (Diplome)	185	60.9	20	20.8		
Mothers' job	University	66	21.7	35	36.5	15.30	< 0.01**
	Postgraduate	5	1.6	20	20.8		
	Employee at government	68	22.4	10	10.4		
	Employee at private sector	80	26.3	12	12.5		
	Free business	10	3.3	2	2.1		
Mothers' education level	house wife	146	48	72	75	16.71	< 0.01**
	Illiterate	16	5.3	0	0.0		
	Read & Write	18	5.9	4	4.2		
	Primary	25	8.2	5	5.2		
	Preparatory	28	9.2	8	8.3		
Hours that parents spend with you at home	Secondary (Diplome)	210	69.1	20	20.8	17.14	<0.01**
	University	7	2.3	44	45.8		
	Postgraduate	0	0.0	15	15.7		
	2-<4 hours	90	29.6	5	5.2		
	4-<6 hours	200	65.8	25	26	17.14	<0.01**
	6- <8 hours	10	3.3	40	41.7		
	≥ 8hours	4	1.3	26	22.1		

Non significant at p > 0.05. **highly significant at p < 0.01.

Table (7): Relation between parents' socio - demographic characteristics and their studied children total level of aggression (n=400).

Parent's socio - demographic characteristics		Studied sample (n = 400)						X2	P-Value
		Total level of aggression scale							
		Mild (n=70)		Moderate (n=126)		Severe (n=204)			
		N	%	N	%	N	%		
Fathers' job	Employee at government	15	21.4	40	31.7	60	29.4	6.304	> 0.05
	Employee at private sector	42	60	48	38.1	100	49		
	Free business	8	11.4	30	23.8	40	19.6		
	Not working	5	7.2	8	6.4	4	2		
Fathers' education level	Illiterate	0	0.0	0	0.0	5	2.5	15.95	< 0.01**
	Read & Write	0	0.0	2	1.6	8	3.9		
	Primary	2	2.9	6	4.8	10	4.9		
	Preparatory	2	2.9	6	4.8	28	13.7		
	Secondary	10	14.3	75	59.5	120	58.8		
	University	46	65.7	25	19.8	30	14.7		
Mothers' job	Postgraduate	10	14.3	12	9.5	3	1.5	14.50	< 0.01**
	Employee at government	3	4.3	15	11.9	60	29.4		
	Employee at private sector	2	2.9	15	11.9	75	36.8		
	Free business	0	0.0	2	1.6	10	4.9		
Mothers' education level	Not working	65	92.8	94	74.6	59	28.9	15.99	< 0.01**
	Illiterate	0	0.0	2	1.6	14	6.9		
	Read & Write	0	0.0	4	3.2	18	8.8		
	Primary	2	2.9	8	6.4	20	9.8		
	Preparatory	5	7.2	5	4	26	12.7		
	Secondary	20	28.5	95	75.4	115	56.4		
Hours that parents spend with you at home	University	30	42.8	10	7.9	11	5.4	17.98	< 0.01**
	Postgraduate	13	18.6	2	1.6	0	0.0		
	2-<4 hours	0	0.0	15	11.9	80	39.2		
	4-<6 hours	10	14.3	91	72.2	124	60.8		
	6- <8 hours	30	42.8	20	15.9	0	0.0	17.98	< 0.01**
	≥ 8hours	30	42.8	0	0.0	0	0.0		

Non significant at $p > 0.05$. **highly significant at $p < 0.01$.

Table (8): Relation between parents' socio - demographic characteristics and their studied children total level of psychological well-being (n=400).

Parent's socio - demographic characteristics		Total level of psychological well-being scale						Studied sample (n = 400)	
		Low (n=192)		Moderate (n=126)		High (n=82)		X2	P-Value
		N	%	N	%	N	%		
Fathers' job	Employee at government	77	40.1	30	23.8	20	24.4	4.420	<0.01**
	Employee at private sector	83	43.2	70	55.5	30	36.6		
	Free business	29	15.1	21	16.7	25	30.5		
	Not working	3	1.6	5	4	7	8.5		
Fathers' education level	Illiterate	8	4.2	0	0.0	0	0.0	14.30	<0.01**
	Read & Write	15	7.8	3	2.4	0	0.0		
	Primary	40	20.8	10	7.9	5	6.1		
	Preparatory	119	62	61	48.4	20	24.4		
	Secondary	10	5.2	47	37.3	32	39		
	University	0	0.0	5	4	25	30.5		
Mothers' job	Employee at government	3	4.3	15	11.9	60	29.4	13.65	<0.01**
	Employee at private sector	2	2.9	15	11.9	75	36.8		
	Free business	0	0.0	2	1.6	10	4.9		
	Not working	65	92.8	94	74.6	59	28.9		
Mothers' education level	Illiterate	16	8.3	0	0.0	0	0.0	17.07	<0.01**
	Read & Write	15	7.8	5	4	0	0.0		
	Primary	42	26.9	15	11.9	3	3.8		
	preparatory	119	62	100	79.4	9	10.9		
	Secondary	0	0.0	5	3.9	55	67		
	University	0	0.0	1	0.8	15	18.3		
Hours that parents spend with you at home	2-<4 hours	30	15.6	50	39.7	39	47.6	17.98	<0.01**
	4-<6 hours	100	52.1	50	39.7	26	31.7		
	6- <8 hours	62	32.3	26	20.6	17	20.7		
	≥ 8hours	0	0.0	0	0.0	0	0.0		

**highly significant at $p < 0.01$.

Correlation between mean score of total attitude toward cartoon violence, total aggression and total psychological well-being scales among the studied primary school children (n=400).

Correlation	R	P-value
Total attitude toward cartoon violence scale & Total Psychological well-being scale	-.457	.000**
Total Psychological well-being scale & Total aggression scale	-.643	.000**
Total attitude toward cartoon violence scale & Total aggression scale	.659	.000**

** Highly statistically significant at $p < 0.00$.

Discussion:

Cartoon films are no doubt funny, adventurous spirit, interesting and

entertaining. Children have their universe in which they are intrigued by a variety of cartoon films. If they see a bird flying in the

cartoon, most probably it will fascinate them to imitate the same thing. Furthermore, many studies reported that cartoons have both positive as well as negative effects on children's behavior and psychological well-being. Although cartoon helps in language and mental development of children but sometimes children exhibit some symptoms of stress, anxiety, depression and aggressive or violent behavior with their siblings and their friends as a result of violent cartoon characters they watch (*Rai & Waskel, 2019*) & (*Sharma & Suri, 2020*). Therefore, this study aimed to assess the correlation between cartoon violence, aggressive behavior and psychological well-being among primary school children.

The findings of the current study revealed that, more than one-quarter of the primary school children their age ranged between 10- < 12 years, the Mean SD of age was 9.62 ± 2.90 years. Concerning sex, more than half of them were males. From the researcher point of view, these results could be due to males are more vulnerable group for violent or aggressive behavior than females as a result of violent cartoon characters they watch. These results were in the same line with (*Teng & Nie, 2020*) who revealed that more than half of his studied students were males and their Mean SD of age was $M = 9.04$, $SD = 1.98$ years. On other hand, these results were contradicted with (*Groebel, 2019*) who indicated that more than half of his studied sample was females and their mean age was 4.97 ± 1.52 years.

Regarding residence, the results of the current study indicated that the majority of them were living in urban areas. From the researcher point of view, these results might be due to conducting this study at selected governmental primary schools in Benha city (urban areas) at Qaliubiya Government. These results were consistent with the study done by *Zughayer & Shaabeth (2020)* who reported that more than three quarters of his studied sample were residing in urban areas.

According to **parents'** socio-demographic characteristics, it was found

that, more than half of the studied children parents had secondary education (diplome). Concerning the job of the studied children parents, it was reported that less than half of the studied children fathers were employee at private sector and more than half of the studied children mothers were housewives. From the researcher point of view, these results could be due to many mothers try to keep the children silent and controlled by allowing them to watch cartoon films continuously. Furthermore, lack of mother's knowledge about negative effects of cartoon films on their children. These results were similar to the study done by (*Hegazy & Elshafie 2019*) who explained that less than half of the studied students, their parents had secondary education. In the same line, (*Loprinzi & Davis, 2020*) reflected that half of the studied fathers were employee and two-thirds of his studied mothers were housewives.

The findings of the present study revealed that about three quarters of the studied primary school children's had positive attitude toward cartoon violence. From the researcher point of view, these results could be justified by lack of parent's knowledge about negative effects of cartoon films and lack of control on their children in watching violent cartoon films as many children watch cartoons daily more hours than usual due to the precautionary measures taken to confront the Corona pandemic, and a availability of many spare time for them to watch and imitate these violent cartoon characters. These results were approved with (*Mahmood & Ifikhar, 2020*) who finding that the majority of his studied children had positive attitude toward cartoon violence as they imitate what they watch. Moreover, these results were similar to the study of (*Li & Chen, 2020*) who stated that more than three-quarters of the studied sample had positive attitude toward cartoon violence.

The current study results reflected that more than half of the studied primary school children had severe level of aggression. From the researcher point of

view, these results might be due to media has played as significant role in development of children as children of today are surrounded by technology and entertainment that is full of violence such as cartoon films that are very influential and if too much violence is available for children to watch, play, or listen to, this can lead to their attitudes to a negative direction. Moreover, the aggressive behaviors on cartoon films make them believe that their behaviors are acceptable. Then they attempt to use this in their real life, which makes them more unpopular and drives them back to watching the violent TV. This is a bad circle for children who have aggressive behaviors.

These results were in agreement with (Su, 2018) who reported that nearly two thirds of his studied sample had high level of aggression as a result of watching cartoon films. In the same line, (Bose & Philip, 2019) who revealed that more than half of his studied children had severe level of aggression. Furthermore, these results were consistent with (Teng & Nie, 2020) who reported that TV programs specially action cartoons could develop violent behavior among two thirds of his studied children.

The results of the present study illustrates that less than half of studied primary school children had low level of total psychological well-being. From the researcher point of view, these results could be justified by cartoon violence has many negative psychological effects on those children because of appearance of violent scenes or characters in cartoon films can lead to numerous problems not only psychological problems such as stress, anxiety, depression, loneliness, social isolation, fear but also, social problems such as low self-esteem, disturbances in social relationships and school life especially in the absence of directing role of their parents and lack of control of what they watch as a result, they begin to see the world as a scary and unsafe place and living in fantasy world than in reality.

These results were goes in the same line with (Carol, 2017) who mentioned that total level of psychological well-being is very low among nearly half of his studied sample. As well as, the current results were consistent with (Germey, 2017) who reported that less than half of his studied sample experience symptoms of stress, anxiety, depression and reported low psychological well-being as a result of cartoon violence.

The present study findings indicated that there was a statistically significant relation between studied children's attitude scale toward cartoon violence and their socio-demographic characteristics as age, sex and academic grade. From the researcher point of view, these results could be due to positive attitude toward cartoon violence increased by increasing age among the studied primary school children. These results were in agreement with the study achieved by (Terkenburg & Vacaru, 2018) who found that there was a statistically significant relation between total attitude toward cartoon violence and their age and sex.

According to the relation between children socio-demographic characteristics and their total aggression scale, the present study revealed that, there was a statistically significant relation between children's total aggressive level and their socio-demographic characteristics as age, sex and academic grade. These results were consistent with (Ekwe, 2018) who found that students' age and gender had a significant effect on their aggressive level.

The current study findings illustrate relationship between socio-demographic characteristics and the total psychological well-being scale among the studied primary school children. It clarified that there was a highly statistically significant relation between children's psychological well-being level and their socio-demographic characteristics as age and academic grade. These results were contradicted with (Rosila, 2017) who reported that there was no statistical relationship between all items of socio-demographic characteristics and

the total psychological well-being among the majority of his studied sample.

Moreover, there was a high statistically significant relation between studied children total attitude scale toward cartoon violence and all items of parents' socio-demographic characteristics except with items of fathers' job. From the researcher point of view, this might be explained as a positive attitude towards cartoon violence was higher among children whose parents had secondary education level and working mother. Also, positive attitude towards cartoon violence was higher among children whose parents spend less time with them. These results were in accordance with (Chang & Chiu, 2019) who revealed that parents' educational level and job had a significant effect on students' attitude towards cartoon violence.

In addition, there was a high statistically significant relation between studied children total aggressive level and all items of parents' socio-demographic characteristics except with items of fathers' job. These results were consistent with (Soydan & Alakoç *pirpir*, 2019) who clarifies that there was a statistically significant relation between children's aggressive level and parents' educational level. In the same field, (Bose & Philip, 2019) reported that hours that parents spent with them at home had a significant effect on children aggressive level.

The current study results also reflected that, there was a highly statistically significant relationship between studied children total level of psychological well-being and all items of parents' socio-demographic characteristics. From the researcher point of view, this could be due to that parents are the most important persons who have the direct impact on their children and responsible for their psychological wellbeing. These findings were consistent with the study of (Juboori, 2019) who mentioned that, there was a highly statistically significant relationship between parents' characteristics and total psychological well-being of their children.

Regarding correlation between studied children's total attitude scale toward cartoon violence and total aggression scale, the present study reported that there was a highly statistically significant positive correlation between children's attitude toward cartoon violence and their aggressive levels. This could be explained as positive attitude towards cartoon violence were higher among children with aggressive behavior as many children intimate violent scenes and pictures they watched and become a negative part of their behaviors. These results were supported with (Sopekan & Alade, 2020) who emphasized that there was a highly statistically significant positive correlation between children's attitude toward cartoon violence and their aggressive levels.

On other hand, the present study results revealed that there was a highly statistically significant negative correlation between children's attitude toward cartoon violence and their psychological well-being levels. This might be due to the possibility of intimating violent things that acquire from violent cartoon films and believed that there were real which lead to living in fantasy world rather than real life and experiencing some negative psychological emotions such as illusion, anxiety, depression, negativism and low psychological well-being. These results were in the same line with (Cardas, 2018) who reflected that there was a highly statistically significant negative correlation between his studied sample psychological well-being and their attitude toward cartoon violence.

Conclusion:

In the light of the present study, it could be concluded that there was a strong relationship between cartoon violence, aggressive behavior and psychological well-being among the studied primary school children as more than three quarters of the them had a positive attitude toward cartoon violence and more than half of them had severe level of aggression against themselves and others. In addition, less than

half of the studied primary school children had low level of psychological wellbeing as a result of cartoon violence. Furthermore, there was a highly statistically significant negative correlation between mean scores of total children's attitude toward cartoon violence, psychological well-being and their aggressive levels.

Recommendations:

In the light of the present study findings, the following recommendations are suggested:

- (1) Psycho-educational program should be provided for parents to increase awareness regarding early psychological, social and emotional development of their children and encourage better communication with them.
- (2) Psycho-educational program need to be organized by the government and professional organizations for parents and guardians on the influence of media violence on children social behaviour and their psychological development.
- (3) Encourage children to do other physical and social activities such as karate, drawing and any sports in spite of spending time on screens.

Further researches: Replication of the study using larger sample in different correctional settings to generalize the results.

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