

Original Research Article

Mother's Perception about Influence of Cartoons on Child's Behaviour and Parenting Style

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ABSTRACT

The objective of the research is to study the correlation between mother's perception about influence of cartoons on child's behavior and Parenting Style. Cartoons are a good source of education and knowledge which help children learn the values. But these days, cartoons tend to show a lot of violence and obscenity. Children are highly influenced by the cartoons series, because they pay more attention and give more time to cartoons instead of other activities. While this is also crucial factor that family member gives less time to children therefore they (children) mostly pass time watching cartoons. For the research, survey questionnaire was used for data collection. This questionnaire consists of two parts: first part measures Perception of mother about influence of cartoons on child's behavior and second part assess mother's parenting style. Total 140 mothers were taken as sample. Pearson product moment correlation and t-test were used for data analysis. Result indicates that mother's who use responsiveness and control in their parenting style perceives positive effect of cartoon on child's behavior while mother's using neglect in their parenting style perceives negative effect of cartoon on child's behavior. There is no significant difference between male child and female child in terms of perceived influence of cartoon on child's behavior and mother's parenting style. Parent Mediation plays a crucial role in enhancing perceived positive influence of cartoon on child's behavior.

Keywords: *influence of cartoon, Parenting Style and Parent Mediation*

INTRODUCTION

As kids spend a lot of time on watching cartoons, it definitely has a great impact on their behavior. In a research performed by the researcher Habib & Soliman (2015) ^[1] summed up the cartoon content in our Children Schedules are: 2 - 5 years old children watch cartoon 32 hours weekly and 6 - 11 years old children watch cartoon 28 hours weekly and they stated that 71% of 8 - 18 years old has a TV in their rooms. 53% of 7 - 12 years old has no parental monitoring for what being watched on TV. 51% of homes: TV is switched on most of time. Most parents prefer to leave their children in front of TV in order to

finish their Work or to have a rest. Putting a child in front of the TV is the best way for a parent to make their child eat their food. Kids aged (6-11) spend about 28 hours a week in front of the TV. As so much time is spent in front of television we can assume that much of it influences their day to day behavior. Many children around the world are becoming addictive to television and the shows that have been watching have become violent. Violence on TV is an issue which has recently been growing in importance. These days it is extremely difficult to find a TV channel that is 100% children friendly. Most channels have children's programs mixed with

commercials or movie previews that are inappropriate for children to view. But it's not that cartoons have only negative impacts on children.

Cartoon

Irvine (1972) [2] defines cartoon as "A design drawn on strong paper or large illustration usually related to current affairs in an amusing fashion or political caricature". Fetzer (1994) [3] also defines cartoon as "An outline drawing or series of drawing that tells a story or expresses message and are sometime classified as humorous drawings". Marckwardt (1968) [4] defines cartoon as "A drawing or caricature as in a newspaper or periodical, especially one intended to affect public opinion as to some matter or person or a comic strip". From the definitions, it has been made clear that cartoons are outline drawings which are made to inform, educate or entertain the public. The expression of cartoons embarrasses messages which are related to amusing fashion, political and current affairs as found in the definition of Fetzer..

Influence of Cartoons on Child's behavior

These are the following influence of cartoon on child:

Education

According to a report titled "The Effects of Cartoon Characters as Motivators of Preschool Disadvantaged Children," cartoon characters stimulate interpersonal behavior, learning and social growth. Children associate with cartoon characters more readily than adults in many cases and tend to retain the lessons imparted more readily. If a cartoon character conveys an educational or moral lesson, then it can help speed up the learning process in children.

Violence

Many cartoons depict scenes of violence or danger, yet whitewash the effects of that violence. For instance, a Teenage Mutant Ninja Turtle may beat up a bad guy in one scene, only to see that bad guy appear unharmed in the next scene. Without proper lessons to counterbalance

those effects, children may grow up aggressive and eager to engage in violence - - unaware that the real world contains far more consequences than what a TV show depicts.

Role Models Because children identify readily with cartoon characters, such characters can be positive role models that encourage good moral behavior. Superman, for example, is honest and brave, constantly standing up for the rights of others. The characters in the "Toy Story" movies move heaven and earth for their friends, while Jimmy Neutron demonstrates the value of studying and intelligence.

Health Problems

Children who spend inordinate amounts of time in front of the television don't always get as much exercise as they should and thus are more likely to be overweight. Furthermore, reports from Bowling Green State University cite a detrimental effect on the brains of children who watch too many cartoons, including children developing attention deficit disorder and, in one infamous case of the "Pokemon" show in Japan, seizures.

Child Literacy

Child literacy is one of the main priorities of both federal and private organizations around the world. Literacy among children holistically involves the ability to use language for communication and interaction with other people. Communication may be in the form of reading and /or writing. Such capability in every individual is important for daily social living, since language is the prime tool for an understanding between two minds. Studies have shown that literacy influence an individual's future, because it plays a major role in an individual's employment and opportunity for personal and professional development through basic and higher education.

Hapkiewicz & Roden (1971) [5] found that when 60 second-grade children were randomly assigned to same sex pairs, and each pair was randomly assigned to 1 to

3 treatment groups: aggressive cartoon, nonaggressive cartoon, and no cartoon. Results indicated that there was no difference among the groups on measures of interpersonal aggression, although boys exhibited significantly more aggression than girls. Although boys also demonstrated more pro-social behavior (sharing) than girls, boys who viewed the aggressive cartoon performed this response at a reduced rate.

Hassan & Daniyal (2013) [6] studied after watching cartoons examined the effects on children's behavior. Cartoon is one of the most favorite channels for children. Violence is an important part of the animation program. Children can learn violent content induced by publishers. For the research the study questionnaire was used for data analysis and non-parametric statistics. Cartoon depiction of this study explores the impact on children's behavior violence. They just imitate their favorite cartoon characters, but even as indicated by the different cartoon characters, to force their parents to buy them clothes or accessories. This study also illustrates the fact that a class in children's behavior is influenced by observing different cartoon shows.

Soumya et.al (2014) [7] studied Perception of the parents to the children watching cartoons this study was conducted famous schools and focuses on various aspects of Assam Dibrugarh district. This was to investigate the effect of cartoons as perceived by the parents of the children and also try out the various problems faced by children in the growth phase. (Descriptive study). The working group consists of children studying in 140 parents III Level I Assam two schools. Method was adopted and 140 parents were obtained from census data. Auto questionnaire developed for this study was accepted. The findings of this study, the majority of children of the respondents of the participants and 74 children's cartoon show, watching television every day to watch out for of parents feel that the education of children affected by

television. Spent a significant relationship between mother and when occupied by children of participants watching cartoons. There is a strong relationship between participant's child's routine of imitating cartoon characters and the learning problems faced by the child.

Observational learning

In observational learning, the behavior of a model is witnessed by an observer, and the observer's behavior is subsequently changed. Because observational learning is essentially a social process, and humans are social beings, we can quickly acquire new behavior patterns in this way (Bandura, 1986). [8] Observational learning occurred in a four-step pattern. Children pay attention to something, they retain what they saw, they reproduce the action or verbalization, and the consequences they observe determine whether they will repeat the action in the future. Internal events.

People can improve their performance on many tasks, including sports, simply by watching others perform (Blandin, Lhuisset, & Proteau, 1999; [9] Shea, Wright, Wulf, & Whitacre, 2000). [10]

In fact, this type of learning can occur without our even being aware that our behavior has been influenced in this way. As children pay a lot of attention and spend a lot of time on cartoon, they observe what they see, retain and reproduce it.

Parenting Style

Parenting style represents the amount of involvement and strictness used by a parent to deal with their Children (Eastin, Greenberg & Hofschire, 2006). [11]

Types of parenting

There are four main types of parenting style: **Authoritarian parenting:** Authoritarian parenting is where parents establish the rules and expect that children will follow them without exception. Children have little to no involvement in problem-solving challenges or obstacles. Instead, parents expect that children will follow all

of the rules all the time. Authoritarian parents may use punishments instead of consequences. Although children who grow up with authoritarian parents tend to follow rules much of the time, they may develop self-esteem problems. Sometimes children become hostile or aggressive as they may focus more on being angry at their parents for the punishment rather than learning how to make decisions and solve problems.

Authoritative Parenting: Authoritative parents also have rules that children are expected to follow, however, they allow some exceptions to the rule. Authoritative parents tend to use consequences instead of punishments. They also use more **positive consequences** to reinforce good behaviors and may be more willing than authoritarian parents to use **reward systems and praise**. Children raised with authoritative discipline tend to be happy and successful.

Permissive Parenting: Permissive parents don't offer much discipline. They tend to be lenient and may only step in when there is a serious problem. There may be few consequences for misbehavior because parents have an attitude of "kids will be kids." Permissive parents may take on more of a friend role than a parent role. They may encourage their children to talk with them about their problems but may not discourage a lot of bad behaviors. Kids who grow up with permissive parents tend to struggle academically. **Uninvolved Parenting:** Uninvolved parents tend to be neglectful. They often do not meet their children's basic needs and may expect children to raise themselves. Sometimes this is due to a parent's mental health issues or substance abuse problems. Uninvolved parents tend to have little knowledge of what their children are doing. There tends to be few, if any, rules or expectations. They also exhibit frequent behavior problems and rank low in happiness.

Objectives

The objectives of this research are as follows:

- To study the correlation between mothers's perceived influence of

cartoons on child's behavior and parenting style of the mother.

- To study the effect on child's gender on Mother's Perception on the Influence (both Positive and Negative) of Cartoons on child's behavior.
- To study the effect of child's gender on parenting style of the mother.
- To study the effect of parents mediation on perceived influence (positive and negative) of cartoons on child's behavior.

Hypotheses:

1. There will be no significant correlation between mother's perceived influence of the cartoons on child's behavior and parenting style of the mother.
2. There will be no significant difference between male and female child in terms of Mother's Perception on the Influence (both Positive and Negative) of Cartoons on child's behavior.
3. There will be no significant difference between male and female child in terms of parenting style of the mother.
4. There will be significant difference between parent's active mediation and inactive mediation in terms of perceived influence (positive and negative) of cartoons on child's behavior.

METHOD

Sample

Total 140 mothers of school children whose age were 6-11 years were taken as sample.

Inclusion criteria

- Mothers of Children whose Age Group is 6-11 years were included
- Both housewife and working mothers were included

Exclusion Criteria

- Mothers of children who studied in Schools other than English medium were not included in the research.

Research Design:

A Survey questionnaire was used for data collection. The survey research is primarily interested in assessing the characteristics of the whole population. The survey questionnaires were given to the children in school and were instructed to get the questionnaire filled by their mothers carefully. The questionnaire was also given to some mothers directly in person. Data was collected and analyzed.

Tools: The tool was developed to measure the mother's perception on influence of cartoon on child's behavior and to assess the mother's parenting style on the basis of Review of Literature. Face validity was done by the experts.

The questionnaire consists of two parts

1. Section A Mother's perception on influence of cartoon on children behavior.
2. Section B Mother's Parenting Style

Mother's perception on influence of cartoon on children behavior

It consists of 20 items which are to be rated on a 5 point scale ranging from 1("never") to 5(always"). The scale consists of two dimensions Positive influence and negative influence. The reliability of Mother's

perception on influence of cartoon on children behavior is 0.845.

Mother's Parenting Style

It consists of 21 items which are to be rated on a 5 point scale ranging from 1("never") to 5(always"). The scale consists of three dimensions responsiveness, control and neglect. The reliability of Mother's Parenting Style is 0.754.

Procedure:

List of approachable schools was made and permission letters were prepared. Permission was taken from the concerned authority. After the permission was granted, the children were instructed to get the questionnaire filled by their mothers. Then the questionnaires were given to the children who fall in the research criteria and the data was collected. Some mothers were approached in person also to get the questionnaire filled. Based on their responses the data was analyzed.

RESULT

To study the correlation between mothers' perceived influence of the cartoons on child's behavior and parenting style of the mother. Pearson product moment correlation was used and the results are shown below:

Table 1 indicates the Correlation between mothers' perceived influence of the cartoons and parenting style of the mother

Correlations					
Dimensions	Perceived Positive effect	Perceived Negative effect	Mother's control regarding watching Cartoon	Mother's responsiveness while/ about watching Cartoon	Mother's neglect regarding watching Cartoon
Perceived Positive effect	1				
Perceived Negative effect	0.100	1			
Mother's control regarding watching Cartoon	0.305**	0.038	1		
Mother's responsiveness while/ about watching Cartoon	0.295**	-0.084	0.389**	1	
Mother's neglect regarding watching Cartoon	0.084	0.274**	-0.173*	-0.251**	1
**Correlation is significant at the 0.01 level (2-tailed).					
*Correlation is significant at the 0.05 level (2-tailed).					

Table 1 indicates that there is no significant correlation between positive effect and negative effect of cartoon on child's behavior ($r(138) = 0.100, p < 0.05$). There is a positive significant correlation between perceived Positive effects of cartoon and control of the mother ($r(138)$

$= 0.305, p > 0.01$) that means mothers who puts control, or set rules about watching cartoons, perceives positive effect of cartoon on child's behavior. There is a positive significant correlation between perceived Positive effects of cartoon and responsiveness of the mother ($r(138)$

=0.295, $p>0.01$) that means mothers who are responsive to their child's behavior, perceives positive effect of cartoon on child's behavior. There is no significant correlation between positive effect of cartoon on child's behavior and neglect in mother's parenting style ($r(138) = 0.084$, $p<0.05$). There is no significant correlation between negative effect of cartoon on child's behavior and control in mother's parenting style ($r(138) = 0.038$, $p<0.05$). There is no significant correlation between negative effect of cartoon on child's behavior and responsiveness of the mother ($r(138) = -0.084$, $p<0.05$). There is a positive significant correlation between perceived negative effects of cartoon and neglect of the mother ($r(138) = 0.274$, $p>0.01$) that means mothers who use neglect in their parenting style, perceives negative effect of cartoon on child's behavior. There is a positive significant correlation between control of the mother regarding watching

cartoon and responsiveness of the mother ($r(138) = 0.389$, $p>0.01$) that means mothers who are responsive in their parenting style, also puts control on the child, like setting rules for watching cartoons. There is a negative correlation between control of the mother regarding watching cartoon and neglect by the mother ($r(138) = -0.173$, $p>0.05$) that means that mothers who use control in their parenting style do not neglect their child's behavior. There is a negative correlation between responsiveness of the mother regarding watching cartoon and neglect by the mother ($r(138) = -0.251$, $p>0.05$) that means that mothers who have responsiveness in their parenting style do not neglect their child's behavior.

To study the effect of child's gender on perceived influence (positive and negative) of cartoons on child's behavior, Independent t-test was used and results are shown below:

Table 2 indicates effect on child's gender on Mother's Perception on the Influence (both Positive and Negative) of Cartoons on Child's behavior's behaviors

Dimensions	Gender	N	Mean (SD)	t	DF	Significance
Perceived Positive effect	Female	56	32.79 (9.757)	0.673	138	0.502
	Male	84	31.70 (9.027)			
Perceived Negative effect	Female	56	15.43 (6.859)	1.733	138	0.085
	Male	84	17.42 (6.509)			

Table 2 indicates that there is no significant difference between male and female child in terms of perceived positive effect of cartoon on child's behavior ($t(138) = 0.673$, $p<0.05$) and mean of female child is 32.79(9.757) and the mean of male child is 31.70(9.027) that means there is no significant difference between male and female child in terms of perceived positive effect of cartoon on child's behavior. There is no significant difference between male and female child in terms of perceived

negative effect of cartoon on child's behavior ($t(138) = 1.733$, $p<0.05$) and the mean of female child is 15.43(6.859) and mean of male child is 17.42(6.509) that means there is no significant difference between male and female child in terms of perceived negative effect of cartoon on child's behavior.

To study the effect of child's gender on parenting style of the mother, Independent t-test was used and results are shown below:

Table 3 indicates the effect of child's gender on parenting style of the mother.

Dimensions	Gender	N	Mean (SD)	t	DF	Significance
Mother's control regarding watching Cartoon	Female	56	35.14 (8.049)	0.284	138	0.777
	Male	84	34.74 (8.416)			
Mother's responsiveness while/ about watching Cartoon	Female	56	26.16 (5.410)	1.579	138	0.117
	Male	84	24.49 (6.579)			
Mother's neglect regarding watching Cartoon	Female	56	8.38 (2.982)	1.903	138	0.059
	Male	84	9.61 (4.186)			

Table 3 indicates that there is no significant difference between male and female child in terms of mother's control about watching cartoons ($t(138) = 0.284, p < 0.05$) and mean of female child is 35.14(8.049) and the mean of male child is 34.74(8.416) that means there is no significant difference between male and female child in terms of mother's control about watching cartoons. There is no significant difference between male and female child in terms of mother's responsiveness about watching cartoons ($t(138) = 1.579, p < 0.05$) and mean of female child is 26.16(5.410) and the mean of male child is 24.49(6.579) that means there is no significant difference between male and

female child in terms of mother's responsiveness about watching cartoons. There is no significant difference between male and female child in terms of mother's neglect about watching cartoons ($t(138) = 1.903, p < 0.05$) and mean of female child is 8.38(2.982) and the mean of male child is 9.61(4.186) that means there is no significant difference between male and female child in terms of mother's neglect about watching cartoons.

To study the effect of parent's mediation on perceived influence (positive and negative) of cartoons on child's behavior, Independent t-test was used and results are shown below:

Table 4 indicates effect of parent's mediation on Mother's Perception on the Influence (both Positive and Negative) of Cartoons on Child's behavior's behaviors

Dimension	Parents mediation	N	Mean (SD)	t	DF	Significance
Perceived Positive effect	Active	73	33.15 (8.924)	1.351	138	0.179
	Inactive	67	31.03 (9.651)			
Perceived Negative effect	Active	73	17.82 (7.871)	2.245	138	0.026
	Inactive	67	15.31 (4.856)			

Table 4 indicates that there is no significant difference between parent's active mediation and inactive mediation in terms of perceived positive effect of cartoon on child's behavior ($t(138) = 1.351, p < 0.05$) and the mean of parent's active mediation is 33.15(8.924) and the mean of parent's inactive mediation is 31.03(9.651) that means there is no significant difference between parent's active mediation and inactive mediation in terms of perceived positive effect of cartoon on child's behavior. There is a significant difference between parent's active mediation and inactive mediation in terms of perceived negative effect of cartoon on child's behavior ($t(138) = 2.245, p > 0.05$) and the mean of parent's active mediation is 17.82(7.871) and mean of parent's inactive mediation is 15.31(4.856) that means parents who are actively involved in parent mediation perceives more negative effect of cartoon on child's behavior as compared to the parents who are inactively involved in parent mediation .

DISCUSSION

The aim of the research is to study the correlation between mother's perception about influence of cartoons on child's behavior and Parenting Style. Survey questionnaire was used to collect the data. Total 140 mothers of children from different schools were taken as samples. The tool was developed to measure the mother's perception on influence of cartoon on children behavior and to access the mother's parenting style. Based on the data collected the analysis was done using Pearson product moment correlation and Independent t-test.

The first Hypothesis assumes that there will be no significant correlation between mother's perceived influence of the cartoons on child's behavior and parenting style of the mother. The result (Table 1) indicates that there is a positive significant correlation between perceived Positive effects of cartoon and control of the mother that means mothers who puts control, or set rules about watching cartoons, perceives positive effect of cartoon on children. There is a positive significant correlation between

perceived Positive effects of cartoon and responsiveness of the mother that means mothers who are responsive to their children, perceives positive effect of cartoon on children. There is a positive significant correlation between perceived negative effects of cartoon and neglect of the mother that means mothers who neglect their children, perceives negative effect of cartoon on children. There is a positive significant correlation between control of the mother regarding watching cartoon and responsiveness of the mother that means mothers who are responsive to their children, also puts control on the child, like setting rules for watching cartoons. There is a negative correlation between control of the mother regarding watching cartoon and neglect by the mother that means that mothers who use control in their parenting style do not neglect their children. There is a negative correlation between responsiveness of the mother regarding watching cartoon and neglect by the mother that means that mothers who have responsiveness in their parenting style do not neglect their children. Hence the null hypothesis is rejected. Ivrendi and Ozdemir (2009) ^[12] found their study that Mothers' with college degree were more likely to consider that cartoons support learning compared to mothers' with elementary and high school degrees. Mothers with college degree have use responsiveness and control in their parenting style and so they are more able to help their child in learning positive behavior from cartoons. Similarly, mothers' with above college degree did not think that cartoons divert children from real life while mothers with elementary and high school thought so. Taken together, mothers with higher education level had more positive thoughts about cartoons than mothers with lower education level. Onder and Dagal (2007) ^[13] found that parents with higher education level believed that television is thought provoking for children. Hence education of parents plays an important role in their parenting style. Educated parents perceive cartoons plays an important role in

child's learning and they also use media as aid to learn. All these studies indicate that Parents control and responsiveness plays an important role in Perceived positive Influence of cartoon on child's behavior.

The second hypothesis assumes There will be no significant difference between male and female child in terms of Mother's Perception on the Influence (both Positive and Negative) of Cartoons on child's behaviors. The Result (Table 2) indicates that there is no significant difference between male and female child in terms of perceived positive effect of cartoon on children that means there is no difference between male and female child in terms of perceived positive effect of cartoon on children. There is no significant difference between male and female child in terms of perceived negative effect of cartoon on children that means there is no difference between male and female child in terms of perceived negative effect of cartoon on children. Thus the null hypothesis is accepted and thus a male or a female child is equally influenced from cartoon, although many TV programs reflecting the daily experiences of people includes gender discrimination which is a social problem. Gender discrimination is not a problem which is solely seen in children's programs. It is seen that females are being represented weaker compared to males in terms of many aspects in TV programs viewed by adults. In this study, cartoons among the TV programs for children had been handled. Under their innocent appearance, cartoons, including many wrong messages, had been observed as transferring gender stereotypes, thus the content of the cartoon can influence a male or a female child in different ways. There is no significant difference between male and female child in terms of Mother's Perception on the Influence (both Positive and Negative) of Cartoons on child's behaviors but Review of literature shows that content of the cartoon can have different influence male and female child.

The third hypothesis assumes that there will be no significant difference

between male and female child in terms of parenting style of the mother. The result (Table 3) indicates that there is no significant difference between male and female child in terms of mother's control about watching cartoons that means there is no difference between male and female child in terms of mother's control about watching cartoons. There is no significant difference between male and female child in terms of mother's responsiveness about watching cartoons that means there is no difference between male and female child in terms of mother's responsiveness about watching cartoons. There is no significant difference between male and female child in terms of mother's neglect about watching cartoons that means there is no difference between male and female child in terms of mother's neglect about watching cartoons. The third hypothesis is accepted. Supporting to which a research suggests that there is no significant difference between male child and female child in term of perceived parental style (Roman, Makwakwa & Lacante, 2016).^[14] However, other research suggests contradictory to the finding that, within the family, different relationships exist and different interactions occur based on the gender of the child and the gender of the parent (Bohanek et al., 2009;^[15] Hastings, Rubin, & DeRose, 2005;^[16] Lambert & Cashwell, 2004).^[17] Boys scored significantly higher than girls for mothers' authoritarian style. However, girls scored significantly higher than boys for mothers' authoritative parenting style. Distinct gendered parenting occurring between a mother and her son and a mother and her daughter (Bomester, 2012;^[18] Georgiou, 2008;^[19] Lipps et al., 2012).^[20]

The fourth hypothesis assumes that there will be significant difference between parent's active mediation and inactive mediation in terms of perceived influence (positive and negative) of cartoons on child's behavior. The Result (Table 4) indicates that there is no significant difference between parent's mediation in terms of perceived positive effect of cartoon

on child's behavior that means there is no difference between parent's mediation in terms of perceived positive effect of cartoon on child's behavior. There is a significant difference between parent's mediation in terms of perceived negative effect of cartoon on child's behavior that means there is difference between parent's mediation in terms of perceived negative effect of cartoon on child's behavior. There is a significant difference between Child initiated parent's mediation in terms of perceived positive effect of cartoon on child's behavior that means there is difference between Child initiated parent's mediation terms of perceived positive effect of cartoon on child's behavior. There is no significant difference between Child initiated parent's mediation in terms of perceived negative effect of cartoon on child's behavior that means there is no difference between Child's mediation in terms of perceived negative effect of cartoon on child's behavior. Nair and Thomas (2013)^[21] found that High parental mediation exists in the midst of the parents which help in protecting the children from imitating any negative behavior from television. Thus, it is seen that there is a high degree of parent-child interaction existing when it comes to viewing of Television programs. Rajput (2014)^[22] concluded, the need for parents and children to share viewing experiences assumes greater importance than in the past. Nor is simple co-viewing the answer; effective mediation requires parents to discuss the program content with the child, perhaps explain ambiguous or disturbing material, or follow up on concepts from the viewing session.

Limitations of Research:

Limitations of the research are as follows:

1. For this research the number of male and female children was not equal.
2. The sample collected was restricted to Baroda and English Medium schools.
3. The sample size was small (N=140).

Implications of Research:

The research implies on the following areas:

1. The research implies to understand the influence of the cartoon on children behavior. As cartoon series are very fascinating for the children and they spend much of their time watching cartoon, it influences their behavior a lot.
2. The research implies to guide and counsel the parents to maximize the positive influence of cartoon and minimize the negative influence of cartoon on children behavior, as they go through dilemma of letting their children watch cartoon or some specific content of the cartoon or not
3. The research implies to understand the role of cartoon in social behavior of the children which they learn through observation and imitation.
4. The research implies to train the parents to maximize the positive influence of media and minimize the negative influence of media on children behavior through parent mediation.
5. The research implies to extend parent mediation in child's life using different methods.
6. The research implies to enhance the theoretical content of media psychology, which is a growing sub-field of Psychology.

CONCLUSION

Mother's Parenting Style plays a key role in Child's everyday behavior. Mother's who use responsiveness and control in their parenting style perceives more positive influence of cartoon on child's behavior than negative influence of cartoon on child's behavior. Relatively mother's who use neglect in their parenting style perceives more negative influence of cartoon on child's behavior than positive influence of cartoon on child's behavior. Parent's active Mediation leads to more positive influence of cartoon on child's behavior than negative influence of cartoon. Active Parent

mediation helps the child to better understand the difference between reality and fantasy. There is no significant difference between male child and female child in terms of parenting style of the mother.

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How to cite this article: Rajput K, Jain R. Mother's perception about influence of cartoons on child's behaviour and parenting style. *International Journal of Research and Review*. 2017; 4(6):103-113.
