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Research Paper

The Role of Media and Cartoons in Increasing Aggression

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ABSTRACT

Children today grow up in a media-saturated environment. Children and teenagers expend a significant amount of time watching tv, movies, playing computer games, and surfing the internet. The media is continually producing new cartoons with heightened brutality, and children are unaware of the dangers this poses to them. This research was inspired by children's reactions to violent content in the programmes they watch. This paper aims to understand the role of aggression in children who are exposed to violent cartoons and media, explore the consequences and also find the solutions to the same. This paper will involve secondary research methodology. This research is focused on a number of other reviews that have been done in the same or similar fields. Also, this study sets out to investigate whether viewing violence in the media increased aggression.

Keywords: *Aggression, Cartoons, Media, Violence and Children*

"Those who view greater amounts of violent television and film portrayals of many kinds tend to engage in higher levels of aggressive behaviour."

These days it is a typical conviction that the violence depicted in cartoons may adversely affect the conduct of little youngsters. Children begin watching cartoons at two years old year and from the age of 2 to long term they used additional time before TV watching their number one placated then the time they have passed in school. In this way the animation programs are a lot of employable the school exercises. At some point youngsters' sensation themselves like animation characters. This is on the grounds that they like them much and it is untamed life that with whom you are intrigued you receive some component of his character similarly kids additionally embrace a few propensities from kid's shows characters and when they elite their qualities they become part of their character. It was found that watching kid's shows has gotten mainstream among the kids around the globe. Yet, it is discovered that the substance appeared in kid's shows have an unpretentious, however steady impact on them. these impacts emphatically affect the kids and unfavorable effects too. Until continuing, two words must be described clearly: media abuse and aggressive acts. At various times, different people have used different meanings of these words. For the purposes of this study, we describe media violence as visual depictions of physical assault by one person against another. This description of media violence excludes any off-screen poisonings that could be inferred, instead referring to visually shown physically violent actions by one human against another. This term has emerged in response

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to hypotheses about the consequences of media abuse, and it is an attempt to define the kind of violent media depiction that is quite certainly, the spectator would be taught to be aggressive.

The concept of aggressive action used will also influence how scientific evidence is viewed. The majority of researchers researching the impact of media on behaviour have concentrated on what is known as offensive behaviour. According to the agreed definition, violent behaviour is described as an act intended to harm or irritate another individual. The behaviour could be either physical or nonphysical in nature. This covers a wide range of behaviours that do not seem to match the generally accepted definition of aggression. Insults and circulating false rumours suit the description. Of note, the most dangerous violent activities for civilization include physical violence. Physical aggression, on the other hand, can vary in intensity from minor acts like pushing or shoving to more severe physical attacks and combat, sometimes extending to aggressive acts that pose a substantial risk of serious injury.

A lot of researchers have discovered that conduct of youngsters changes as they watch fierce animation shows. Then again it is additionally seen that educative and useful animation content upgrades creative mind and imagination among the kids. If the language of cartoon show is understandable and comprehend able for the children, they enjoy it more and get involved in the cartoon show. This involvement is reflected in their behaviour as well.

There are different types of effects:
- Physical effects
- Emotional effects
- Cognitive effects
- Behavioural effects

Physical Effects- It was found that the actual impacts of staring at the TV isn't more seen on conduct of kids. Since TV need no exceptional power applied when it contrasts and understanding propensity. Be that as it may, the power applied become more viable when the youngsters are sitting all the more near screen to watching their number one animation. In the event that they watch TV for altogether significant stretch of time, at that point it might hurt their actual wellbeing also. This broad TV watching propensity and helpless light condition may affect their sleep.

Emotional Effects- Habib and Tarek (2015) saw that Emotional impacts of TV were harmless as TV program makes more dread among the children. Raza, Awan and Gondal (2016) found that if kids begin to observe every one of these kinds of projects in early age, they think about everything genuine and turn out to be more influenced by the substance. In the event that they stared at the TV alone and in a dull room, it become more destructive for them since they may create fears and weaknesses.

Cognitive Effects- Shaffer (2007) found that TV program assumed a powerful part in mental development of kids. This was more ruinous for youngsters who took in some genuine encounters from that content. Kids are not intellectually so experienced that they could separate among the real world and dream. This thing influence their insight and they begin living in a dreamland. The kids who sit in front of the TV alone and programs with a dream development may make kids wish that everything in this world resemble a dreamland.

Behavioural Effects- Krish (2006) found that TV programs extraordinarily activity kid's shows can create fierce conduct in kids. They couldn't understand the contrast between the ground real factors and rules of genuine world and dream. They may take in hostility from dreamland and make its creation in genuine world. They need to act like a well-known character of a dream story, Deserting the contrast among great and awful characters. Merriam-Webster (2020) characterized brutality as utilization of actual power to harm, misuse, harm, or annihilate. This might be done to any individual, gathering or local area at large the state or nature of being vicious is exceptionally energized activity, regardless of whether physical or moral. In basic words we can say that it is a more extensive sense to incorporate conduct by individuals or against individuals at risk to cause physical or mental damage. Krug et al. (2002) found that the World Health Organization has separated the brutality into three general classes:

1. self-coordinated violence
2. interpersonal violence
3. collective violence

These three categories were further expounded into four kinds of violence:

1. Physical
2. Sexual
3. Emotional
4. Psychological

METHODOLOGY

The following is a secondary research study. A secondary research study generally relies on research based on data collected from previous researches. This study aims to test the hypothesis through the means of secondary research i.e.; using already available literature and analyzing it to understand whether or not the hypothesis is true. It involves collection, collation and or synthesis of the existing data set available in the form of research journals/ research articles and books. The overall effectiveness of the research would thus be studied from the collected, analyzed and collated data. This research aims at understanding the role of aggression in children who are imposed to violent cartoons and media through resources such as available papers collected through Jstor library or google scholar, governmental and non-governmental agencies- their available documented resources, and books made available to the public relevant to the research topic.

Aim of the study

This research project is meant to understand the role of aggression in children who watch violent content.

Objective of the study

The objectives of this research paper are:

- To understand the role of aggression in children who are exposed to violent cartoons and media.
- To explore the consequences of the same.
- And also find the solutions to the same.

Research Design

This study will employ a secondary research design, which involves collecting and analyzing existing literature, research articles, books, and other relevant sources of

information. Secondary research is an appropriate approach for this topic as it allows for a comprehensive review of previous studies and provides a broader perspective on the subject matter.

Procedure of the data collection

The data collection process will involve accessing and reviewing scholarly databases, such as academic journals, online libraries, and reputable websites, to identify relevant research articles and publications. The search terms used will include variations of keywords like "media," "cartoons," "aggression," "effects," "behaviour," and other related terms. The inclusion criteria will involve selecting studies published within the last ten years to ensure the inclusion of recent findings.

DISCUSSION

Most children are exposed to some kind of media violence almost every day, whether it be in the television, a comic, the Internet, a TV show, or a movie. These exposures, whether short-term or long-term, may have detrimental psychological consequences, such as increased aggressive behaviour and decreased excitement for violent activities. Other, new ways of abuse are being perpetrated against children and teenagers. Connection to the Internet is also another new source of violent publicity. There is no evidence on the prevalence of violence on the Internet; however, there is concern about pages that might promote violence, offer instructions for making explosive devices, or show how to obtain weapons. We recognise they are vast and can serve as role models. Violent technology can take many types, from television and cinema to computer games and other immersive experiences. Several scholars have proposed that, regardless of the storyline, spectators or game players who are already violent should be the only ones that are affected. This is most emphatically not the case. While the already aggressive child who watches or plays a lot of violent media may become the most aggressive young adult, research shows that even initially non-aggressive children are becoming more aggressive as they grow older. They are made more aggressive by watching or playing violent media. Long-term effects tend to be greater in younger children, but short-term effects appear to be stronger in older children, perhaps because offensive scripts must already be mastered before they can be primed by violent shows.

First, separate mechanisms seem to induce short-term and long-term material impacts, and all of these processes are distinct from the time-displacement effects that media interaction can have on adolescents. Time-displacement consequences contribute to the role of mass media (including video games) in displacing other behaviours that a child would normally participate in, and could alter the risk for those types of activity, such as replacing reading, sports, and so on. Since we are focusing on the consequences of violent media content, we do not mention time-displacement effects, though they may be important. Short-term and long-term impacts of violent imagery seem to be caused by very different mechanisms, and all of these processes appear to be distinct from the time delay effects that media exposure can have on children. Time displacement consequences contribute to the role of social media (including video games) in displacing other behaviours that the child may participate in, potentially changing the risk for those types of activity, such as replacing reading, sports, and so on. This article would concentrate on the impact of violent media content, and displacement effects will not be discussed, despite the fact that they can have significant implications.

1. Short Term Effects

Most theorists also accept that the short-term consequences of media abuse are mostly caused by 1) priming mechanisms, 2) arousal processes, and 3) immediate mimicking of individual behaviours.

1) Priming- Priming is the mechanism by which distributing stimulation in the neural network of the brain from a locus representing an external perceived signal excites another brain node representing a cognition, feeling, or action. The external stimuli can be something directly related to a cognition, such as the sight of a gun, or it can be something inherently neutral, such as a certain racial group (e.g., African-American) that has been linked in the past to certain attitudes or actions (e.g., welfare). The primed definitions increase the likelihood of the actions associated with them. Aggression is more common because offensive ideas are primed by media abuse.

2) Arousal- Aggressive action can become more probable in the short run if mass media displays arouse the observer for two reasons: excitation transmission and general arousal. First, a subsequent stimulus that elicits an emotion (e.g., a provocation eliciting anger) can be viewed as more intense than it is when part of the emotional reaction elicited by the media presentation is incorrectly assigned to the provocation shift. For instance, directly after an entertaining media presentation, such as excitation transfer can result in more violent reactions to provocation. Alternatively, the enhanced general arousal caused by the media presentation can simply hit a point where inhibition of improper responses is reduced and dominant acquired responses are reinforced. Direct instrumental provocation, for example, is shown in social problem solving.

3) Mimicry- Imitation of individual patterns, the third short-term mechanism, can be interpreted as a subset of the more common long-term process of observational learning. Proof has accumulated in recent years that human and primate young have an inherent ability to imitate whomever they observe. Observing complex social activities surrounding them increases the risk of children acting in the same manner. Kids, in particular, are likely to imitate aggressive actions when they see it. The neural mechanism by which this occurs is not well known, but it appears that "mirror neurons," which fire when either an action is detected or the same behaviour is carried out, play a vital role.

Long-term Effects

Long-term material results, on the other hand, seem to be the product of 1) longer-lasting observational learning of cognitions and actions (i.e., action imitation) and 2) stimulation and desensitisation of emotional processes.

1) Observational learning- According to commonly recognised social cognitive models, a person's social behaviour is heavily influenced by the interaction of the present environment with the person's emotional state, schemas about the environment, normative assumptions about what is acceptable, and scripts for social activity that they have studied. Children encode in memory social scripts to direct action during early, middle, and late childhood through study of relatives, friends, culture, and mass media. As a result, observable habits are imitated even after they have been observed. During this time, children's social cognitive schemas about their surroundings are also created. Extensive exposure of aggression, for example, has been found to skew children's environment schemas toward attributing animosity to

the acts of others. Such attributions, in particular, increase the risk of violent behaviour in adolescents. When children grow older, normative assumptions about what social activities are acceptable crystallise and serve as barriers to restrict unacceptable social behaviours. These moral attitudes are conditioned in part by children's observations of others' actions, especially those seen in the media.

2) Desensitization- Socialization over time the way the media and video games manipulate feelings is often likely to amplify the influence of the media. Exposure to emotionally activating television or video games on a regular basis will contribute to the habituation of some normal emotional reactions. This is referred to as "desensitisation." The level of negative emotions exhibited by audiences unconsciously in response to a specific violent or gory scene decreases after repeated exposures. Increased heart rates, perspiration, and self-reports of pain, for example, often accompany exposure to blood and gore. However, with frequent experiences, the child's negative emotional reaction becomes habitual, and he or she becomes "desensitised." The infant will then contemplate and plan proactive aggressive actions without having harmful consequences.

3) Enactive learning- Another theoretical argument is important. Observational learning and desensitisation do not take place in isolation from other learning processes. Children are increasingly trained and reinforced to behave in such respects, and this conditioning can take place through media experiences. Since players of violent video games are not only spectators but also "involved" actors in violent acts, and are generally reinforced by using violence to achieve desirable ends, the impact on stimulating long-term increases in violent activity may be much stronger for video games than for TV, film, or internet displays of violence. Around the same time, since certain video games are played by large networks (e.g., multi-person games) and since individual games are often played together by peers, more complex social bonding mechanisms that have not yet been empirically investigated could be involved. These effects, which include selection and participation effects, should be investigated.

Obviously, not all witnesses of brutality are similarly influenced by what they see at all times. According to research, the impacts of media violence on children are moderated by situational features of the presentation, such as how much it receives and sustains interest, personal characteristics of the audience, such as one's own violent predispositions, and physical and human sense characteristics under which the children are exposed to violence. Of note, both of these variables communicate with one another. For example, how believable a violent scene appears to a child is determined by the scene's structure and content, the child's experiences and proclivity to embrace what one sees, and, most likely, other audiences present as the child encounters the scene. Presentations that do not elicit a certain amount of interest will have no impact on an infant. While effects can occur without devoting cognitive resources to interpreting the content in a lecture, they cannot occur without a minimum degree of audience focus. As a result, the shape and content considerations that capture children's interest are critical in deciding the extent of the impact that presentations can have. Rapid activity, vivid colours, and noisy sounds tend to be factors that facilitate interest of small children, which are also characteristics of violent scenes. Of course, video games inherently mix these form elements with cognitive resource demands, while TV shows and movies differ more on this front. And if a scene catches a child's eye, not all violent depictions pose the same danger to audiences.

Many different audience traits have been proposed as moderators on how viewers understand and react to violent media content. According to developmental theory, younger children may be more vulnerable to this effect because their social scripts, schemas, and values are less crystallised than those of older children. According to observational-learning theory, audiences' age and ethnicity can affect how often they interact with the portrayed violent characters, which can influence learning and enactment of the observed violence. When the storey plots are fairly nuanced and complex, a lack of intellectual competence can intensify the effects of exposure. A high degree of aggressiveness can increase vulnerability to media-violence effects by altering perceptions of violence in witnessed scenes. Individuals that are more offensive than their peers are expected to have a number of risk factors that predispose them to aggressive conduct. Existing evidence suggests that one of these risk factors could be a lower threshold for media-violence-induced aggressive activity activation. Studies in violent tv, film, and computer games have shown that extremely offensive people are more affected by media aggression (in terms of aggressive actions, behaviours, feelings, and beliefs) than their less aggressive peers. Children who were initially hostile and watched comparatively high amounts of television are at the highest risk of being extremely aggressive. This is not to say that the comparatively nonaggressive individual is untouched by violent depictions. Several studies have also shown that media abuse has a substantial impact on later hostility in children who have low levels of earlier aggression. Any of these observations are made more understandable by Bandura's idea of "reciprocal determinism." Similar groups of users check out different types of advertising material, but the content affects them differently. Thus, children with strong offensive tendencies may be more drawn to violent television, perhaps because it makes them defend their own actions, but, as previously said, they may also be more likely than other children to be affected by such exposure.

CONCLUSION

The design of cartoon shows, as well as the portrayal of violence by the cartoon show's "hero," is entirely to blame for the rise in violence and anti-social behaviour among children. The "hero" is often portrayed as a great warrior, skilled in combat and a master of his or her arms. The glorification of abuse, death, and harm suffered by the "hero" has a significant effect on children's growing minds, and they grow a personality of approval of such anti-social behaviour. The hero's use of sophisticated arms, bare hands, and ancient weapons fosters children's liking and acceptance of these weapons/techniques. Parents may have a significant influence on their children's television watching. There was a major variation in children's TV viewing based on the kind of negative feedback and effects used by the parents. The research also found that parental disciplinary activities had a substantial impact on children's academic performance. As a result, parents must be taught about the negative impact of television, but it is unclear how to tailor messages in such a manner that parents are empowered to make improvements in their homes. Fantasy violence that is depicted as justified or admirable is more heavily involved here, implying that the sort of content children consume is relevant once again. However, due to the scarcity of studies in this field, any conclusions must be considered provisional. Furthermore, the study just looked at children's moral perspectives on violence. It has paid no attention to the impact of advertising on other spiritual problems such as altruism and even antisocial conduct such as gambling, lying, and stealing. Finally, the emphasis has been solely on the negative impact of media attention, rather than whether those programmes and genres can promote moral growth, and the study has been solely on television.

Parents should also teach their children coping mechanisms for dealing with scary photos in the media. Discussing the visual effects used in a horror film, as well as demonstrating that fantasy scenes on the screen cannot occur in real life, are also useful tools for reducing children's scare reactions. These "cognitive" techniques perform particularly well for older grade school children who can absorb such knowledge and remember it for further use. Noncognitive interventions, such as offering physical comfort and shutting off the programme, seem to be the most successful for younger children. Parents should consider protecting their children, especially pre-schoolers, from the types of fictional themes that are most disturbing at various stages of development. When children are afraid of the press, parents' roles become more difficult. Older children should be encouraged to understand that television programming overemphasises crime and abuse and that certain heinous crimes reported in the news, such as child abduction, arise only infrequently in fact. Allowing children under the age of eight to see violent imagery in the television, even if unwittingly when the TV is on in the background, can pose difficulties because such material is difficult to convey to younger age groups. In the event of a significant disaster, evidence indicates that all children profit from reduced media viewing and positive conversations with a calm adult. In addition, it is important for parents to control the television material that their children find appealing. Such parental engagement is potentially more critical than setting time limits for children to watch TV or play video games. Guiding children's viewing preferences and assisting children in becoming critical viewers of media content will promote the prosocial effects of screen time while avoiding some of the risks.

Most children are exposed to some kind of media violence almost every day, whether it be in the television, a comic, the Internet, a TV show, or a movie. These exposures, whether short-term or long-term, may have detrimental psychological consequences, such as increased aggressive behaviour and decreased excitement for violent activities. Finally, there are few studies in India on the impact of media, particularly newer media products, on child health and interventions to improve the position of media; a stronger evidence base is needed. However, research undertaken in other countries offer important data about the role of media in initiating violence in adolescents, which simply leads to cultural differences and the results may not be exactly comparable. Effectiveness trials that are robust, prospective, experimental, and population-based are needed. Better research into how they watch and how their watching patterns can be changed is needed. Such problem-solving analysis is important for advancing public health. We should concentrate our efforts on developing a media-based approach to assist young people in avoiding negative habits and increasing positive ones.

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