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Sustained Exposure To Hindi Animated Cartoons And Its Cultivation Effects On Linguistic Adoption And Behavioural Change Among Pakistani Children

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ABSTRACT

Since the 1960s, children of nearly every age like watching Hindi animated cartoon as a primary source of entertainment. The sole objective of this study is to highlight the linguistic and aggressive behaviour of Pakistani children who exposed by Hindi animated cartoons. The precise goals of this study are to determine how the Hindi animated cartoon affect the mother language of Pakistani children. It also shows how the parents of these children [1]perceive the linguistic and aggressive influences on their children's speech and behaviour. A mixed-methods approach was used to collect data from (n=80) under-teenage children studying in seven elite class schools in Islamabad, ages 2 to 12, as well as from (n=40) parents of the same children, selected at random, using closed-ended questionnaires. For underage students, the nonverbal survey using pictures of Hindi cartoon characters was empirically used. For parents, closed-ended survey that included some conversation was given to the parents of the same children. Findings also indicates that children from high-class households also watch Hindi animated cartoon since parents do not think these shows are beneficial for their children's mother tongue. The findings further indicate that prolonged exposure contributes to measurable forms of language change. Lexical borrowing is observed in the routine use of Hindi words and phrases within everyday speech of children. Preference shift reflects an increasing inclination toward Hindi expressions and accents. Code-switching emerges in which children alternate between their mother tongue and Hindi language. These linguistic outcomes are significantly more pronounced among heavy viewers supporting cultivation theory. Media effects accumulate gradually through repeated and frequent exposure of Hindi animated movies.

Keywords: *Sustained Exposure, Cultivation, Hindi Animated Cartoons, Mother Language, Language Change, Pakistani Children, Violence.*

INTRODUCTION

The rapid and speedy media expansion of Hindi animated cartoons content has significantly reshaped children's media consumption patterns in Pakistan especially in Islamabad based Elite school going children. These media contents are occupying a dominant position in children's daily watching routines. Existing effects of media literature has consistently highlighted that

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prolonged exposure to Hindi cartoon media content can shape children's language and behaviour preferences. Previous research studies have documented strong associations between Hindi cartoon media content and increased aggression among school going children of Islamabad. However, much of this research area remains focused in Western and Indian contexts, with limited empirical focus on Pakistani school-age children. This lack of integrative research constitutes significant research gap in existing literature. Present study is designed to systematically investigate the frequency of watching Hindi animated cartoon influence the classroom behaviour of school-going children. The first animated figure to appear on television was Felix the Cat. Due to the lack of cable networks at the time, Popeye the Sailor and Pink Panther were the only animated shows broadcast on National Channel PTV. In Pakistani homes, entire families are usually riveted to the television to follow the subsequent political controversy, which is escalating into a degree of linguistic fury and hostility seldom seen before (Mittell, 2013). Globally, childhood obesity is on the rise; around one in six children is currently considered overweight or obese (Hémar-Nicolas et al., 2021). As a result, food marketing is frequently held accountable for using a variety of persuasive strategies, such as cartoon characters, to persuade children to eat unhealthy foods (Boyland & Halford, 2013). Brand mascots and licensed cartoon characters are two categories of fictional cartoon characters frequently used in food marketing. Children find items and enterprises affiliated with these characters more appealing since they are so popular among young people (Vanderbilt & Andreason, 2023).

Media landscape of Children in Pakistan is empirically characterised by notable absenteeism of a strong indigenous animated and content industry. It is creating a structural and organizational dependency on imported cartoon industry. Locally produced animated content reflects Pakistani languages, remains limited in children attention and attraction (Juni et al., 2014). As a result, television channels and online streaming platforms predominantly rely on foreign animated cartoons. This lack of indigenous animation has significant cultural and linguistic implications on Pakistani children (Juni, et al., 2014). Animated cartoons function as entertainment. In the absence of locally grounded alternatives, children are repeatedly exposed to external linguistic forms, this imbalance reduces children's engagement with native linguistic expressions (Alam et al., 2023).Hindi animated cartoons character styles increase children's brand awareness and, consequently, their familiarity with the product, given their visual format (Chan & McNeal, 2006). They also aroused feelings through an emotional persuasive strategy, which was reflected in the outcome. According to earlier studies, children were more likely to be persuaded by emotional appeals grounded in the executive elements of commercial content, such as colours, story world, and characters, than by cognitive appeals grounded in product facts (Harris et al., 2009). Children's movies and cartoons like "The Lion King", which emphasise the religious rituals and beliefs of African animism, typically provide children with powerful religious and spiritual images and ideas. Another animated children's movie that incorporates religious themes significantly is Hercules, which also blends myth, religious overtones and romance to some extent. The media mentions a variety of communication outlets, including radio, television, newspapers, magazines and films (Saeed et al., 2020). Making choices on what to use, what to highlight, how to tell the tale and what to choose is necessary for both the social event and the data transfer. The large audience is then informed of the outcomes of these choices. A staged and fabricated representation of reality is presented to the audience. Children, especially those who watch Hindi cartoons, are the most important group members at the event (Lehman, 2014).

Hindi animated cartoon lack a realistic impression. Interestingly, this existence does not exist in reality. These claims are problematic because although many children's shows must

undoubtedly depict real-life situations properly, others cannot be trusted to do so (Panickar, 2023). There are several detrimental effects of this, especially for children. The advantages and disadvantages of children's television are debated in many countries. Children undoubtedly have an impact on them, but how they have that impact is the most important consideration. A child and an adult cannot be equally open to new ideas all the time. The primary source of data nowadays is the media, which includes the internet, radio, television, movies, and daily newspapers (Bandopadhyay, 2020). The media to which children are most frequently exposed is television. It can entertain and educate. Over 1500 hours of television viewing a week has been linked to detrimental effects on children's intellectual, physical, social, and psychological development (Anderson, 2001). Additionally, children who often interact with Hindi cartoon characters may view them as playmates with whom they might form bonds and engage in pretend play (Hoffner, 1996). Finally, because they serve as role models, these people may even affect children's preferences for the foods they are associated with in the socio-cognitive approach (Hoffner & Levine, 2005).

According to social psychology, aggression is an intentional act committed by someone who wants to hurt themselves or others. Aristotle believed that humans were social beings who interacted with one another and used emotions as a means of communication, among other things. Children, teens, families and the community are the ones who suffer the most when this connection causes physical, emotional or psychological harm to others. As a result, aggression is seen as antisocial conduct that several theories may explain, the most important of which is the cultivation theory. As they work to manage and lessen violence, rage and other unwanted behaviours in children who require treatment or intervention to improve, parents, educators, researchers, and legislators are also worried about this kind of behaviour. Due to their fascination with video games and animated films, such as Hindi cartoons, children's behaviour is often influenced by these shows. Many children would prefer to watch their favourite cartoon characters, who may or may not be violent, rather than engage in outdoor play. The youth of this generation have been exposed to digital settings from an early age. Newspapers, television and radio have all been supplanted by new digital media (Kutner & Olson, 2008). Children and teenagers may easily access marketing, information and entertainment thanks to these technologies, which also promote social interaction. Often called conventional media, broadcast media were created by reputable production businesses such as TV networks, film studios, and editorial staff, and distributed to targeted and broader audiences for reading or passive viewing.

However, new media, such as social and interactive media, allow users to create and consume content actively. Examples include video blogs, YouTube videos, applications and multiplayer video games (Heinonen, 2011). Since the boundaries between social media, interactive media, and conventional media are no longer clear. Children and teenagers find the transition from passive viewing to interactive media seamless and natural. Digital media may be used to distribute a variety of media, including text, photos, music and video. For example, modern Hindi cartoons often incorporate elements of social and conventional media because they allow children to virtually inhabit beautifully drawn environments and engage in distant interactions with other children. Children can even collaborate to create virtual worlds through Hindi cartoon movies. Therefore, children's and adolescents' media experiences may be significantly shaped by the engaging experiences that digital media can offer (McKenzie et al., 2012).

Statement of the Problem

Children typically prefer Hindi Cartoons with lots of action and violence to ones with more cerebral content. Cartoons like this cannot positively impact children's attitudes. Children are

frequently born with negative attitudes and unwanted actions, such as fighting, using foul language and other behavioural issues. In addition to academic knowledge, research has shown that children who watch Hindi cartoons focused on morality and education grow up to be good people (Parvin & Islam, 2020). However, qualitative and quantitative perception survey was used to gather information from parents and children about the influence of Hindi cartoons on their language use and behaviour. This demonstrates how children get used to watching Hindi cartoons daily and squander time doing so, which cuts into their educational time. Hindi cartoon characters are a constant source of inspiration for many children. It demonstrates how children imitate cartoon characters in real life and begin acting like them, both at home and at school (Chakraborty, 2024). They frequently mimic Hindi cartoon characters. Children who observe cartoon characters like Tom and Jerry are likely to start fighting with their siblings at home or classmates at school because they want to be active (Ekwe, 2018). Children sometimes squabble with their siblings by seeing Hindi cartoon characters' fight. Long-term daily exposure to Hindi cartoons causes children to grow emotionally and violently. The purpose of this study is to determine how these Hindi cartoons are influencing the social, cultural, and linguistic behaviours of Pakistani children. This research study is planned to examine how parents perceive the linguistic influence that Hindi cartoons have on their children's speech and conduct.

Objective of the Research Study

The primary purpose of this study is to determine how Pakistani children's mother tongue is affected by Hindi-language portrayals in Hindi animated cartoon promoted by Hindi cartoon media and Hindi animated cartoons.

1. To examine the influence and frequency of watching Hindi animated cartoon on the classroom behaviour of school-going children of Islamabad.
2. To analyse the impact of violent content portrayed in Hindi cartoon networks on the aggressive behaviour among school-going children of Islamabad.
3. To investigate the role of violent content portrayed in the Hindi animated cartoons in shaping immoral behaviour among school-going children of Islamabad.

Research Questions

1. To what extent does the frequency of watching Hindi animated cartoon influence the classroom behaviour of school-going children of Islamabad?
2. How does exposure to violent content in Hindi animated cartoon networks affect aggressive behaviour among school-going children of Islamabad?
3. To what degree does repeated exposure to violent content in Hindi animated cartoons contribute to immoral behaviour among school-going children of Islamabad?

Hypothesis

The current study consists of several hypotheses, such as:

1. **H1**: The frequency with which school-age children watch cartoon movies influences their behaviour in class.
2. **H2**: The violent content of Hindi cartoon networks likely makes the behaviour of children aggressive.
3. **H3**: It is likely assumed that the violent contents of Hindi cartoons lead children towards immoral behaviour.

LITERATURE REVIEW

Previous studies have shown that Hindi cartoon networks alter children's cultural ideas, language patterns, and opinions and personalities. In light of these findings, researchers are attempting to determine how various Hindi cartoon programs influence children's personalities, attitudes, and conduct. Cartoon Network Television is an essential part of every child's life. Some children in certain age groups have grown up viewing animated films since the invention of animation more than century ago (Pandey & Lenka, 2020). Many young men have imagined themselves as courageous knights, and many young women have dreamed of becoming princesses, after seeing inspiring, energising tales like Peter Pan, Aladdin and the Magic Lamp, Cinderella, Beauty and the Beast, and so on. This literature review aims to examine, evaluate, and synthesise prior research on how parents and children perceive the impact of Hindi cartoon movies on their language patterns, particularly on children's language habits at home. Additionally, included are the establishment of unique arrangements, habits, and regulations within the home, as well as the development of family identity within the home environment. According to several studies, children who watch violent Hindi cartoon network shows experience negative emotions and thoughts, which might result in behavioural and linguistic issues (Sheikh, 2024).

Animated characters created for children's entertainment are a common component of cartoon films and television shows (Thompson, 2010). Hindi cartoons are regarded by many, especially those in Pakistan, as the safest and most effective kind of kid-friendly entertainment. Between the ages of four and twelve, children watch many Hindi cartoons. Their avid viewing makes them addicted to cartoons. Cartoons are the most common material children watch on their gadgets, which are the most significant things in their lives (Irkin, 2012). There are some drawbacks to these Hindi animated films. These components include violence, fantasy, disguised conflict, and a Western point of view. Hindi cartoons have become increasingly popular among children in recent years, and they now serve as their primary source of entertainment (Bedekar & Joshi, 2021). Children like watching Hindi cartoons with time machines, fairies, dragons, princes and superheroes. Hindi cartoon figures are also seen leaping, flying and falling from heights without getting hurt. All of this illustrates a distorted perception of reality. Children cannot distinguish between fiction and reality. In Hindi cartoons, children attempt to mimic what they see and behave like the superheroes they see. As a result, fantasy raises children's danger of harm and promotes imitation. Additionally, meta-analyses have demonstrated that the influence of violent media by the Hindi cartoon network on teenage aggression is either positive or insignificant.

Aggressive behaviour and violent media do not significantly correlate (Sekella, 1997). It will be fascinating to develop technique that demonstrates how Hindi cartoons, both peaceful and violent, influence the aggressive and violent conduct of primary school pupils, accounting for both the positive and negative effects of the media (Klausen, 2009). In the past, watching Hindi cartoons and animated movies was popular among people of all ages. Regardless of their line of work, almost everyone liked watching these movies and cartoons on TV, cable and in theatres. When cartoons and animated films first came out, their content offered amusement to viewers of all ages and skill levels. However, Hindi cartoons lost their attraction to a wide age range and became children's entertainment (Wimmer & Dominick, 2009). The term cartoon is no longer accurate, as it now refers to a broad range of visual forms. Children consider it the most entertaining source because of their deep relationship to it (Lindo, Swensen, & Waddell, 2022). Hindi cartoons and animated programs are essential to the growth of toy manufacturing businesses' profits, as big corporations use them as a form of advertising in their content. Hindi Cartoons are essentially half-hour ads for businesses that are motivated by profit. The genre of animated television shows has changed significantly during the past ten years. The toon-boom

is currently underway. Approximately 75% of US homes now have access to cable television networks.

Nickelodeon and Cartoon Network broadcast 16 hours a day and 24 hours a day, respectively, and they account for the majority of TV viewers and about (80 %) of all advertising. In 2000, Cartoon Network generated about $500 million in revenue (Westcott, 2002). Except for Tom and Jerry and Loony Tunes, which are still quite popular with children, most of the old Cartoon Network animations are no longer regularly aired (Hassan & Daniyal, 2013). The mainstream media, however, made little note of the harmful consequences that cartoons and animations have on children. Cartoon Network is unsuitable for younger viewers due to its explicit material. Prior to this, parents and children thought that cartoon characters on television, such as Joe Camel, were safe. However, seeing cartoon characters hurts children. Ensuring the safety of cartoon entertainment is crucial, but so is addressing the adverse effects that shows like Space Ghost and Harvey Birdman, Attorney at Law have on children (Hassan & Daniyal, 2013). Anecdotal evidence and research studies indicate that media use can help today's teens communicate and engage in other activities. Immersion learning opportunities and exposure to novel concepts are further advantages. Many social media platforms enable students to communicate with others and collaborate on projects. Cartoon Network facilitates communication and interaction among people who live far apart through social media. Video conversations with loved ones can be used for this. While traditional media can help increase public knowledge of current events and concerns, social media may offer resources to encourage civic engagement and community involvement (Ekwe, 2018).

According to a study by Kidd and Castano (2013), children who read literary fiction are more empathetic. When children are exposed to media that focuses on characters, books — although a traditional medium may help they understand individuals who are different from them and dispel prejudices. Internet use and digital media consumption are expected to have comparable impacts, which is crucial for educating children about underprivileged groups and helping them comprehend and build empathy for them. Additionally, the majority of experimental research has involved children under 7 years old (Droog et al., 2012). Due to their ongoing difficulties understanding verbal information, these children are susceptible to visual cues on packaging. However, other research has suggested that cartoon characters could also encourage younger children to eat more (Zhang et al., 2009). Spoken claims about food's nutritional value, healthfulness, and sensory qualities are linked to cartoon characters on the front of the package. Numerous studies have shown that children prefer items with nutritious claims to those without (Lee et al., 2017). The current study aimed to fill gaps in the literature by determining the extent to which Hindi cartoon characters related to psychological and health concerns are perceived as making children between the ages of two and twelve more attractive and influencing their propensity to participate (Kelly et al., 2015). As a result, comparatively few researchers have looked at how children feel about Hindi cartoon movies (Angka et al., 2020). Asian nations have been the subject of very few cross-cultural studies of children's viewing habits, despite other subjects having been studied. This section of our investigation is therefore more exploratory.

THEORETICAL FRAMEWORK

The researcher's examination, exploration and analysis of the suggested topic might begin with the theoretical framework. The theoretical framework also explains the conceptual backdrop of the examination of the specific topic. Any real-world event is usually described by a theory that also outlines the roles different factors play in the event (Grant & Osanloo, 2014). Despite this, the theoretical framework improves our comprehension of research and explains how it is

conducted. In terms of analysis and conclusions, it also indicates a more narrowly focused study. A theoretical framework, according to Imenda (2014), is the use of theory or a collection of concepts derived from a single theory to clarify a specific phenomenon or research issue or to explain an occurrence.

Cultivation Theory

Through his cultivation analysis, George Gerbner (2018) developed this theory in the 1970s and 1980s to comprehend and explain media influences at the macro level (Potter, 2014). The new mass communication theory and media paradigm that emerged from this debate were viewed by some scholars as poor examples of research methods and by others as a promising model for future study. The limited-effects method slowly found its way into cultural theories, despite being widely used at the time the idea was put forward. As a result, most scholars today employ cultivation theory quite differently from the way Gerbner did in his earlier research. The idea has gained increasing attention from post-positivist scholars. Television serves as viewers' primary storytelling medium and socialisation tool (Shrum, 2017). These days, scholars are using this concept to investigate how Hindi cartoon movies affect subjects other than violence and crime (Shanahan & Morgan, 1999). According to cultivation theory, people who watch much television over time develop their conceptions of social reality. In the end, this affects entire civilisations, particularly children. Gerbner argues that the mass media only reinforce prevailing attitudes and views, since they propagate and uphold the ideals that unite culture. According to Romer et al., (2014), television has a reputation for mainstreaming or encouraging moderate societal views. Cultivation philosophers distinguish first-order and second-order influences on children. Additionally, there is a difference between heavy and light viewers. The concept focuses on heavy watchers, those who watch much television during the daytime (Signorielli & Morgan, 2014).

Conceptual and Operational Definitions of major Key Variables of research study

To strengthen the theoretical consistency and methodological transparency of this research study, key variables of this research work were clearly defined at both the conceptual and operational levels. These distinctions ensures that study abstract concepts derived from media effects and cultivation theory are translated into empirically measurable indicators. Below are conceptual and methodological definition of key variables.

Language Change

Conceptually, it refers to the gradual modification in children’s linguistic patterns. These linguistic patterns are resulting from long exposure to Hindi animated cartoon mediated content. Portrayal by cultivation theory, language change is understood as a long-term media effect. Operationally, language change in school going children of Islamabad was measured through parental reports of visible linguistic behaviours. Responses were carefully and systematically recorded using a Likert-scale measuring frequency and intensity of these behaviours.

Behavioural Change

It is conceptually defined as a noticeable change in children’s social and emotional conduct. This conduct can be associated with continuous mass media exposure. Using cultivation viewpoints, behavioural change encompasses shifts in classroom discipline and interaction between peers. Operationally, behavioural change was assessed through structured parental observations of Islamabad based school going children’s conduct reported by their teacher feedback through their class assessments and parents’ teacher meetings. These indicators were measured using standardized questionnaire items.

Violence

Conceptually, this variable refers to the depiction of physical, and figurative aggression within Hindi animated cartoon contents. These contents are fighting, verbal abuse and revenge-oriented narratives. Using cultivation analysis, these cartoon movie portrayals may normalize aggression as an acceptable behavioural response of school going children of Islamabad. Operationally, violence was measured by assessing children's exposure to violent Hindi animated cartoon contents. Exposure and behavioural outcomes were systematically measured using categorical and Likert-scale items to allow statistical analysis and results. These definitions ensures conceptual clarity of variables to ensure the validity and reliability of the findings by clearly linking theory to empirical observation.

METHODOLOGY

The methods and strategies researchers employ to investigate a particular subject, such as gathering, analysing, and interpreting data, are all included in research methodology. A systematic, scientific process for gathering, evaluating, and interpreting quantitative or qualitative data to address research questions or test hypotheses is known as research methodology. A research technique that limits the scope of the study is similar to research strategy and helps keep researchers on course. Research restrictions and ethical considerations must be taken into account while drafting the research technique. To understand the effects of Hindi cartoon movies on elite-class schoolchildren in Islamabad, Pakistan, the researcher employed a descriptive-analytical research technique. In this research, the researcher opted for a mixed-methods approach. The pictures of several Hindi cartoon movies have been developed, gathered, and thoroughly examined for each research question and the factors contributing to them, using a qualitative research approach (Zulfiqar, 2018). Both qualitative and quantitative research techniques are used in this study. Additionally, a quantitative approach to data collection is employed.

In this research work, the data is presented as numerical. . Typically expressed in academic terms, the word refers to the broad category of examples from which a researcher selects a sample. The elite schools of Islamabad provided the sample, which had a suitable sample size of 40 parents and 80 children (n=120). This sample is directly relevant to the study's objectives and philosophy. All selected elite schools in the capital city represent a huge segment where parental involvement, educational expectations, and exposure to mediated environments are typically higher. This selection make sample an appropriate setting for examining social, and communication-related variables. These schools are Beacon House School System, The City School, Allied School, Root Millennium School, Army Public Schools, Bahria School System and Fizaia Schools of Islamabad, located in "E and F" Sectors of Islamabad. Obtaining information from every group member during research is rarely possible.

Instead, the researcher selected a sample. The sample is the group of persons who will actually participate in the study. To draw trustworthy conclusions from study findings, researchers must carefully evaluate how they would select a sample representative of the group as a whole. It alludes to the sampling strategy. In a research project, a researcher can use one of two primary sampling techniques. The elite schools in Islamabad's "E and F" sector were specifically selected through practical sampling to gather data for this study. A (95 %) confidence interval and (5 %) absolute precision are considered when planning the sample size (n=120). Eighty children aged 2 to 12 were chosen, and 40 of their parents were carefully selected. The non-probability convenience sampling method is used for the entire population. The use of a non-probability convenience sampling method for the entire population was primarily driven by practical constraints. Convenience sampling enabled efficient data collection from parents and children readily available in elite schools of Islamabad. It inherently limits the generalizability of the research findings. This limitation is further compounded by the narrow demographic

focus on elite schools. As a result, the homogeneity of this demographic may influence behaviours, and responses.

In this research study, the non-verbal and pictorial instruments were systematically employed. These tools are employed to capture children's exposure about Hindi language and its influence. Pictorial tools were empirically designed to indirectly provoke linguistic orientation and familiarity by relying on cartoon character recognition. These pictorial instrument was consisted of visual prompts such as cartoon characters, everyday objects, and common interaction that are frequently represented in Hindi animated cartoon contents. Using selected sample techniques, the children were asked to identify, match, and respond to these cartoon character images using key words and speaking expressions they commonly associate with selected cartoon characters. On the other hand, the Hindi language influence was captured by observing whether children impulsively used Hindi lexical items. Pictorial cues functioned as triggers that activated children's internalised media language. The study empirically trace how prolonged exposure to Hindi animated cartoons cultivates language influence among Pakistani children.

This particular investigation produced a variety of intriguing findings without changing the actual circumstances. Using a range of images and videos, the interpretative notions will be refined to provide an accurate picture of the results. A researcher surveyed the number of parents and children living in Islamabad to understand the basics of what happens to children who regularly watch Hindi cartoons. To acquire numerical data from the target population, the researcher plans to create a non-verbal pictorial and closed-ended questionnaire to collect data from parents of the same children who watch Hindi cartoons (Mahmood, Iftikhar, & Bhatti, 2020). Two separate survey questionnaires were made especially for this purpose. Children (n = 80) completed a nonverbal questionnaire assessing visual perspective, and the researcher used a survey method in another questionnaire to collect basic information from the parents of the same children to evaluate the research hypothesis. The structured questionnaire comprises primarily closed-ended questions, with a few additional questions that offer specification options to gather basic facts and views from the sample. The questionnaire has been used to collect data. The study uses both descriptive and analytical approaches to achieve the stated research aims. Important information about human behaviour can also be obtained directly through descriptive studies or surveys. Additionally, this inquiry benefits from this technique.

The universe of the study, also known as the target population in research, is the entire collection of individuals, objects, or events that the researcher is interested in and from which a sample may be drawn. It covers every aspect that may be investigated, making it the study's most comprehensive scope. The researcher meticulously selects the prestigious schools in Islamabad's "E and F" sectors to act as the study's universe. Information obtained from the survey has been analysed using both qualitative and quantitative methods. Both tabular and visual representations of the collected data set are provided. The instrument was tested and piloted using a representative sample of the population. The researcher selected the sample from the study's parent population. To evaluate the numerical data, the researcher planned to use the Statistical Package for Social Sciences (SPSS). As mentioned in the section, the researcher used a comprehensive questionnaire in the survey. The convenience sample has a statistically acceptable sample size of n=120 respondents. As shown in some of the data below, the sample closely matches the population. Giving findings as exploratory also provides research foundation more rigorous for future research work. Following research studies could also expand data collection to representative sample.

The study admits the potential limitations associated with parental reporting of children's classroom behaviour. It further incorporated multiple mechanisms of research outcomes to enhance data validity and reliability. Parents of this research study were included as respondents because they routinely assess their children's academic and moral conduct through indirect but structured channels. These channels are regular parent–teacher meetings, progress reports and written remarks by teachers' disciplinary notes and feedback. To strengthen the reliability of this research study a structural questionnaire was systematically employed to check behaviour of their children. Furthermore, parental responses were also cross-validated through frequency-based viewing patterns. This triangulated approach ensures that parental assessments are not based on researcher personnel assumption, this procedure is thereby enhancing the credibility and internal validity of the collected data.

ANALYSIS

Table 4.1 Reliability Statistics

Reliability Statistics (Students)	
Cronbach's Alpha	N of Items
0.791	16
****No. of responses (n=80)**	
Reliability Statistics (Parents)	
Cronbach's Alpha	N of Items
0.809	22
****No. of responses (n=40)**	

In this study, the researcher developed two questionnaires: the first, a closed-ended, graphic-based questionnaire. Students collected data from eight of the most prominent elite schools in Islamabad. Parents of the same students asked the second questionnaire, which was closed-ended. To determine the questionnaire's reliability, the researcher conducts a statistical test in SPSS 27.0. The reliability of the first questionnaire, with 16 items and a sample size of 80, is indicated by its Cronbach's Alpha coefficient of (0.791), whereas the reliability statistics for the second questionnaire are (0.809). Here, there are 22 items and (n=40). This value demonstrates the instrument's good internal consistency. The requirement for scale creation generally calls for a scale with a dependability index of (.70) or higher, though there may be exceptions to this norm.

Table 4.2, Respondents' Profile, Demographic Distribution Frequency

Respondents' Profile, Demographic Distribution Frequency		**Frequency**	**Percentage**
Gender (Students)	Male	32	40
	Female	48	60
Total		**80**	**100**
Age	2-6 Years	23	28.75
	7-9 Years	25	31.25
	10-12 Years	32	40
Total		**80**	**100**
Education	Pre School (KG)	19	23.75
	Upto Gde-1-2	28	35

	Upto Gde-3-6	33	41.25
Total		**80**	**100**
Gender (Parents)	Mother	23	57.5
	Father	17	42.5
Total		**40**	**100**

No. of responses (n=8) and (n=40)

The sample size is the number of data sources drawn from the intended population. Due to financial and time constraints, it is very challenging for researchers to obtain data from large, diverse populations. Use Andrew Fisher's method to determine the smallest number of samples required to satisfy the given statistical criteria. This implies that to get a 95% confidence level that the real value is within (±5%) of the observed value, the selected sample consisted of both male and female students from 8 elite-class schools located in Islamabad. The sample (n=80) included both male and female students. Male students make up n=32 (40 %) of the total replies, and female students make up n=48 (60 %). Although in the parents' category, there are slight differences. Here, total n=40, where n=23 (57.5 %) are mothers and n=17 (42.5 %) are fathers of selected students. The age and education categories are collected simultaneously. The age category also includes three age groups. The age ranges are 2-6, 7-9, and 10-12 years. The most significant percentage of respondents (40 %) in the total population is between the ages of 10 and 12, followed by those between 7 and 9 (31.25 %). In the 2-6 age group (28.75 %), students shared their opinions on Hindi cartoon movies through pictorial questions. Under the education title, there are three categories. Students in Pre School (KG), Up to Gde-2, and Up to Gde-6 make up the three groupings of the selected sample. Preschool (KG) children made up (23.75 %) of all respondents, followed by students of the Gde-2 and Gde-6 levels (35% and 41.25 %), respectively, of the sample as a whole.

Table 4.3, Daily time spent on the internet

Response Category	Overall	Male	Female
1-3 Hours	22.11	12.01	10.1
3 TO 5 hours	33.26	11.7	21.56
5 TO 8 hours	18.13	7.29	10.84
More than 8 hours	26.5	9	17.5
Total	100	40	60

**No. of responses Students (n=80)

Islamabad-based school students watch Hindi cartoon movies via various means of communication, such as the internet and cable networks, 24/7. The amount of time respondents spend watching Hindi cartoon movies during the day is displayed in the table above (Table 4.3). The researcher's inquiry focuses on four categories of time spent. These categories relate to the daily time spent watching Hindi cartoon movies. These categories include 1 to 3 hours, 3 to 5 hours, 5 to 8 hours, and more than 8 hours. The majority of respondents (26.5 %) reported using the internet for 3 to 5 hours each day, while (26.5 %) reported using it for more than 8 hours each day. According to another category, (22.11 %) of respondents said they spend 1-3 hours per day. In a similar vein, (18.13 %) of users spend more than 5-8 hours a day online. According to a thorough examination of their usage patterns, female students spend more time than male students.

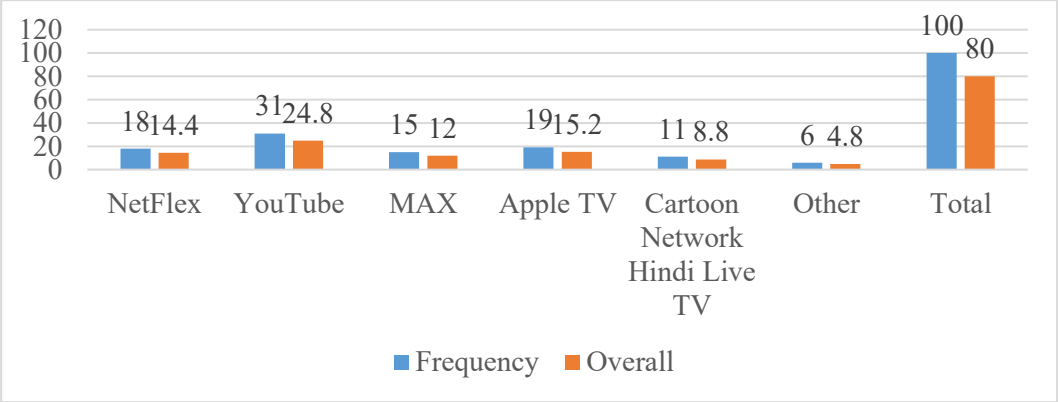
Table 4.4, Apps used for Cartoon Network

	Frequency				
Response Category	**Overall**	**Male**	**Female**	**Mother**	**Father**
Beacon House School System	10	4	6	3	3
The City School	10	4	6	3	2
Allied School	10	4	6	3	2
Root Millennium School	10	4	6	3	2
Army Public Schools DCI	10	4	6	3	2
Bahria School System	10	4	6	3	2
Fizaia Schools	10	4	6	3	2
Dar e Arqam School	10	4	6	2	2
Total	**80**	**32**	**48**	**23**	**17**

**No. of responses Students (n=80)

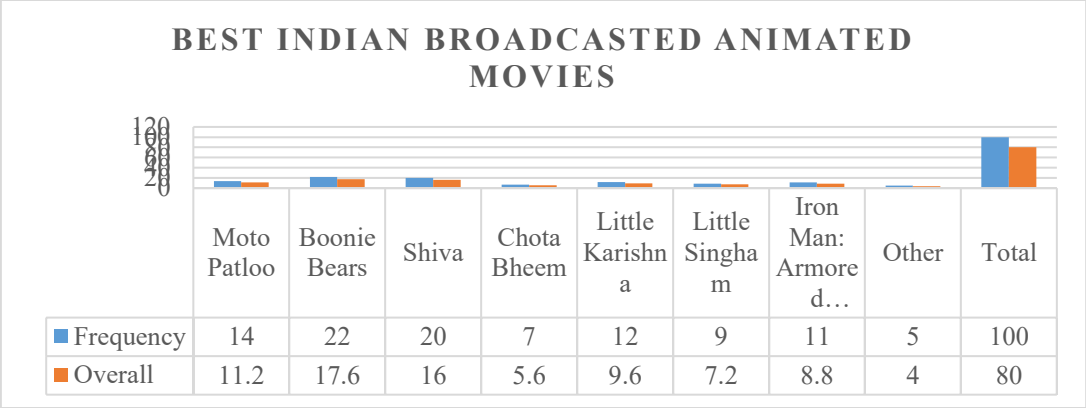
For data collection, the researcher randomly selected eight elite schools in Islamabad. These schools are Beacon House School System, The City School, Allied School, Root Millennium School, Army Public Schools, Bahria School System and Fizaia School of Islamabad, located in "E and F" Sectors of Islamabad. Ten pupils, four of whom are male and six of whom are female, are systematically chosen from each school. There are some differences in the data collection in the parents' answer category. While two dads are selected for the parent category based on data-collection convenience, three moms are selected from the majority of schools.

Figure 4.1, Video Streaming Apps used by Respondents (n=80



Students in Islamabad's prestigious schools watch Hindi animated films on various online applications. Among the several applications available on the Google Play Store and Apple App Store are Net Flex, YouTube, Max, Apple TV, and Cartoon Network Hindi Live TV. The majority of children in prestigious schools watch Hindi cartoon movies on YouTube. YouTube is the most accessible channel (24.8 %), followed by Apple TV (15.2 %). Students also use Netflix; according to the answer category, (14.4 %) of respondents watch it, followed by (12.0 %) and (8.8 %) of respondents who watch Cartoon Network Live. A small percentage of pupils (4.8 %) view Hindi animated films through other social media platforms.

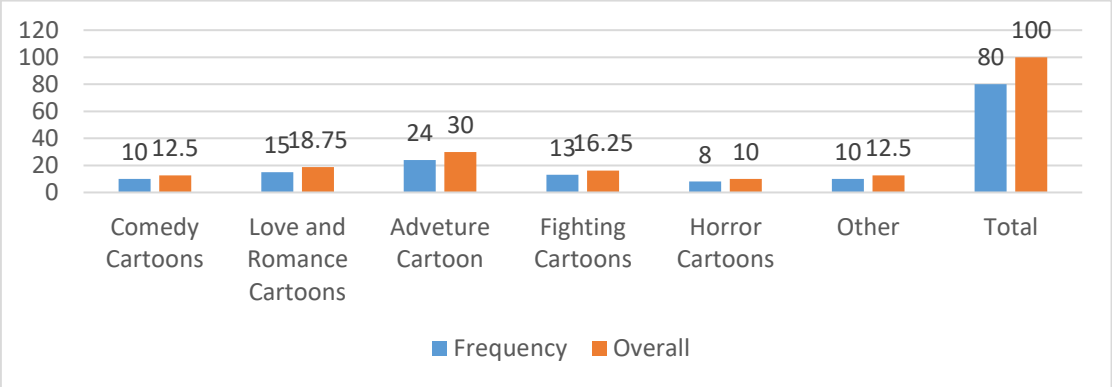
Figure 4.2, Best Indian Broadcasted Animated movies (N=80)



	Moto Patloo	Boonie Bears	Shiva	Chota Bheem	Little Karishna	Little Singham	Iron Man: Armored…	Other	Total
Frequency	14	22	20	7	12	9	11	5	100
Overall	11.2	17.6	16	5.6	9.6	7.2	8.8	4	80

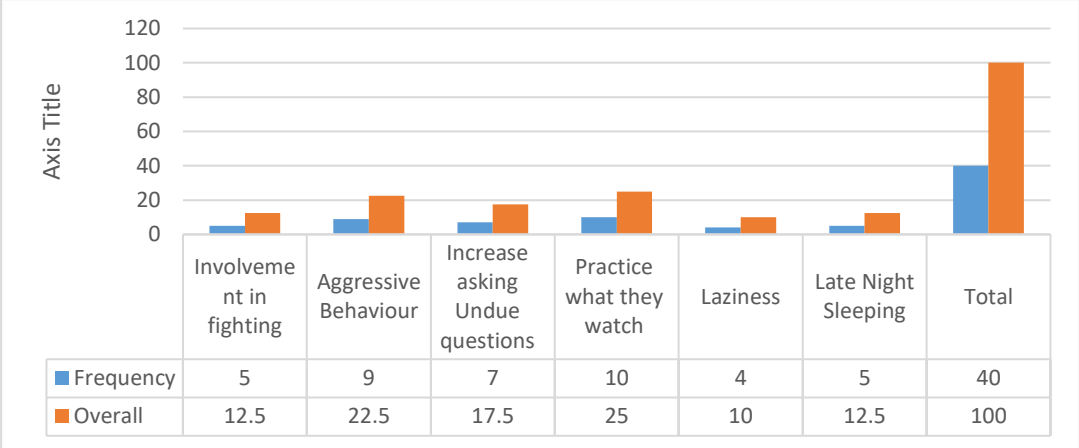
The findings for the top Hindi animated films viewed by children at Islamabad schools are shown in Figure 4.2 above. Moto Patlo, Boonie Bears, Shiva, Chota Beam, Little Krishna, Little Singham, Ironman Armoured Adventures, and more animation programs are among them. According to the empirical conclusion, Boonie Bear is the most popular movies among kids from prestigious Islamabad schools, followed by Shiwa (16%) and Moto Patloo (11.2%). 7.2% watched Hindi animation movies, 8.8% watched Iron Man Armoured Adventures, and 9.6% watched Little Krishna. These results show that Boonie Bear is the most-watched Hindi animated cartoon among schoolchildren.

Figure 4.3, Content of Hindi Cartoon Show (N=80)



The empirical findings on the content of Hindi cartoon films are displayed in the aforementioned figure (4.2). These materials include comedy, romance, adventure, fight, horror, and more genres. Students watch the most adventure-themed cartoon films (30%), followed by love-and-romance-themed cartoons (18.75%) and Hindi fight-themed cartoons (16.25%). Students also watch comedy and other cartoons quite a bit (12.5 per cent). Only 8% of Hindi animated cartoon are horror cartoons watched by schoolchildren.

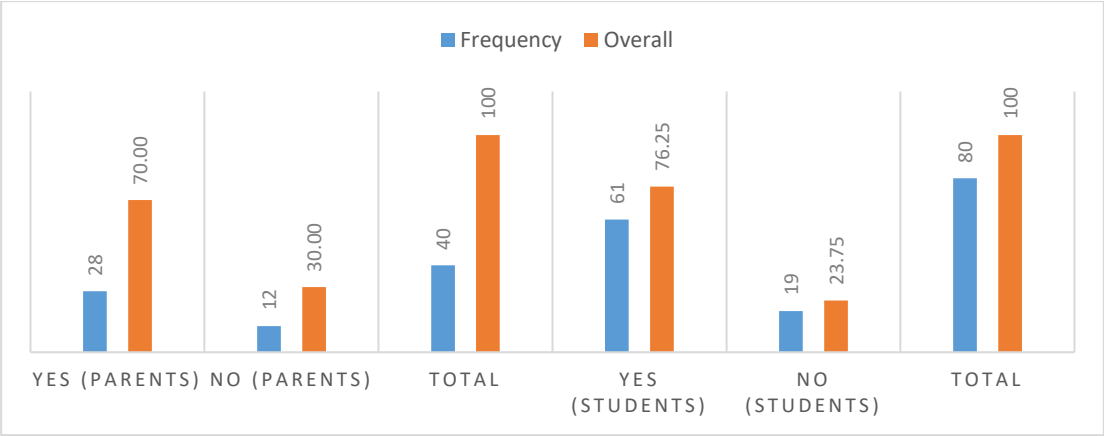
Figure 4.4, Behaviour after Watching Hindi Cartoon (N=40)



	Involvement in fighting	Aggressive Behaviour	Increase asking Undue questions	Practice what they watch	Laziness	Late Night Sleeping	Total
Frequency	5	9	7	10	4	5	40
Overall	12.5	22.5	17.5	25	10	12.5	100

The behaviour of students after seeing Hindi animated cartoons is shown in the chart above (4.4). The researcher posed this query to parents of children at the Islamabad school. There are six possible response categories to this question. Involvement in fighting, aggressive behaviour, increased asking and questioning, the practice of watching Hindi animated cartoons, laziness, and late-night sleeping are some of the answer categories. According to parents' responses in these areas, (25 %) of children act out what they see in Hindi animated films. After seeing Hindi cartoon films, youngsters who engage in aggressive behaviour (22.7 %) and those who ask excessive inquiries (17.5 %) follow suit. In addition to practising late-night sleeping, (12.5 %) of children intentionally engage in fights. (10 %) of children experience sluggishness both during and after viewing Hindi animated cartoons.

Figure 4.5, Understanding Hindi language (N=120)



The chart above (4.5) illustrates the children's degree of Hindi language understanding. Both parents and students (n=120) asked this question. (30 %) of parents disagree that their children understand Hindi, whereas (70 %) say their children understand Hindi after watching Hindi cartoon movies. According to the student category, (76.25 %) of respondents say they comprehend after viewing Hindi cartoon movies, while 23.75 per cent say they do not understand Hindi.

Table 4.5, Effects of Hindi Cartoon Movies on Children's Growth (n=40)

	Overall	Very much	Much	Somewhat	Rarely	Not at all
Effects on Mother Language	100	22.5	13.9	17.22	33	13.4
Effects on Study	100	27.6	12.03	11.26	22.01	27.1
Effects on Health	100	19.6	23.64	10.26	20.4	26.1
Effects on Sleep Disorders	100	40.23	23.4	11.03	11.54	13.8
Less attention to word studies	100	36.2	16.4	22.45	11.8	13.15
Change in Behaviour	100	26.5	12.5	16.5	21.05	23.49
Parental Control	100	17.5	11.98	24.52	22.5	23.5

**No. of responses Students (n=80)

The effects of Hindi animated cartoon on children's development are seen in Table 4.5 above. There are (n = 40) responders in this instance. The researcher asks parents this question. This research topic focuses on the effects on mother language, studies, health, sleep disorders, behaviour, and parental control. The primary consequence is sleep disruption (40.23 %). Response categories for children's struggles include Very Much (23.4 %), much (36.2 %), and Very Little (16.4 %). Hindi animated cartoons are impacting the mother language (22.5 %) a lot, and (13.9 %) in the much reaction category. Children's behaviour changes when they watch Hindi cartoon movies, according to responses from (26.5 %) who very much and (12.5 %) who considerably agree. 11.98 per cent and (17.5 %), respectively, respond that Hindi cartoon shows have an impact on parental control.

Table 4.6, H_1: .Influences of Hindi cartoon movies on children's behaviour in class (n=80)

		Media usage	Age	Gender	Education
School-age children watching Hindi animated cartoons influences their behaviour in class	Pearson Correlation	0.168	0.076	-0.137	-0.032
	Sig. (2-tailed)	.004	.187	.017	.577
	N	80	80	80	80
Correlation is significant at the 0.01 level (2-tailed)					

The above-mentioned (Table 4.5) shows that there is a significant, weak but positive correlation between watching Hindi cartoon movies and their influence on children's behaviour. All Pearson values are positive, greater than the significant value (0.01), and below (±0.25). In contrast, gender and educational status show a weak, negative correlation. This suggests that media usage has a slight effect on children's behaviour in class after watching Hindi cartoons.

Table 4.7, H_2: Violent content of Hindi cartoon networks makes the behaviour of children aggressive. Correlation test (n=40)

Control Variables			Age	Gender	Education
Aggressive behaviour of children	Age	Co-relation	-.032	.033	-.072
		Significance (2-tailed)	.046	.701	.131
	Gender	Co-relation		-.033	.110
		Significance (2-tailed)	.	.602	.063
	Education	Co-relation			-.025
		Significance (2-tailed)		.	.659

** Correlation is significant at $p < 0.05$ level, (n=40)

The researcher has performed a statistical test in this study. There is a strong correlation between the variables, as indicated by the Pearson Correlation test. Age and gender show a negative correlation ($\gamma = -.032$), which is highly significant at the 2-tailed level. According to the study, there is a positive association ($p < .406$). The study shows a negative correlation between gender and education. In this instance, ($\gamma = -.023$) and ($p < .701$) are statistically significant. The analytical investigation shows that there is a negative correlation between the location and education factors as well. In this case, $\gamma = -.025$ and $p < .659$ are both statistically significant. Pearson's correlation is an appropriate statistical method for examining the strength and direction of linear relationships between variables. The significance of the relationships among the control variables like age, gender, and education of this research study was assessed using Pearson's correlation coefficient (r) alongside a two-tailed significance test. Therefore, these variables lack statistically significant relationships is fully aligned with the statistical evidence. It also ensure that interpretation remains consistent with the empirical findings.

Table 4.8, H_3: The content of Hindi cartoons leads children towards immoral behaviour

The contents of Hindi cartoons lead children towards immoral behavior	Effects on Mother Language	Effects on Study	Effects on Health	Effects on Sleep Disorders	Attention to word studies	Change in Behaviour	Parental Control
Pearson	1	.216*	.138	.178	.122	.152	.121
Correlation movies	1	.098	.294	.174	.201	.161	.191
Sig. (2-tailed)							
N	40	40	40	40	40	40	40

** Correlation is significant at $p < 0.05$ level, (n=40)

Table 4.9 Statistical Significance of the Hypothesis

S No	Hypothesis	p Value	Conclusive

1	**H_1**	The frequency with which school-age children watch Hindi animated cartoons influences their behaviour in class.	(0.001) as $p < 0.05$	Significant
2	**H_2**	Aggressive behaviour of children	(0.001) as $p < 0.05$	Significant
3	**H_3**	It is likely assumed that the violent contents of Hindi cartoons lead children towards immoral behaviour.	(0.001) as $p < 0.05$	Significant

** Correlation is significant at $p < 0.05$ level, (n=40)

Discussion

Based on the study's findings, we talked about the entire investigation. Once all the data were gathered, they were entered into SPSS and examined. For convenience, the data was examined and divided into smaller groups. Following the examination of each research question in the results and analysis chapter, they are connected to the study's goals. In addition, it discusses the study questions and provides responses based on the data results (Ashraf et al., 2014). The findings of this research study provides the systematically and empirically based data driven valuable insights into the consumption patterns, preferences, and perceived impacts of Hindi animated cartoons among children from seven elite schools in Islamabad. Empirical results are systematically drawn from student (n=80) and parent (n=40). Results reveals the significant exposure to Hindi animated cartoons content which highlighted behavioural and linguistic outcomes. The reliability analysis demonstrates that the instruments was psychometrically sound. The student questionnaire was consisting 16 items, Cronbach's ($\alpha = 0.791$) but on the other hand the parents questionnaire contains 22 items and the Cronbach's is ($\alpha = 0.809$). This supports the trustworthiness of the data collected empirically. Demographically, sample (n=80) was balanced by gender (60 %) female, (40 %) male. Selected data was drawn proportionally from eight prominent elite schools. Age category of students are between ages 2–12 years. Parents were predominantly mothers (57.5%) reflects convenience sampling.

Over (26.5 %) of students reported more than 8 hours of daily use watching Hindi cartoon movies, (33.26 %) reported 3–5 hours during a day. Popular Hindi animated cartoons included Boonie Bears was and Motu Patlu, Chota Bheem was most watched Hindi animated cartoons. These shows frequently feature adventure (30 %), romance (18.75 %), and action (16.25 %) elements. These content indicate that action-oriented and adventurous themes dominate among age group especially 10–12 years. Parental information on post-viewing behaviour (Figure 4.4) are very concerning. Above (25 %) of children imitate actions from the Hindi animated cartoons. (22.7 %) shows aggressive behaviour and smaller portions show fighting behaviour of children. Table 4.5 underlines negative growing effects on children as perceived by parents. There is lot of sleep disorders emerged as the most prominent issue (40.23 %) as "very much" affected. Other negative effect of Hindi animated cartoons is followed by "reduced attention to studies" (36.2 %). On the other hand the impacts on mother tongue was (22.5 %) and "behavioural changes" was influenced as (26.5 %). "Parental control" was also moderately affected (17.5% "very much").

Figure 4.5 shows the results of majority understanding about the Hindi animated cartoons post-exposure: (76.25 %) of students and (70 %) of combined respondents (n=120) affirmed understanding about the Hindi animated cartoons. This suggests incidental language attainment, which facilitate vocabulary pickup and linguistic patterns by Hindi animated cartoons. Inferential statistics support the research hypotheses. The frequency of cartoon viewing influences classroom behaviour has a weak positive correlation with media usage (r =

0.168, $p = 0.004 < 0.01$). These results indicates that these results are statistically significant but modest link. The second hypothesis of this research work was “violent content leads to aggression” according to partial correlation the results showed no strong direct relationships among controls, but the overall hypothesis was deemed significant ($p < 0.05$). Third hypothesis of this research study was “content leads to immoral behavior”. The correlations with developmental effects ($r = 0.216$ with mother language impact, significant at $p < 0.05$) indicate connections to broader behavioural shifts across children of Elite schools of Islamabad.

All hypotheses were concluded significant ($p < 0.05/0.001$). In conclusion, while Hindi animated cartoons offer entertainment and incidental learning, the parents, educators, and policymakers should promote media literacy and culturally aligned alternatives to mitigate negative effects of Hindi animated cartoons. The results of this study on Hindi animated cartoons among children from elite schools in Islamabad can be meaningfully interpreted through the lens of cultivation theory. This theory was originally developed by George Gerbner in the 1970s. This theory postulates that repeated exposure to consistent media messages particularly those involving violence and actions gradually shapes viewers' perceptions of social reality. In the context of Islamabad based children's Hindi animated cartoons consumption, cultivation theory has frequently been applied to explain how heavy exposure to violent or action-oriented content fosters a "mean world syndrome". The perception that the world is more dangerous, violent, and threatening than it truly is. Heavy viewers of Hindi animated cartoons tend to overestimate real-world violence. Hindi animated cartoons can influence children's language development, social skills, and even their comprehension of cultural values in various ways, both positively and negatively. The practice of school going children watching Hindi animated cartoons is becoming increasingly common and trending in an extreme direction. The study's findings indicate strong positive correlation between viewing Hindi cartoons. When questioned about viewing Hindi animated cartoons, the researcher sought to learn about children's understanding of Hindi language in Islamabad based schools strengthening cultivation theory assumptions. The majority of children and their parents answered these questions positively, indicating that Hindi cartoons have a significant influence on promoting the use of Hindi words and that children enjoy adopting Hindi words in their daily life. The study concludes that Hindi animated cartoons significantly influence children's linguistic patterns and culture, and that they also shape the adoption of Hindi language and behaviour.

Limitations

- Only 8 Islamabad-based elite-class schools, private and public, are included in the current study;
- This may be expanded to include more schools, and additional research at the provincial and national levels can be conducted.
- Because of the small sample size, this study cannot be broadly applied nationwide.
- The results might not be generalizable because the sample exclusively included Islamabad-based schoolchildren and parents; the sampling strategy was convenience.

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