

A ~~COMPARATIVE~~ STUDY OF FACTORS LEADING
TO WATCHING VIOLENT AND NON-VIOLENT CARTOON PROGRAMS
AMONG PRE-SCHOOL CHILDREN

AN UNDERGRADUATE THESIS PRESENTED
TO THE FACULTY OF THE
DEPARTMENT OF SOCIAL SCIENCES
UNIVERSITY OF THE PHILIPPINES
MANILA

In Partial Fulfillment of
The Requirements for the Degree of
Bachelor of Arts in Social Sciences
(Behavioral Studies)

SUBMITTED BY:

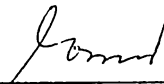
GWEN V. JAMANDRON

PROF. LAURIE S. RAMIRO
Adviser

MARCH 1996


APPROVAL SHEET

In partial fulfillment of the course requirements for the Degree of Bachelor of Arts in Social Science major in Behavioral Studies, this thesis entitled "A Comparative Study of Factors Leading to Watching Violent and Non-violent Cartoon Programs Among Pre-school Children" has been prepared and submitted by Gwen Velasco Janandron.



PROF. LAURIE S. RAMIRO
Thesis Adviser

Accepted as a partial fulfillment of the course requirements for the Degree of Bachelor of Arts major in Behavioral Studies.



DR. ROLAND SIMBULAN
Chairperson
Dept. of Social Sciences

BIO-DATA

Personal Background

NAME: Gwen Velasco Jamandron
HOME ADDRESS: 133 Bignay Sreet, Project 2, Quezon city
PHONE NUMBER: 921-8967
DATE OF BIRTH: December 25, 1974
PLACE OF BIRTH: San Juan, Rizal
CIVIL STATUS: Single
NATIONALITY: Filipino
RELIGION: Roman Catholic
NAME OF FATHER: Godofredo M. Jamandron
OCCUPATION: government employee
NAME OF MOTHER: Norma V. Jamandron
OCCUPATION: computer operator

Educational Background

	School	Year Graduated
ELEMENTARY	U.P. INTEGRATED SCHOOL	1988
HIGH SCHOOL	U.P. INTEGRATED SCHOOL	1992
COLLEGE	U.P. MANILA	1996

Organizations Affiliated With

Organization	Year
Aninag '96 (UPM-CAS Yearbook)	1995-1996
U.P. Oblation Society	1996
U.P. Volunteer Outreach Youth Sector	1994

Work Experience

Company	Position	From	To
U.P. Pahinungod	Volunteer Tutor	June-October	1995
CONCERN	Volunteer Staffer		1994-1995
EARTH	Volunteer Staffer	June-October	1994
U.P. Computer Center	STFAP Encoder	April-June	1994

ACKNOWLEDGEMENT

Finally, after the painstaking researches in the library; long hours of interviews with the pre-school children; and "hell days" of doing my thesis revisions that almost made me go insane, it's over. . . tapos na rin ang paghihirap ko!!!

Besides thanking myself for struggling hard to finish my thesis, I would also like to express my heartfelt thanks to those who helped me, and share this paper to the following special people:

To God, for showering me with all the blessings;

To Papa and Mama, for providing me with all the love, understanding guidance, and material needs;

To my cousin Wini for being so thoughtful;

To my well-loved dog, Tizzy;

To all of my relatives;

To Kuya Romy for lending me the equipments;

To Kuya Edwin, Ate Mafel, Justine, and Nizzl for all the help;

To Teacher Lucy, Teacher Eccy, Teacher Offie, and Teacher Evelyn of Twinkle Toes for accomodating me in their school;

To the pre-school kids, for the cooperation during the interview;

To my AEXXEZ BARKADA namely Daphne, Stella, Mai, Mitch, Alma, Lissa, Trixie, Rommel, Bong, Glenn, Dante, Kiko, Zepol, and Potski for all the happy memories;

To Lalaine Arboleda, for being there all the time;

To Desiree, Genylen and Maureen, my original college barkada;

To my former Block 5 classmates;

To my co-members in VOYS-UP and UPOS;

To Red and Anne;

To Behavioral Studies Seniors;

To Ma'am Ramiro for bearing with my paper;

To Leira, my imaginary inspiration;

To Abi, Cai, Luna, and Tet;

Lastly, to Isabel, Jinky, Joyce, Rhen, Jenny, and Charie --- my so called "adopted sisters" whom I treated as my real and "older" sisters (wow, for the first time nagkaroon ako ng instant na kapatid!). I am just grateful and blessed to have each one of you as my friend. I will cherish all the happy and dramatic memories we have shared together for the rest of my life. FRIENDS FOREVER!

ABSTRACT

One activity that children enjoy doing is watching television, especially cartoon shows that are made especially for them. These shows contain moral values and educational insights that can be beneficial for the children. However, we cannot deny that there are some cartoon programs that contain aggressive acts that can somehow affect the child negatively. In short, what these programs exhibit can and will influence the child's behavioral and cognitive development.

This study, tackled not only the positive and negative effects of cartoon programs on children but focused more on how socio-demographic factors, level of intelligence, personality type, presence of siblings and parental supervision can influence pre-school children in watching violent and/or non-violent type of cartoon shows. Survey questionnaires and interviews were conducted with one hundred eighty male and female pre-school children of Twinkle Toes Pre-school in Project 2, Quezon City using non-purposive type of sampling.

Some parents were also asked about the positive and negative effects of cartoons to the young viewers and their awareness on the presence of violence on television cartoons.

The findings show that the respondents watch violent type of cartoon show for two hours everyday. They like to watch cartoons because it possess beautiful pictures, colors and cartoon characters. It was also reported that many of them watch alone and others with the company of their siblings. Most often, those with company watch cartoons selected by an older sibling.

On the part of the parents, they think that cartoons are a source of of entertainment but it is also a venue for violence which in turn will not be beneficial with their children. With the presence of violent acts on television shows, they think that proper discipline should be imposed when watching.

Age and personality turned out to be the significant factors that could be associated with the type of cartoons watched.

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CHAPTER I

INTRODUCTION

BACKGROUND OF THE STUDY

Watching television has become the most popular play activity of children. In fact, it was reported by Angelina Santos-Relos of U.P. Mass Communications (1990) that kids spend more time watching television for at least three hours on weekdays and five hours on weekends than studying, playing and interacting with other people.

Furthermore, other findings show that children who spend an average of 1,200 hours in a classroom were also spending an average of almost 1,100 hours (summer vacation included) in watching television. (Calero, 1986)

When in front of the picture tube, different varieties of shows are being offered to its audiences. One of those often watched and enjoyed among the younger people are cartoons such as "Batman", "Transformers", "Little Mermaid", "Bugs Bunny", "Superbook", "The Flintstones", and so many others. All of the aforementioned are available in the boob tube from morning until night, everyday that cater not only to children but to adults as well.

The young viewers patronize these cartoon programs classified as action-packed, fantasy adventure,

biblical, drama, comedy, and horror. Aside from that, they are also attracted with its flashier colors, spectacular effects, more sophisticated plots, catchy music, and no-holds-barred violence which are making a lot of people most especially the parents, teachers and child psychologists think twice about the effects of cartoons on children.

It is said that television serves as an important medium for observational learning and the programs that a child is exposed to could readily influence his/her actions and attitudes and shape his/her moral values. Just like when viewing cartoon shows, the children can learn positive values like love and respect for the family, friends, country, and God. It can also teach a child language learning.

However, it cannot be denied that not all of these shows are beneficial for the kids because majority of them that are exhibited on television contain massive amount of violence which can affect the younger people negatively. For example, the message, children usually pick up from a violent cartoons is that, if someone hurts another person or if something goes wrong, that other person should automatically hit back. To make it short, cartoons that are violent can cause aggressiveness to the child.

Truly, some people especially the parents have been misled by believing that cartoons are safe to watch by

their children because in the first place these are kid shows. They do not know that most of these programs offer great amount of violence which in turn could be risky and damaging to the growing children and from here is where the problem arises.

BRIEF HISTORY OF TELEVISION CARTOONS IN THE PHILIPPINES

Cartoon offerings on local television started in the early and mid-70's (Limgenco, 1989). These programs were largely composed of mass-produced and low budgeted created by the following: Hanna-Barbera's "Wacky Races", "The Flintstones", "Huckleberry Hound", "The Jetsons", and "Super Friends"; Warner Brother's Merry Melodies and Looney Toons ("Bugs Bunny", "Porky Pig", "Yosemite Sam", "Load Runner", etc.); Walt Disney's "Mickey Mouse and Friends", "Donald Duck", "Goofy", etc.; Paul Terry's Terrytoons ("Mighty Mouse")' Walter Lantz's "Woody Woodpecker; and the last one was by Filmation's "Batman", "Superman", "Tarzan", "Fantastic Voyager", and "Flash Gordon".

It was also, during the 1970s that saw the coming of the Japanese cartoons being shown in the Philippines. Their kind of cartoons were instant hit to the Filipino audiences unlike the American cartoons which consist of simple plots and characters. The first Japanese cartoons shown in the country was "Gigantor", but "Voltes V" turned

out to be much successful. Other examples of robot cartoons were "Mazinger Z", "UFO Grendaizer", "Jak Q", "Striker Force", "Star Rangers", "Geta Robot", "Ultra 7", "Danguard Ace", "Daimos", and "Balatak".

During the Marcos regime, an order was issued banning the showing of robot cartoons on television because some parents complained that these shows were warlike in nature and created an increased likeness in children towards violence. Eventhough there was a ban order, still more new crop of Japanese cartoons surfaced but this time purveying on non-violent, non-toxic, non-stimulating fun for pro-social girls and boys. Among them were "Candy Candy" and "Heidi".

Come the Edsa Revolution saw a return of many of the lost basic freedom, among which included the freedom to broadcast and market exciting and violent action cartoons series. Because of the negative effects of all the violence, a lot of American cartoon series always try to come up with a sort of moral lesson in every episode wherein the characters assess the events of the episode at the end of the show and then admonish the watching children not to do what they just did.

The problems regarding the existence of violence on the cartoon shows for the children may have an impact on the child's behavior. It seems unlikely that the sophistication and levels of violence in the current crop

of animated cartoons series will ever diminish.

STATEMENT OF THE PROBLEM

In view of the foregoing, the researcher dealt with the following questions:

First, what are the probable cause-factors (independent variables) that will lead a child to watching violent cartoons?

Second, what are the probable cause-factors (independent variables) that will lead a child to watching non-violent cartoons?

Third, how long and how often the child is exposed to television cartoons?

Fourth, what are the favorite cartoon shows and the dominant type of cartoon shows that children watch?

Fifth, what are the positive effects of watching cartoons shows on children's behavior, values and performance in school and home according to the parents?

Sixth, what are the negative effects of watching cartoon shows on children's behavior, values and performance in school and home according to the parents?

SIGNIFICANCE OF THE STUDY

It is the degree of interest that the child brings to televiewing that really counts - the willingness to absorb

or not to absorb and the credibility the child places on television - all these play a major role in how television might eventually influence his life. (Calero: 1986)

Most of the programs children watch in front of the television set are cartoons. These shows are very entertaining that kids can't resist watching it. It's popularity is increasing that more and more of the young viewing public are being hooked up to these kind of shows.

The present number of cartoon programs here in the Philippines is estimated to reach sixty. However, majority of these programs contain violence that is not suitable for the young children.

With the problem at hand, the significance of this study is that it identified who among the children are most vulnerable to being exposed to violent cartoons as influenced by their age, gender, personality type, level of intelligence, presence of siblings and parental supervision given when watching television.

Another importance of this study is that it serves as means of properly informing and educating concerned citizens especially the parents about the positive and most importantly the negative effects of watching television on children, mainly the presence of violence on cartoons that somehow can directly and indirectly influence the children's behavior and attitude.

Young children need the intervention and guidance of the parents and other older people when it comes to choosing the right and appropriate programs for them. By doing so, they must carefully monitor and select television shows that are meant for the children. In this way, the children will learn the good and right messages rather than the bad and wrong ones.

The behavior, attitude and values of children as they grow older are dependent on what they have learned from their environment during their younger years regarded as the most critical period of their lives. So, if a person was exposed to violence whether on television or from what he/she sees on the environment during his/her childhood days certainly will develop his/her being aggressive and violent as he/she matures.

RESEARCH OBJECTIVES

The general objective of this study is to find out the factors that will influence a child to watch violent and non-violent cartoon shows.

Meanwhile, under the general objectives are the following specific objectives:

First, to find out the relationship between the age of the child and his/her preferred type of cartoon program.

Second, to find out the relationship between the sex

of the child and his/her preferred type of cartoon program.

Third, to find out the relationship between the birth order of the child in the family and the number of siblings present during watching cartoons and his/her preferred type of cartoon program.

Fourth, to find out the relationship between the type of personality the child has and his/her preferred type of cartoon program.

Fifth, to find out the relationship between the level of intelligence of the child and his/her preferred type of cartoon program.

Sixth, to find out the relationship between the parental supervision given when to the child when watching television and his/her preferred type of cartoon program.

Seventh, to find out how long and how often the child watches cartoons.

Eighth, to find out the most watched violent and non-violent cartoon shows among the children.

Ninth, to find out the amount of violence in each of the programs classified as a violent type of cartoon show.

Tenth, to find out the reasons why children watch cartoon programs.

Eleventh, to determine how aware are the parents on the presence of violence on T.V. cartoons.

Twelfth, to know the parents' view regarding the need for disciplining the child when watching television.

Thirteenth, to find out the positive and negative effects of cartoon viewing among the children as perceived by the parents.

SCOPE AND DELIMITATION

The following are the areas covered by this research study:

First, the study centered on the factors that will affect a child in choosing the type of shows he/she likes to watch. It tried to pinpoint who among the young children watch non-violent cartoons and those who are most vulnerable or prone to watching violent cartoons as influenced by their age, gender, birth order in the family, level of intelligence, personality type, number of siblings present and parental supervision given when watching television.

Other than that, it also determined the positive and negative effects of watching cartoons among the children as perceived by their parents.

Second, the study population was limited to one hundred eighty pre-school children of Twinkle Toes Pre-school whose ages were from four to six years old. All of them belong to the middle income family. The school on the other hand was selected because of its accesability to the

researcher's resident.

Third, due to limited time available, only small number of respondents was studied. It should have been better if this study has widen its scope of respondents by also including elementary students from public and private school to see generally how factors like age, gender, and many more can greatly influence or not the child's preference to watching violent or non-violent type of cartoons.

CHAPTER II

REVIEW OF RELATED LITERATURE

The researcher has made use of a number of journals, books and articles which are related to and thus will be helpful to the study.

"Issues and Criteria for Children's Television" by May V. Seago (1952) conducted a study in Boston on the effects of mass media on such cognitive functions like stereotype self-visage perception and the perception of threat. The results indicate that several factors, including religion and parental restrictions were related to children's selection of viewing material which in turn appeared to be related to the degree of preference for subjects offering vicarious escape and ego perfection.

"Relationships Between Elementary School Children and Television" by Lloyd F. Scott (1958) indicate that those who spent the most time viewing television were significantly inferior to the others in the various areas of achievement. The children who spent the most time viewing television were however, members of a somewhat lower economic group and averaged lower in intelligence than their peers.

"Why Do Children Watch Television" by Eleanor E. Macoby (1954) suggests that in the upper-lower class, where the parents themselves spend a good deal of time

watching TV, there is more positive motivation for a child to watch television so that a child will be drawn to it even in the absence of frustration because it is a dominant activity of the family circle. In the upper-lower class, the effects of frustration may be seen more clearly because in the absence of frustration the child is drawn away from television.

"Television and the Child: An Empirical Study of the Effect of Television on the Young" by Hilde T. Himmelweit, A.N. Oppenheim and Pamela Vance (1959) conducted field surveys: one, of children in Norwich before and after television came to that city; the other, of children who viewed television and children who did not, in four English cities namely Bristol, Portsmouth, Sunderland, and London. The result of the study shows that English children view very much as do U.S. children, although apparently for a little less time. Also observed was that brighter children view TV less than duller children.

The effects of television on the other hand shows that it makes children go to bed 20 minutes later, on the average. Television may make the duller children a bit better informed and, by displacing more useful sources, may slightly reduce the level of information of the brighter, thus contributing to a leveling of the population. Television gives bright children a quicker start on learning in the pre-school years, but this

difference seems to iron out later. There is no evidence of harmful physical effects. There is no indication that TV introduces harmful amount of aggression, or fear, or makes a previous well-behaved child into a juvenile delinquent, or an undisturbed child into a disturbed one. Significant effects of television have to do with the child's view of his environment, his values, his tendency to stereotype, and so on.

It has been noted in the study by Schramm, Lyle and Parker (1961) that as children grew older, those with lower IQ scores watched more television than did those with higher IQ scores. They also noted that children who had unsatisfactory social relationships reported heavier viewing. They further reported that there was no indication that television causes delinquency or violent behavior in most normal children, however the children might be susceptible. In short, the researchers emphasizes that the intellectual and emotional characteristics of the children were important factors in determining T.V.'s influence.

In one study by Eron (1987), the author conducted an experiment on how nursery-school children reacted to an adult expressing various forms of aggressive acts toward a large, inflated doll and again on two filmed version of aggressive modeling they observed (one showing an adult behaving aggressively toward the doll, the other showing a

cartoon character displaying the same aggressive behavior). The results indicate that they imitate the behavior and increased their likelihood for aggressive acts.

The team of Steuer, Applefield and Smith (1971), did a study where they controlled the children's television viewing. One group watched non-violent cartoons for the same amount of time. The amount of aggression the children showed in their daily activities was recorded carefully. The result shows that children who watched cartoons became more aggressive in their interaction with their peers, whereas the children who viewed non-violent cartoons showed no change in interpersonal aggression.

Hicks (1965) exposed pre-school boy and girls to filmed aggressive models. Six months later, he brought back his subjects to his experimental laboratory to assess the amount of imitative aggressive behavior displayed. The outcome shows that effects of exposure to aggressive model may have long lasting effects.

Another study done by Jerome Singer and Dorothy Singer (1981) and a similar study by Lagerspetz, Viemero and Akademi (1986) determines the correlation between the amount of exposure to televised violence and the degree to which children use aggressive behavior to solve interpersonal conflicts.

The book entitled "Child Development", by Elizabeth

Hurlock (1962) mentions the factors that influence children's television viewing which will serve as an appropriate basis to explain how the gender, age, intelligence, personality, and many more could influence the child's choice of type of cartoon shows to watch. In addition, some of the probable effects of watching cartoons are also included. The following are the factors and effects as cited:

FACTORS

1. AGE - Pre-schoolers show greater interest in television than school-age children, who have broader play interests and more playmates, and are more critical of what they see on T.V.
2. GENDER - Age for age, boys spend more time watching television than girls. Boys find reading more difficult than girl, also, television show often concentrate on the thrills that boys like.
3. INTELLIGENCE - At all ages, bright children derive less satisfaction from television than their less bright age-mates, and they begin to lose interest in

it sooner.

4. SOCIOECONOMIC STATUS - TV is more popular with children of the lower socioeconomic groups than with those of the higher. This becomes more true as childhood progresses, in part because children in the lower groups have fewer opportunities for other forms of play.

5. ACADEMIC ACHIEVEMENTS - age for age, good students are less interested in television than poor students. They often regard it as a waste of time to watch the programs that are available.

6. SOCIAL ACCEPTANCE - There is a close relationship between the amount of social acceptance the child enjoys and his interest in TV. The more accepted he is, the less interest he has in television, and vice versa.

7. PERSONALITY - television appeals more to children who are poorly adjusted, both personally and socially than those who are well adjusted. Self-bound children watch T.V. more than those who are outer-bound.

EFFECTS

1. PHYSICAL EFFECTS - Watching television interferes with a regular schedule of eating and sleeping.
2. EFFECTS ON OTHER FORMS OF PLAY - Watching television interferes with other activities especially out-of-door play with other children, thereby depriving him/her of helpful exercise and other learning experiences needed for good social adjustment.
3. EFFECTS ON SCHOOLWORK - Watching television interferes with schedule for studying. However, some studies show that T.V. watching helps children increase their vocabularies and helps in their reading ability.

4. EFFECTS ON FAMILY ACTIVITIES - Watching television produces a closer physical proximity among family members. However, it often restricts interactions among them.
5. EFFECTS ON ATTITUDES - The child tends to translate a scene from the television into a real life situation.
6. EFFECTS ON VALUES - Television shows that contain violence (torture, cruelty and brutality) make the child believe that such is a normal pattern of life.
7. EFFECTS ON BEHAVIOR - Watching television programs that emphasize violence causes the child to carry these patterns into his/her play activities and other social interactions.
8. EFFECTS ON BELIEFS - Television programs tend to make the child believe that anything seen and said on television is true.

Among the local studies, undergraduate student Cheng

Deking Lim (1974), carried out a research study on the identification behavior of children and exposure to TV cartoons. The results show that there is no relationship between exposure to TV cartoons and violent behavior of grade school students. Second, there is no relationship between exposure to TV cartoons and moral values of the school children. And third, boys tend to be indentified with male cartoon character, while the girls with female cartoon characters.

Melissa Luna, a Psychology student of U.P. Diliman (1986) undertook research on children's perceptions of animated programs and its effect on the development of their personalities. The outcome indicates that cartoon programs do not affect child's perception of animated programs and knowledge of fantasy and reality that in turn, can affect their personality development. However, the author suggests that cartoon programs can still indirectly influence children's development of personality.

The thesis done by Marinella L. Manglo (1993) showed if there is an association between exposure to TV animation and the formation of values such as the moral value, "crime does not pay" among the children. As a result, it is found out that level of exposure to TV animation is directly proportional to the awareness of moral value. However, level of exposure and awareness of

the moral value have nothing to do with overt behavior. Instead, the degree of satisfaction or dissatisfaction with the cartoon character was found to be the cause of the overt behavior of the respondents.

Lastly, Dr. Angela Halili-Jao (1989) of U.P. Philippine General Hospital reported that most cartoons shown on TV are really violent and may have an adverse effect on the children watching it. Therefore she encourages the parents not to take this sitting down but instead to do something to properly supervise their children so that they will not imbibe the aggressive behavior they see.

To sum up, it is evident that the socio-demographic and psychological factors such as age, gender, birth order, number of siblings, economic status, personality type, level of intelligence and presence of parents supervising their children when watching play a significant role in the type of television program a child watches whether or not it is violent or non-violent.

Furthermore, long exposure to violent or non-violent cartoons can bring about favorable and unfavorable outcome for the cognitive and behavioral molding of the child.

However, it can be noticed that some studies presented were published about three to four decades ago and considered obsolete and. With this I recommend that further studies related to this topic should be done for

the benefit of the growing children.

Another observation on the studies is that the effects of T.V. watching were mostly geared towards the negative side. In other words, watching television is more of a disadvantage than an advantage to the young viewers.

CHAPTER III

RESEARCH FRAMEWORKS

THEORETICAL FRAMEWORK

Social Learning Theory by Albert Bandura is mainly used in this study to explain how violent or non-violent type of cartoon programs could affect the child's behavior and increase his/her likeness toward these shows.

The theory stresses the importance of cognitive processes and vicarious learning, or also known as learning by observation. The former refers to the individual's representation of situations symbolically so that they would be able to foresee the probable consequences of their behavior accordingly. Meanwhile, the latter means that behavioral patterns are learned by watching the behavior of others and observing what consequences it produces for them.

There are two steps to actually learn the responses of other people. The first step is acquisition and this occurs when the child observes someone else's actions and the outcomes which follow those actions. The second step which is performance occurs when the child models or imitates that behavior he/she has observed.

Any other person could be a powerful and competent source for a child to imitate. If a child perceives

another person as very significant, then the more likelihood that he/she will observe and adopt much of that person's behavior.

Moreover, it was further accounted that factors like age, social status, sex, warmth, and competence of the model would also determine the degree of imitation.

Likewise, the likelihood of imitation depends on the characteristics of the observer itself and his/her own expectations of receiving reward and punishment if he/she behaves like the model.

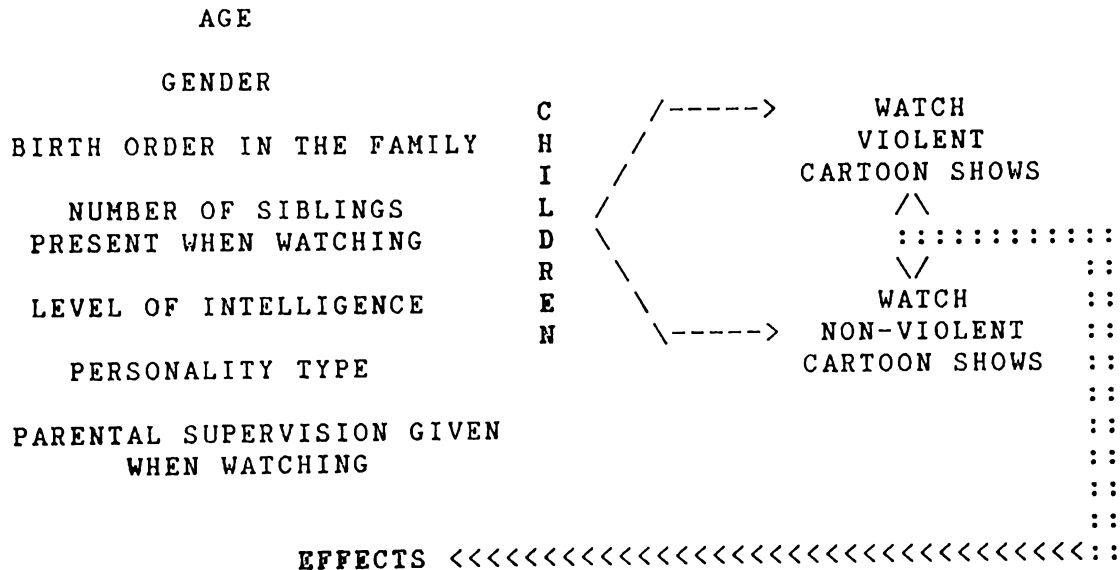
Concept of aggression according to the theory is said to be just another learned response. It can be learned through observation or imitation of the model and that the more often it is reinforced the more likely it is to occur.

CONCEPTUAL FRAMEWORK

**INDEPENDENT
VARIABLES**

**DEPENDENT
VARIABLES**

Factors:



Positive Effects:

- * Child learns moral lesson
- * Educational and informative
- * Entertaining
- * Develops child's creativity
- * Child learns how to speak English
- * Broadens child's knowledge
- * Child doesn't go out of the house
- * Etc.

Negative Effects:

- * Affect child's studies
- * Affect child's sleeping habits
- * Affect child's eating habits
- * Child imitates violence in the program (like punching, kicking, shouting, and other aggressive acts)
- * Child is enticed to buy things showing their favorite cartoon character
- * Etc.

From the above diagram, we can see that the socio-demographic and psychological characteristics of the children can influence the type of cartoon shows they prefer to watch, whether it is violent or non-violent cartoon show.

On the other hand, the type of programs that the children are exposed to will bring about positive and negative outcomes and will affect their cognitive, behavioral and moral development.

OPERATIONAL FRAMEWORK

Presented in this section are the explanations of how independent variables and dependent variables were measured.

AGE - includes pre-school children from four to six years old

GENDER - includes male and female pre-school children

BIRTH ORDER IN THE FAMILY - includes respondents who are the eldest, youngest, in the middle position, or only child

NUMBER OF SIBLINGS PRESENT WHEN WATCHING - refers to siblings who accompany the respondent when watching television

LEVEL OF INTELLIGENCE - refers to respondent's academic performance, categorizing each one as above average (earning a grade of 90-100); average (80-89); or below average (79 and below)

PERSONALITY TYPE - refers to the dominant personality of each respondent using the two

personality continuum of shy-sociable
and submissive-aggressive types as
basis

PARENTAL SUPERVISION GIVEN - pertains to the presence of
the parents when the
respondents watch television

VIOLENT CARTOON SHOWS - animated cartoon shows that
exhibit violent and aggressive
acts such as punching,
slapping, stomping, kicking,
shooting/firing of deadly
weapons, and knocking of
enemies by the leading
character

NON-VIOLENT CARTOON SHOWS - animated cartoon shows that do
not glorify and exhibit
violent acts

CHAPTER IV

METHODOLOGY

Research Design

In this study, the researcher made use of descriptive, comparative research design to establish the relationship between the exposure to violent and/or non-violent programs and the socio-demographic and psychological characteristics of the pre-school children in terms of their age, gender, level of intelligence, personality type, birth order in the family, number of siblings present and the parental supervision given when watching television cartoons.

Respondents

The study population was composed of one hundred eighty male and female pre-school students. They came from nursery, kindergarten and preparatory grade levels of Twinkle Toes School in Project 2, Quezon City. Their ages ranged from four to six years old.

The respondents that were selected per grade level were divided into two groups according to the type of cartoon shows they watch: those who view violent cartoons and those who view non-violent ones.

Sampling Method

Purposive type of non-probability sampling was used in order to obtain the target student respondents. A preliminary selection was held, wherein the researcher chose the representative population by asking each student if he/she likes to watch cartoon shows. Then, those who affirmed were automatically chosen as the respondents for the study and were categorized according to the type of cartoon show they watch.

The parent respondents on the other hand, were selected using simple random sampling. By doing so, the complete list of the students of Twinkle Toes from nursery to prep were written in small pieces of paper and put in a box. A total of 100 names were randomly picked out (lottery method) to represent their parents as respondents.

The sample school was chosen due to the researcher's accessibility to the place of study.

Study Instruments

The instruments that were used to gather the necessary data are survey questionnaires and interviews with the pre-school children and some selected parents.

The questionnaires for the students consisted of

their socio-demographic profile: age, sex, intelligence, personality, birth order in the family, and number of siblings. Moreover, the respondents were also asked about the list of their favorite cartoon shows; the number of hours and the number of days they spend in cartoon watching; whether they are alone or with company when watching; who accompanies them when watching cartoons; who chooses the cartoon show for them; and the reasons why they like to watch cartoons.

On the part of the parents, the questionnaire given to them consisted of their socio-demographic profile; their awareness on the presence of violence in T.V. cartoons; their view regarding the need for discipline when the children watch television; and the perceived positive and negative effects of cartoons to children.

Since most of the children were not yet able to read and understand clearly the contents of the questionnaire, the researcher made a one-on-one interview with each respondents and the questions that were asked came from what is written on the prepared questionnaire.

The survey questionnaire was written in English but during the interview, the medium of language that was used was in Filipino so as to ensure that the students would better understand the questions.

However the questionnaire for the parents was written in Filipino.

Data Gathering

The data gathering procedure began with a letter forwarded to the director of Twinkle Toes Pre-school asking permission to conduct the study at the said place.

The whole period for the data gathering lasted for two weeks during the month of February, utilizing the whole week except Mondays and Thursdays. The interview was conducted during class hours, one, during morning session and the other in the afternoon session.

An average of two to three students were interviewed at a time that began from the nursery level and finishing with the prep level. There was a prepared questionnaire for them that were asked verbally in Filipino.

The survey questionnaires for the one hundred parents chosen were sent off to their children and answered at home.

Some of the problems encountered during the interview were the distractions made by some students who occasionally came to the room where the interview was conducted and, the difficulty in questioning and obtaining response from the students, especially in the nursery level.

The researcher also tried to get help from the advisers to assess and evaluate the personality type and level of intelligence of each respondents needed for the

Psychological profile.

After the needed data had been obtained and completed, the researcher proceeded with the tabulation and analysis of the data.

Data Analysis Procedure

Method of quantitative analysis was mainly used in this study. A computer software called MICROSTAT, was utilized to statistically interpret and analyze the data.

Frequency distribution and Chi-square test contained in the MICROSTAT were used. Frequency distribution summarized and described the socio-demographic and psychological profile of the one hundred eighty respondents interviewed in terms of their gender, age, birth order in the family, number of siblings to mention a few; their favorite cartoon shows; reasons for watching cartoons, who accompanies the child when watching and many more.

In addition, frequency distribution was also done for the answers obtained from the parents' perceived positive and negative effects of cartoon viewing; awareness of violence in cartoon shows; and the need for imposing discipline in T.V. watching. After that, the frequency of each item was converted into percentage and some items were ranked from highest to lowest frequencies.

On the other hand, Chi-square test was used to show the relationship of the independent variable with the dependent variable and to know if there was significant difference between the age, gender, personality type, level of intelligence, etc. and its exposure to violent and/or non-violent cartoon shows.

Formula for Chi-square test:

$$X^2 = \sum_{A=1}^a \sum_{B=1}^b \frac{(O_{ab} - E_{ab})^2}{E_{ab}}$$

CHAPTER V

PRESENTATION OF DATA

The following are the results of the survey given to the pre-school students and parents of Twinkle Toes Pre-school.

Results and Discussions

A. SOCIO-DEMOGRAPHIC PROFILE

Table 1

GENDER OF THE RESPONDENTS

GENDER	Freq	%
Males	81	45
Females	99	55
TOTAL	180	100

Table 1 shows the gender of the respondents. Out of the one hundred eighty respondents that were interviewed, female population (55%) exceeded the male population (45%).

Table 2

AGE OF THE RESPONDENTS

AGE	Freq	%
4	40	22.22
5	78	43.33
6	62	34.44
TOTAL	180	100

Table 2 illustrates the age of the respondents that ranged from four to six years old. A large number of the study population are five years old (43.33%), while the rest comprised the ages of four (22.22%) and six years old (34.44%).

Table 3

GRADE LEVEL OF THE RESPONDENTS

GRADE LEVEL	Freq	%
Nursery	53	29.44
Kinder	80	44.44
Prep	47	26.11
TOTAL	180	100

Table 3 shows that in terms of grade level, majority of the pre-school students are from kindergarten level (44.44%). The remaining respondents came from the nursery level (29.44%) and preparatory level (26.11%).

Table 4

BIRTH ORDER OF THE RESPONDENTS

BIRTH ORDER	Freq	%
Eldest	52	28.89
Youngest	75	41.67
Middle (2,3,4)	31	17.22
Only Child	22	12.22
TOTAL	180	100

In this table, it shows the birth order of the respondents. It is clear that a large number of the respondents are youngest in the family (41.67%). Then it is followed by the eldest in position (28.89%). Others fall in the middle position (17.22%), meaning those born in between the eldest and the youngest in the brood and 12.22% are only child.

Table 5

NUMBER OF SIBLINGS OF THE RESPONDENTS

NO. OF SIBLINGS	Freq	%
1	63	35
2	57	31.67
3	23	12.78
4	15	8.33
none	22	12.22
TOTAL	180	100

The table above illustrates the number of siblings of the respondents. Out of the one hundred eighty students that were surveyed, a total of one hundred sixty-eight were reported to have siblings. The data result shows that many of the respondents have one sibling (35%), to be closely followed by those having two siblings (31.67%). The rest of the study population have three (12.78%) and four (8.33%) siblings.

Table 6

LEVEL OF INTELLIGENCE OF THE RESPONDENTS

LEVEL	Freq	%
above average	58	32.22
average	83	46.11
below average	39	21.67
TOTAL	180	100

Table 6 describes the level of intelligence of the respondents measured in terms of their scholastic standing in school. Majority of them have an average level of intelligence (46.11%) with a grade between 80-89, followed by the respondents who are above average (32.22%) and lastly, those with below average level of intelligence (21.67%).

Table 7

PERSONALITY TYPE OF THE RESPONDENTS

TYPE	Freq	%
Shy Type	71	39.44
Sociable Type	65	36.11
Aggressive Type	34	18.88
Submissive Type	10	5.55
TOTAL	180	100

An assessment was made by the advisers of Twinkle Toes on the dominant personality type of each respondents using the two personality continuum of shy-sociable type and aggressive-submissive type. The above table shows the result of how each one was described and categorized. Those who are classified as having a shy type of personality (39.44%) outnumbered the whole study population. To be followed by those described as friendly (36.11%), aggressive (18.88%) and submissive (5.55%).

B. RESPONDENTS' EXPOSURE AND AWARENESS IN CARTOON SHOWS

Table 8

NUMBER OF HOURS RESPONDENTS SPENT
IN WATCHING WATCHING CARTOONS

HOURS	Freq	%
2	65	36.11
1	62	34.44
30 mins.	21	11.67
3	16	8.89
5	10	5.56
4	6	3.33
TOTAL	180	100

MEAN NO. OF HOURS = 1.8

Table 8 shows the number of hours spent in a span of one day. Majority of the respondents spend two hours (36.11%) of cartoon viewing. This only means that the children view a corresponding four cartoon shows per day. Not far behind are the respondents who spend one hour of cartoon watching for one day. The rest of the population who spend 30 minutes (11.67%), 3, 4, and 5 hours (8.89%, 3.33%, and 5.56% respectively) viewing are indicated on the table.

Table 9

FREQUENCY OF RESPONDENTS' WEEKLY CARTOON SHOW VIEWING

DAY	Freq	%
everyday	143	79.44
twice a week	20	11.11
once a week	12	6.67
every other day	5	2.78
TOTAL	180	100

MEAN NO. OF DAYS = 5.96

Table 9 shows the frequency of the respondents' weekly cartoon show viewing. As indicated above, quite a large number of the sample representative watched television cartoons everyday (79.44%). Other respondents viewed cartoon programs every other day (2.78%), twice (11.11%) and once a week (6.67%).

Table 10

NUMBER OF RESPONDENTS WHO VIEW CARTOONS
WITH OR WITHOUT COMPANY

W/ OR W/O COMPANY	Freq	%
with company	155	86.11
without company	25	13.33
TOTAL	180	100

In this table, it shows the number of respondents who view cartoons with or without company. A large number of the respondents was reported to be watching cartoon shows with company (86.11%) and very few watch without company (13.33%).

Table 11

PEOPLE WHO ACCOMPANY RESPONDENTS WHILE VIEWING CARTOONS

PERSONS	Freq	%
siblings	85	47.22
both parents & siblings	42	23.33
parents	23	12.78
other older family members	3	1.67
others (playmate, cousin, etc.)	2	1.11
none	25	13.89
TOTAL	180	100

When the respondents were asked who accompany them when watching television particularly cartoons, Table 11 indicates that the respondents were mostly accompanied by their brothers and/or sisters (47.22%), to be followed by both parents and siblings (23.33%); parents alone (12.78%); other older family members like the yaya, grandparents, aunts and uncles (1.67%); and other people like the respondents' playmates and cousins (1.11%).

Table 12

ARE THE RESPONDENTS FREE TO CHOOSE WHICH
CARTOON SHOW TO WATCH?

ANSWER	Freq	%
Yes	104	57.78
No	76	42.22
TOTAL	180	100

Table 12 shows the result when the respondents were asked if they are free to choose what cartoon shows they want to watch. As indicated above, a big number of the respondents answered that they have freedom to choose the cartoon shows they want to watch (57.78%). The rest of the study population were reported not given freedom to choose (42.22%).

Table 13

WHO DECIDES/CHOOSES WHICH CARTOON SHOW TO WATCH?

PERSONS	Freq	%
siblings	59	32.78
parents	17	9.44
none	104	57.7
TOTAL	180	100

From the seventy six respondents that were not given the chance to choose their preferred cartoon shows as reported in Table 12, Table 13 shows who are the people that decide or choose the cartoon shows that the respondents will watch. Most of the cartoon programs that the respondents watch are decided upon by their older brothers and/or sisters (32.78%) and the remaining by the parents (9.44%).

Table 14

**LIST OF THE MOST FAVORITE CARTOON PROGRAMS
OF THE RESPONDENTS
(N = 180)**

TITLE	Freq	%
1. CASPER	31	17.22
2. BATMAN	25	13.88
3. MARY AT ANG LIHIM NG HARDIN	24	13.33
4. Spiderman	20	11.11
5. Sailormoon	13	6.66
6. Bugs Bunny	11	5.5
7. Little Mermaid	9	5
8. Mickey Mouse and Friends	7	3.8
9. Flying House	6	3.33
10. X-men	5	2.77
11. Tazmania	4	2.22
The Flintstones	4	2.22
12. Teenage Mutant Ninja Turtles	3	1.26
Peter Pan	3	1.26
13. Cowboys of Moo Mesa	2	1.11
Kimba, the White Lion	2	1.11
Yaiba	2	1.11
Dragon Ball Z	2	1.11
Dinky Dog	2	1.11
Tiny Toons	2	1.11
14. Top Cat	1	0.55
Sky Rangers	1	0.55
Laurel and Hardy	1	0.55
TOTAL	180	100

On top are the list of the most favorite cartoon programs being watched by the respondents. Among the first three most loved cartoon programs are the following: Casper (17.22%) ranked first which is a non-violent type of show; second is Batman (13.88%) which is a violent type of show; and the third is Mary at ang Lihim ng Hardin (13.33%) classified as a non-violent type of show.

Table 15

TYPE OF CARTOON SHOW WATCHED (VIOLENT OR NON-VIOLENT)

TYPE	Freq	%
violent	102	56.67
non-violent	78	43.33
TOTAL	180	100

Table 15 shows the result when the cartoon programs were categorized and combined according to the type of cartoon program it possess. Majority of the favorite cartoon programs that the respondents watch are classified as violent type of cartoons (56.67%) measured in terms of the number of times violent acts like punching, spanking, shooting, kicking, and many other aggressive acts appeared. Meanwhile, those respondents who view cartoons that are non-violent only obtained 43.33%.

Table 16

FREQUENCY OF VIOLENT ACTS PERCEIVED
IN EACH CARTOON SHOW

R A N K	PROGRAMS	VA	VA	VA	VA	VA	VA	VA	T O T A L	V O L U N T A R Y
		#1 f	#2 f	#3 f	#4 f	#5 f	#6 f	#7 f		OR NV
1.	Tazmania	3	3	3	3	2	3	4	21	V
2.	Bugs Bunny	3	3	5	1	3	1	3	19	V
3.	Tiny Toons	3	5	3	1	2	1	3	18	V
4.	Teenage Mutant...	2	3	3	1	4	1	2	16	V
4.	Dragon Ball Z	4	2	2	1	2	2	3	16	V
5.	Cowboys of Moo Mesa	2	1	5	1	2	2	2	15	V
5.	Top Cat	2	4	1	2	3	1	2	15	V
6.	Mickey Mouse and Friends	3	2	1	2	2	1	3	14	V
6.	X-Men	3	1	3	0	2	2	3	14	V
7.	Yaiba	3	1	1	2	2	1	3	13	V
7.	Dinky Dog	0	3	0	1	5	0	4	13	V
8.	Laurel and Hardy	2	3	1	2	2	0	2	12	V
9.	Spiderman	2	1	3	0	1	2	1	10	V
9.	Sailormoon	1	1	2	0	2	0	4	10	V
9.	Skyrangers	1	0	5	0	1	2	1	10	V
10.	Batman	2	0	2	0	1	1	3	9	V
11.	The Flint- stones	0	2	0	1	1	0	2	6	NV
12.	Casper	1	0	1	1	0	0	2	5	NV
13.	Mary at ang Lihim...	0	0	0	1	0	0	3	4	NV
13.	Peter Pan	0	0	1	0	1	0	2	4	NV
13.	Kimba, the White Lion	0	0	0	1	1	0	2	4	NV
14.	The Flying House	0	0	0	0	1	0	1	2	NV
14.	Little Mermaid	0	0	0	0	1	0	1	2	NV

LEGEND : VA - VIOLENT ACT
 VA #1 - PUNCHING
 VA #2 - SLAPPING
 VA #3 - SHOOTING/FIRING WEAPON
 V - VIOLENT
 VA #4 - STOMPING
 VA #5 - KICKING
 VA #6 - STABBING
 VA #7 - SHOUTING
 NV - NON-VIOLENT

This table shows the frequency of violent acts present in the twenty three cartoon shows watched by the respondents. Seven violent acts including punching, slapping, shooting/firing of deadly weapons, stomping, kicking, killing, and shouting are observed.

It turned out that Tasmania got the most number of observed violent acts (21), to be followed by Bugs Bunny (19) and lastly Tiny Toons (18).

Table 17

REASONS FOR WATCHING CARTOON SHOWS

REASONS	%
beautiful pictures, color, etc.	53.71
entertaining/funny	20
to learn moral lessons/values	6.86
there is action	6.3
favorite cartoon character	4
likes to watch cartoon shows	4
it is a children show	4
parents told me	0.57
no alternative T.V. shows	0.57

Table 16 shows the list of the reasons why the respondents like to watch cartoon shows. Only one hundred sixty out of the total one hundred eighty respondents answered the question. The top three answers are as follows: first, cartoons have beautiful picture, color, etc. (53.71%); second, it's entertaining and funny (20%); and the third, they learn moral lessons/values from it (6.86%).

C. RELATIONSHIP OF THE INDEPENDENT VARIABLES (AGE, GENDER, ETC.) WITH THE DEPENDENT VARIABLES (VIOLENT OR NON-VIOLENT CARTOON SHOWS)

Table 18

TYPE OF CARTOON SHOW WATCHED, BY GENDER

GENDER f	Violent (102)	Non-Violent (78)	TOTAL
Male (81)	32.78%	12.22%	45%
Female (99)	23.89%	31.11%	55%
TOTAL	56.67%	43.33%	100%

CHI-SQUARE = 14.513 D.F. = 1 PROB. = 1.392E-0

Table 18 presents the relationship of type of cartoon show watched by gender. The results shows that there is no significant difference between gender of the respondents and the type of cartoon show they prefer watching, whether it is violent or non-violent.

Table 19

TYPE OF CARTOON SHOW WATCHED, BY AGE

AGE f	Violent (102)	Non-Violent (78)	TOTAL
4 (40)	8.33%	13.89%	22.22%
5 (78)	25.56%	17.78%	43.33%
6 (62)	22.78%	11.67%	34.44%
TOTAL	56.67%	43.33%	100%

CHI-SQUARE = 8.414

D.F. = 2

PROB. = .0149

This table shows that there is a significant difference between the age of the respondents and the type of cartoon shows they watch. Those respondents who are four years old watch non-violent cartoons. Large number of the study population who are five and six years old are considered the most prone to watching violent cartoons.

Table 20

TYPE OF CARTOON SHOW WATCHED, BY LEVEL OF INTELLIGENCE

LEVEL f	Violent (102)	Non-Violent (78)	TOTAL
Above Average (58)	16.11%	16.11%	32.22%
Average (83)	25.56%	20.56%	46.11%
Below Average (39)	15%	6.67%	21.67%
TOTAL	56.67%	43.33%	100%

CHI-SQUARE = 3.609

D.F. = 2

PROB. = .1645

According to this table, there is no significant difference between the intelligence level of the respondents and the preferred type of cartoons to be watched. Meaning, respondents with above average, average and below average intelligence have no relation with regards their preference for violent or non-violent type of cartoons.

Table 21

TYPE OF CARTOON SHOW WATCHED, BY PERSONALITY TYPE

TYPE	f	Violent (102)	Non-violent (78)	TOTAL
Shy Type	(71)	24.44%	15.00%	39.44%
Sociable Type	(65)	15.56%	20.56%	36.11%
Aggressive Type	(34)	13.39%	5.00%	18.89%
Submissive Type	(10)	2.78%	2.78%	5.56%
TOTAL		56.67%	43.33%	100%

CHI-SQUARE = 9.821

D.F. = 3

PROB. = .0202

In table 21, it shows that there is significant difference between the personality type of each respondent and type of cartoon show watched. It means that personality type is highly correlated with watching of violent or non-violent type of cartoons. Shy and Aggressive type of respondents tend to watch violent cartoons and those who are sociable type like non-violent ones.

Table 22

TYPE OF CARTOON SHOW WATCHED, BY BIRTH ORDER

POSITION f	Violent (102)	Non-Violent (78)	TOTAL
eldest (52)	17.78%	11.11%	28.89%
youngest (75)	21.67%	20.00%	41.67%
middle (31) (2,3,4)	10.56%	6.67%	17.22%
only child (22)	6.67%	5.56%	12.22%
TOTAL	56.67%	43.33%	100%

CHI-SQUARE = 1.478

D.F. = 3

PROB. = .6874

The above table indicates that there is no significant difference between the relationship of birth order and the preferred type of cartoon shows watched by the respondents.

Table 23

TYPE OF CARTOON SHOW WATCHED, BY NUMBER OF SIBLINGS

NUMBER	f	Violent (102)	Non-Violent (78)	TOTAL
1	(63)	20.56%	14.44%	35%
2	(57)	17.22%	14.44%	31.67%
3	(23)	6.11%	6.67%	12.78%
4	(15)	6.11%	2.22%	8.33%
only child	(22)	6.67%	5.56%	12.22%
TOTAL		56.67%	43.33%	100%

CHI-SQUARE = 2.699

D.F. = 4

PROB. = .6094

As illustrated on the table, it shows that there is no significant difference between the number of siblings of the respondents and its relation with watching violent and/or non-violent type of cartoon programs.

Table 24

TYPE OF CARTOON WATCHED, BY THE PEOPLE
WHO CHOOSE FOR THE RESPONDENTS

PERSONS f	Violent (102)	Non-violent (78)	TOTAL
parents (17)	4.44%	4.44%	8.89%
siblings (59)	18.33%	13.89%	32.22%
respondent (104) (self)	33.89%	25.00%	58.89%
TOTAL	6.67%	43.33%	100%

CHI-SQUARE = 3.321 D.F. = 6 PROB. = .7677

Table 24 indicates that whether it is the parent or the brothers and/or sisters of the respondents present and choose the cartoon show that is going to watch, show no significant difference in preference for violent and/or non-violent type of cartoon programs.

D. PARENTS' AWARENESS OF CARTOON SHOWS

Table 25

PERCEIVED POSITIVE EFFECTS OF WATCHING CARTOONS
 AMONG CHILDREN
 multiple response (N = 100)

POSITIVE EFFECTS	Freq	%
entertaining and funny	80	80
child learns moral lesson/values	64	64
educational and informative	55	55
develops child's creativity	46	46
child learns English language	45	45
broadens child's knowledge	3	3

Table 25 shows that with a total of one hundred parents that were surveyed regarding the positive effects of cartoon programs on their children, majority of them answered that cartoons are very entertaining (80%). Second in the rank is that the child is able to learn moral values/lessons from it (64%). Ranking third, is that they believe that cartoons are very educational and informative (55%). Other good effects of cartoons are presented above with the corresponding number of parents who agreed with it.

Table 26

**PERCEIVED NEGATIVE EFFECTS OF WATCHING CARTOONS
AMONG CHILDREN**
multiple response (N = 100)

NEGATIVE EFFECTS	Freq	%
child imitates violence in the program (like kicking, punching, shouting, and other aggressive acts)	74	74
affect child's studies	52	52
affect child's eating habits	38	38
affect child's sleeping habits	31	31
child is enticed to buy things that advertised their favorite cartoons character	4	4

Indicated above are the following negative effects of watching cartoons to children and the corresponding number of parents who believe in the negative outcome of cartoons. Most of them believe that a child can imitate aggressive and violent acts in some cartoon programs such as punching, kicking, shouting and many more (74%). The second top answer is that cartoons can affect the child's studies negatively (52%). And the third one is that cartoons affect child's eating habits (38%). Other negative effects are pointed above.

Table 27

AWARENESS OF VIOLENCE ON TELEVISION CARTOONS

AWARENESS	Freq	%
aware	91	91
not aware	9	9
TOTAL	100	100

Illustrated in this table are the results of how aware are the parents on the presence of violence in some cartoon programs. Almost everybody said that they are aware of the great amount of violence (91%) that are dominating some cartoon programs, while very minimal answered that they are not aware (9%).

Table 28

NEED FOR DISCIPLINING CHILD'S CARTOON VIEWING

DISCIPLINE	Freq	%
with discipline	89	89
without discipline	11	11
TOTAL	100	100

Stated in Table 28 that out of the one hundred parent respondents that were surveyed, majority of them believe that there is such a need for employing discipline when it comes to the child's television viewing particularly cartoon watching (89%), while the rest think that the child should be left alone when watching television (11%).

CHAPTER VI

DISCUSSION OF THE DATA

The period of pre-school is characterized by both the intellectual growth and rapidly developing motor skills. Also referred to as the formative years, it is a time when the children are ready and eager to learn.

One way of learning is through watching television. Truly, television watching is one major activity that pre-schoolers are fascinated about. Their interest on television makes it the most popular play activity and most time consuming of their play time.

With so many programs that are shown on the picture tube, one of the frequently and enjoyed programs by the young viewers are cartoons.

Analyzing the data results closely, it is quite alarming that majority of the studied pre-school students were patronizing violent type of cartoons shows. Cartoons like "Bugs Bunny", "Spiderman" and "Batman" to name a few watched by the children were found to contain great number of violent acts like punching, slapping, stomping, kicking, firing of deadly weapons, and many more as modeled by their favorite cartoon characters.

According to the studies by Eron (1987) and the team of Steuer, Applefield and Smith (1971), there is a possibility for young children to imitate the acts shown

in violent type of cartoons.

Furthermore, partnership of Jerome and Dorothy Singers (1981) and Hicks (1965) added that the length of exposure to television is correlated with the child's aggressive behavior, and said to have long lasting effect when exposed too much.

Bandura in his Social Learning Theory states that leading characters from cartoon programs serve as strong models for observational learning, which later can lead to the child performing the actions of the model.

The parents play a significant role on the development of their child. Just like when watching television, they should encourage their child to engage in it because it provide language and social learning.

However, constant supervision must also be provided because there are some programs that contain violence and can be hazardous to the youngsters.

The parents interviewed found cartoons to be a good source of entertainment. On the other hand, all of them shared the same sentiment that cartoons can also be a source of violence in which their children can imitate. With this awareness, proper discipline should be imposed to their children when watching television.

When the answers of the parents were compared to the response of the children, different results came out. It turned out that majority of the children were left alone

or with the company of other siblings when watching. With this, they themselves were the ones who choose the cartoon programs to watch.

There are many possible reasons why the parents fail to supervise their children most especially when watching. First, it can be related to the worsening economic problem being experienced in our country. Nowadays, it is just but practical for the domestic housewives to join their husbands in the workforce. In this way, they will have enough money to support their family. As a result, the children are free to do anything they want including watching television that showcase too much sex and violence and there is no older family member that will screen or explain what is being shown on TV.

Second, even if the parents are at home, they still fail to do their responsibility of guiding the viewing habits of their children. The parents could not spare some time in accompanying their kids because they are busy doing household chores.

It can also be noted that there are some parents who use television as a "baby sitter" or a means of pacifying the children to prevent them from roaming around the house.

Another significant finding is that among the factors that can influence a child to watch violent or a non-violent type of cartoon show, age and personality turned out to be significantly related.

In terms of age, five and six year old children tend

to watch violent type of cartoons while four cater to non-violent ones. But what is more important in the outcome was that it proved that pre-school age are the most vulnerable or at risk school age when it come to those who watch television as explained by Elizabeth Hurlock (1967) and Dr. Angela Halili-Jao (1989). This is because they are still in the process of forming values and attitudes. Adding to that, they show greater interest to television as compared with school-age children who have broader play interests and playmates.

On the part of personality, results show that shy and aggressive children are more prone to watching violent cartoons than sociable ones, who prefer non-violent cartoons. Cartoon shows classified as violent can be hazardous to young people and could affect the personality of a child. Therefore, a child who is known to be aggressive in nature will have a tendency to be more aggressive when exposed to such violent shows.

It is assumed that shy type of children like to watch violent cartoons because they are repressed. According to Psychoanalytic Theory of Freud, repression is a defense mechanism in which an impulse or memory is distressing or might provoke feelings of guilt is excluded from conscious awareness. Shy type or also known as the introverted type are said to hide their feelings from others instead of blurting it out. In effect, the ill

feelings or anxiety stored inside them are usually expressed by way of watching violent cartoons.

On a different light, Schramm and his colleagues (1961) reported that a child is a passive entity being acted upon by television, but he/she is an active agent selecting from television what suits his interests and needs. What these people were trying to say is that whatever types of programs are shown, there are children who are susceptible and easily influenced by what they are watching and there those who are not. There are elements in cartoon programs that captures the attention and in turn register to the minds of young viewers. In short, preference to violent or non-violent type of cartoons is relative to every child.

As a social implication, cartoons are important sources of positive and pro-social values and behavior like love and respect for the family, relatives, friends, country, and God; performing good Samaritan for other people; and solving problems through reason and discussion are learned. Unfortunately, what is seen in television cartoons today are a bunch of no-holds-barred violence.

Children of today is said to be the leaders of the future. What they learn during childhood years will determine what will become the citizens of tomorrow. Television programs play an important part in shaping and inculcating good values to children. However, it is very

saddening that what the kids are watching glorify violence. In turn, the children absorb it into their minds and will carry out what they have learned when they reach maturity. Therefore, Filipino children must be exposed to non-violent type of cartoons so that our nation will produce peace-loving citizens.

CHAPTER VII

SUMMARY, CONCLUSION AND RECOMMENDATIONS

This research study was undertaken to know what are the factors that will likely to influence a child to watch violent or non-violent type of shows. The factors include the socio-demographic and psychological characteristics of the children like the age, gender, personality type, level of intelligence, presence of sibling/s and parental supervision when watching television.

Other than that, other questions were also asked to the children like their list of favorite cartoons often watched; how many hours a day and how many days a week do they spend in watching; the reasons why they like to watch cartoons; if they have a company when watching; and if they are the ones who choose the cartoon show to be watched.

To obtain the results, the researcher studied one hundred eighty male and female pre-school children of Twinkle Toes Pre-school. The respondents were surveyed and interviewed as well some selected parents.

On the part of the parents, they were asked about the positive and negative effects of cartoons on their children; if they are aware of the presence of violence in

cartoon shows and if proper discipline should be imposed to the childrens' televiewing.

The data gathering took two weeks to finish. As a result, majority of the children view violent type of cartoon shows expending two hours everyday. The common response about the reason for cartoon-watching was that it has beautiful picture, color and cartoon character. Most of the children watch alone, but there are some who watch with their siblings as company.

The parents think that cartoons are entertaining, but also regarded it as a source of violence, which in turn, can be imitated by their children. Therefore, discipline is definitely needed when a child watches television.

Age and personality of a child turned out to be highly correlated with its preference to violent or non-violent type of cartoons.

All the above mentioned results are very significant for the growing children. What they will come about when they grow up will depend on the influence of these programs to the formation of values and behavioral development.

As Bandura suggested in his Social Learning Theory, the children could imitate what they see on the cartoons shows especially from their favorite cartoon characters. Thus, such viewing could affect their cognitive processes. Furthermore, the model given by Elizabeth Hurlock was very

helpful in justifying that factors like gender, age, personality type, intelligence level, etc. could indeed influence children's cartoon preferences.

With the growing number of violent cartoons shows on television and with the findings of this study, the researcher has listed several recommendations which are relevant to the subject matter:

First, the parents should be properly educated in upbringing their children by supervising, guiding and monitoring the television shows their children watch. They should discuss with the kids the ideas, feelings and values the programs may generate. There should be firm limits in the time for televiewing and screening for the programs to be seen.

Second, children should be encouraged to engage themselves in other educational activities aside from watching cartoons or other television programs, that they may gain more knowledge and information.

Third, educators, parents, etc. should get the attention of the officials of the Movie and Television Review and Classification Board (MTRCB) so that they may properly evaluate and screen the cartoon programs shown and discard those which manifest and promote too much violence.

Fourth, further studies should be undertaken regarding the matter. Such studies should focus on a comparative

analysis of respondents from private and public schools. An experimental design of research should also be given attention and effort to better determine the extent of influence that such shows have over the children.

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A. SAMPLE QUESTIONNAIRE FOR THE STUDENTS

PERSONAL PROFILE

Name : _____

Address : _____

Age : _____

Gender : < > Male < > Female

Grade Level : < > Nursery
 < > Kindergarten
 < > Prep

No. of Siblings : _____

Birth order in the family : _____

1. Do you have a television set?

 < > Yes < > No

2. Do you like to watch cartoons?

 < > Yes < > No

3. What cartoon shows do you often watch? (Name top 3)

Vio/N.Vio

a. _____ < >

b. _____ < >

c. _____ < >

4. How often do you watch cartoons?

 < > everyday
 < > every other day
 < > two times a day
 < > once a day

5. How many hours do you spend in watching cartoons?

 < > 30 minutes
 < > 1 hour
 < > 2 hours
 < > 3 hours
 < > 4 hours
 < > 5 hours

6. Why do you like to watch cartoons?

7. When watching cartoons, does anyone accompany you?

< > Yes, proceed to no. 8 < > None

8. Who is with you when watching?

< > parent/s
< > sibling/s
< > other older family members
< > others _____
< > both parent/s and sibling/s

9. Are you allowed to choose the cartoon shows you want to watch?

< > Yes < > No, proceed to no. 10

10. Who chooses the cartoon show you are going to watch?

< > parent/s
< > sibling/s
< > other older family members

GENERAL ASSESMENT

(To be answered by the adviser or guidance counselor)

Name of Student : _____

Level of Intelligence : Grade Pt. System

< > Above Average	(90-100)
< > Average	(80-89)
< > Below Average	(79 and below)

Personality Type :

< > shy, quiet type
< > friendly, sociable type (lively, outgoing, "bibo", participative)
< > aggressive, impulsive, excitable type ("brat", bossy, "malikot", hyperactive, "nanunukso")
< > submissive type

B. SAMPLE QUESTIONNAIRE FOR THE PARENTS

Magandang araw! Ako po si Gwen V. Jamandron, isang estudyante ng Unibersidad ng Pilipinas. Kasalukuyan po akong nagsasagawa ng aking undergraduate thesis na may pamagat na, "A Comparative Study of Factors Leading To Watching Violent and Non-violent Cartoon Programs Among Pre-school Children". Ang nasabing pag-aaral ay naglalayon na maturuan ang mga magulang at iba pang mga taong nakatatanda hinggil sa epekto ng panonood ng mga "Cartoon Shows" sa mga bata nang sa gayon ay mapalaki sila ng tama at wasto.

Maaari lang po sanang pakisagutan ang mga sumusunod na katanungan. Ang inyong pakikiisa ay lubos na makakatulong sa aking pag-aaral. Maraming salamat po!

Pangalan : _____

Tirahan : _____

Kasarian : < > Lalaki < > Babae

Edad : _____

Bilang ng (mga) anak :

(Lagyan ng tsek kung sino ang nag-aaral sa Twinkle Toes)

	PANGALAN	EDAD	POSISYON
< >	_____	_____	_____
< >	_____	_____	_____
< >	_____	_____	_____
< >	_____	_____	_____

1. Alam n'yo ba na ilan sa mga cartoon shows ay naglalaman ng karahasan (violence)?

< > Oo < > Hindi

2. Sa palagay niyo ba ay dapat disiplinahin ang mga bata sa panonood nila ng telebisyon, partikular sa panonood nila ng cartoon shows?

< > Oo < > Hindi

3. Ano sa palagay niyo ang ADVANTAGES at DISADVANTAGES ng panonood ng cartoon shows sa inyong (mga) anak?

ADVANTAGES

- < > ang bata ay may natutunang moral values
- < > educational at informative
- < > nakapagdudulot ng aliw
- < > nililintang ang creativity ng bata
- < > natututo ang bata ng Ingles
- < > iba pa _____

DISADVANTAGES

- < > nakakaapekto sa pag-aaral ng bata
- < > nakakaapekto sa sleeping habits ng bata
- < > nakakaapekto sa eating habits ng bata
- < > nagagaya ng bata ang mga karahasan sa palabas (tulad ng panununtok, paninipa, paninigaw, at iba pa na maaaring makapanakit ng tao)
- < > iba pa _____

----- FREQUENCY DISTRIBUTIONS -----

HEADER DATA FOR: A:GWEN LABEL: THESIS
 NUMBER OF CASES: 180 NUMBER OF VARIABLES: 14

VARIABLE: 2. GENDER

GENDER OF RESPONDENTS

===== VALUE =====	FREQUENCY	PERCENT	....CUMULATIVE...	
			FREQUENCY	PERCENT
1.00	81	45.00	81	45.00
2.00	99	55.00	180	100.00
TOTAL	180	100.00		

=====CLASS LIMITS=====	FREQUENCY	.....
1.00	81	=====
2.00	99	=====

----- FREQUENCY DISTRIBUTIONS -----

HEADER DATA FOR: A:GWEN LABEL: THESIS
 NUMBER OF CASES: 180 NUMBER OF VARIABLES: 14

VARIABLE: 1. AGE

AGE OF RESPONDENTS

===== VALUE =====	FREQUENCY	PERCENT	....CUMULATIVE...	
			FREQUENCY	PERCENT
4.00	40	22.22	40	22.22
5.00	78	43.33	118	65.56
6.00	62	34.44	180	100.00
TOTAL	180	100.00		

=====CLASS LIMITS=====	FREQUENCY	.....
4.00	40	=====
5.00	78	=====
6.00	62	=====

----- FREQUENCY DISTRIBUTIONS -----

HEADER DATA FOR: A:GWEN LABEL: THESIS
 NUMBER OF CASES: 180 NUMBER OF VARIABLES: 14

VARIABLE: 3. GRADELEV

GRADE LEVEL OF RESPONDENTS

===== VALUE =====	FREQUENCY	PERCENT	....CUMULATIVE...	
			FREQUENCY	PERCENT
1.00	53	29.44	53	29.44
2.00	80	44.44	133	73.89
3.00	47	26.11	180	100.00
TOTAL	180	100.00		

=====CLASS LIMITS=====	FREQUENCY	.....
1.00	53	=====
2.00	80	=====
3.00	47	=====

----- FREQUENCY DISTRIBUTIONS -----

HEADER DATA FOR: A:GWEN LABEL: THESIS
 NUMBER OF CASES: 180 NUMBER OF VARIABLES: 14

VARIABLE: 4. NSIBLING

NUMBER OF SIBLINGS

VALUE	FREQUENCY	PERCENT	....CUMULATIVE...	
			FREQUENCY	PERCENT
1.00	63	35.00	63	35.00
2.00	57	31.67	120	66.67
3.00	23	12.78	143	79.44
4.00	15	8.33	158	87.78
6.00	22	12.22	180	100.00
TOTAL	180	100.00		

=====CLASS LIMITS=====	FREQUENCY	.....
1.00	63	=====
2.00	57	=====
3.00	23	=====
4.00	15	=====
6.00	22	=====

----- FREQUENCY DISTRIBUTIONS -----

HEADER DATA FOR: A:GWEN LABEL: THESIS
 NUMBER OF CASES: 180 NUMBER OF VARIABLES: 14

VARIABLE: 5. POSITION

BIRTH ORDER OF THE RESPONDENTS

VALUE	FREQUENCY	PERCENT	....CUMULATIVE...	
			FREQUENCY	PERCENT
1.00	52	28.89	52	28.89
2.00	75	41.67	127	70.56
3.00	31	17.22	158	87.78
7.00	22	12.22	180	100.00
TOTAL	180	100.00		

CLASS LIMITS	FREQUENCY
1.00	52
2.00	75
3.00	31
7.00	22

----- FREQUENCY DISTRIBUTIONS -----

HEADER DATA FOR: A:GWEN LABEL: THESIS
 NUMBER OF CASES: 180 NUMBER OF VARIABLES: 14

VARIABLE: 6. VID/NVID

TYPE OF CARTOON PROGRAM WATCHED (VIOLENT OR NON-VIOLENT)

VALUE	FREQUENCY	PERCENT	....CUMULATIVE...	
			FREQUENCY	PERCENT
1.00	102	56.67	102	56.67
2.00	78	43.33	180	100.00
TOTAL	180	100.00		

CLASS LIMITS	FREQUENCY
1.00	102
2.00	78

----- FREQUENCY DISTRIBUTIONS -----

HEADER DATA FOR: A:GWEN LABEL: THESIS
 NUMBER OF CASES: 180 NUMBER OF VARIABLES: 14

VARIABLE: 7. DAY

FREQUENCY OF RESPONDENTS' WEEKLY CARTOON SHOW VIEWING

===== VALUE =====	FREQUENCY	PERCENT	....CUMULATIVE...	
			FREQUENCY	PERCENT
1.00	143	79.44	143	79.44
2.00	5	2.78	148	82.22
3.00	20	11.11	168	93.33
4.00	12	6.67	180	100.00
	TOTAL	180		100.00

=====CLASS LIMITS=====	FREQUENCY	.....
1.00	143	=====
2.00	5	==
3.00	20	=====
4.00	12	==

----- FREQUENCY DISTRIBUTIONS -----

HEADER DATA FOR: A:GWEN LABEL: THESIS
 NUMBER OF CASES: 180 NUMBER OF VARIABLES: 14

VARIABLE: 8. TIME

NUMBER OF HOURS SPENT IN WATCHING CARTOONS (PER DAY)

===== VALUE =====	FREQUENCY	PERCENT	....CUMULATIVE...	
			FREQUENCY	PERCENT
1.00	21	11.67	21	11.67
2.00	62	34.44	83	46.11
3.00	65	36.11	148	82.22
4.00	16	8.89	164	91.11
5.00	6	3.33	170	94.44
6.00	10	5.56	180	100.00
	TOTAL	180		100.00

=====CLASS LIMITS=====	FREQUENCY	.....
1.00	21	=====
2.00	62	=====
3.00	65	=====
4.00	16	=====
5.00	6	==
6.00	10	=====

----- FREQUENCY DISTRIBUTIONS -----

HEADER DATA FOR: A:GWEN LABEL: THESIS
 NUMBER OF CASES: 180 NUMBER OF VARIABLES: 14

VARIABLE: 9. WCOM/NON

NUMBER OF RESPONDENTS WHO VIEW CARTOONS WITH OR WITHOUT COMPANY

===== VALUE =====	FREQUENCY	PERCENT	....CUMULATIVE....	
			FREQUENCY	PERCENT
1.00	155	86.11	155	86.11
2.00	25	13.89	180	100.00
TOTAL	180	100.00		

=====CLASS LIMITS=====	FREQUENCY	.....
1.00	154	=====
2.00	26	=====

----- FREQUENCY DISTRIBUTIONS -----

HEADER DATA FOR: A:GWEN LABEL: THESIS
 NUMBER OF CASES: 180 NUMBER OF VARIABLES: 14

VARIABLE: 10. WITHWHOM

PEOPLE WHO ACCOMPANY RESPONDENTS WHILE VIEWING CARTOONS

===== VALUE =====	FREQUENCY	PERCENT	....CUMULATIVE....	
			FREQUENCY	PERCENT
1.00	23	12.78	23	12.78
2.00	85	47.22	108	60.00
3.00	3	1.67	111	61.67
4.00	2	1.11	113	62.78
5.00	25	13.89	138	76.67
6.00	42	23.33	180	100.00
TOTAL	180	100.00		

=====CLASS LIMITS=====	FREQUENCY	.....
1.00	23	=====
2.00	85	=====
3.00	3	=====
4.00	2	=====
5.00	25	=====
6.00	42	=====

----- FREQUENCY DISTRIBUTIONS -----

HEADER DATA FOR: A:GWEN LABEL: THESIS
 NUMBER OF CASES: 180 NUMBER OF VARIABLES: 14

VARIABLE: 11. CHOICE

ARE THE RESPONDENTS FREE TO CHOOSE WHICH CARTOON SHOW TO WATCH?

===== VALUE =====	FREQUENCY	PERCENT	....CUMULATIVE...	
			FREQUENCY	PERCENT
1.00	104	57.78	104	57.78
2.00	76	42.22	180	100.00
	TOTAL	180		100.00

=====CLASS LIMITS=====	FREQUENCY	.....
1.00	104	=====
2.00	76	=====

----- FREQUENCY DISTRIBUTIONS -----

HEADER DATA FOR: A:GWEN LABEL: THESIS
 NUMBER OF CASES: 180 NUMBER OF VARIABLES: 14

VARIABLE: 12. WHOCHOOS

WHO DECIDES/CHOOSES WHICH CARTOON SHOW TO WATCH?

===== VALUE =====	FREQUENCY	PERCENT	....CUMULATIVE...	
			FREQUENCY	PERCENT
1.00	17	9.44	16	8.89
2.00	59	32.78	74	41.11
3.00	0	.00	74	41.11
4.00	104	57.78	180	100.00
	TOTAL	180		100.00

=====CLASS LIMITS=====	FREQUENCY	.....
1.00	16	=====
2.00	58	=====
3.00	0	!
4.00	106	=====

----- CROSSTAB / CHI-SQUARE TESTS -----

HEADER DATA FOR: A:GWEN LABEL: THESIS
 NUMBER OF CASES: 180 NUMBER OF VARIABLES: 14

GENDER AND TYPE OF CARTOON SHOW WATCHED

ROW VARIABLE= GENDER COL. VARIABLE= VIO/NVIO

OBSERVED PERCENTAGES

	1	2	TOTAL
1	32.78	12.22	45.00
2	23.89	31.11	55.00
TOTAL	56.67	43.33	100.00

CHI-SQUARE WITH CONTINUITY CORRECTION FACTOR = 14.513, PROB.= 1.392E-0

CHI-SQUARE WITHOUT CONTINUITY CORRECTION FACTOR = 15.687, PROB.= 7.473E-0

D.F. = 1

FISHER EXACT PROBABILITY: Lower Tail =1.0000, Upper Tail = 5.976E-05

----- CROSSTAB / CHI-SQUARE TESTS -----

HEADER DATA FOR: A:GWEN LABEL: THESIS
 NUMBER OF CASES: 180 NUMBER OF VARIABLES: 14

AGE AND TYPE OF CARTOON SHOW WATCHED

ROW VARIABLE= AGE COL. VARIABLE= VIO/NVIO

OBSERVED PERCENTAGES

	1	2	TOTAL
4	8.33	13.89	22.22
5	25.56	17.78	43.33
6	22.78	11.67	34.44
TOTAL	56.67	43.33	100.00

CHI-SQUARE = 8.414, D.F.= 2, PROB. = .0149

----- CROSSTAB / CHI-SQUARE TESTS -----

HEADER DATA FOR: A:GWEN LABEL: THESIS
 NUMBER OF CASES: 180 NUMBER OF VARIABLES: 14

LEVEL OF INTELLIGENCE AND TYPE OF CARTOON SHOW WATCHED

ROW VARIABLE= INTELLIG COL. VARIABLE= VIO/NVIO

OBSERVED PERCENTAGES

	1	2	TOTAL
1	16.11	16.11	32.22
2	25.56	20.56	46.11
3	15.00	6.67	21.67
TOTAL	56.67	43.33	100.00

CHI-SQUARE = .3.609, D.F.= 2, PROB. = .1645

----- CROSSTAB / CHI-SQUARE TESTS -----

HEADER DATA FOR: A:GWEN LABEL: THESIS
 NUMBER OF CASES: 100 NUMBER OF VARIABLES: 14

TYPE OF CARTOON SHOW WATCHED, BY PERSONALITY TYPE

ROW VARIABLE= PRSNALTY COL. VARIABLE= VIO/NVIO

OBSERVED PERCENTAGES

	1	2	TOTAL
1	31.44	15.00	39.44
2	19.10	20.56	36.11
3	13.39	5.00	18.39
4	7.78	2.78	10.56
TOTAL	56.67	43.33	100.00

CHI-SQUARE = 9.031, D.F.= 3, PROB. = .0207

----- CROSSTAB / CHI-SQUARE TESTS -----

HEADER DATA FOR: A:GWEN LABEL: THESIS
 NUMBER OF CASES: 180 NUMBER OF VARIABLES: 14

TYPE OF CARTOON SHOW WATCHED BY BIRTH ORDER

ROW VARIABLE= POSITION COL. VARIABLE= VIO/NVIO

OBSERVED PERCENTAGES

	1	2	TOTAL
1	17.78	11.11	28.89
2	21.67	20.00	41.67
3	19.56	6.67	26.23
7	6.67	5.56	12.23
TOTAL	56.67	43.33	100.00

CHI-SQUARE = 1.478, D.F. = 3, PROB. = .6874

----- CROSSTAB / CHI-SQUARE TESTS -----

HEADER DATA FOR: A:GWEN LABEL: THESIS
 NUMBER OF CASES: 180 NUMBER OF VARIABLES: 14

TYPE OF CARTOON SHOW WATCHED BY NUMBER OF SIBLINGS

ROW VARIABLE= NSIBLING COL. VARIABLE= VIO/NVIO

OBSERVED PERCENTAGES

	1	2	TOTAL
1	20.56	14.44	35.00
2	17.22	14.44	31.67
3	6.11	6.67	12.78
4	6.11	2.22	8.33
6	6.67	5.56	12.23
TOTAL	56.67	43.33	100.00

CHI-SQUARE = 2.699, D.F. = 4, PROB. = .6094

----- CROSSTAB / CHI-SQUARE TESTS -----

HEADER DATA FOR: A:GWEN LABEL: THESIS
NUMBER OF CASES: 180 NUMBER OF VARIABLES: 14

WHO CHOOSES WHICH TYPE OF CARTOON SHOW TO WATCH?

ROW VARIABLE= WHOCHOOS COL. VARIABLE= VIO/NVIO

OBSERVED PERCENTAGES

	1	2	TOTAL
1	4.44	4.44	8.89
2	18.33	13.89	32.22
4	33.89	25.00	58.89
TOTAL	56.67	43.33	100.00

CHI-SQUARE = .324, D.F. = 2, PROB. = .8503