

Impact of Watching Cartoons on Student’s Emotional Regulation and Vocabulary Acquisition in South Asian Primary Schools

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ABSTRACT

This study employs a quantitative approach to investigate the impact of watching cartoons on students' emotional regulation and vocabulary acquisition at primary level in South Asian primary schools. The research design describes elements aiming to provide a comprehensive understanding of the relationship between cartoon consumption and developmental aspects among young learners in the South Asian educational context. The study examined at primary schools in Lahore and involved 400 parents of primary school students. These parents were chosen randomly. Data was gathered using a structured questionnaire, and the results were examined using SPSS-26 for statistical analysis. The study shows that watching cartoons helps primary school students in Lahore improve their emotional control and learn new words. The findings designate that students' emotional regulation and vocabulary acquisition assistance from watching cartoons. These outcomes determine the way that watching child's shows can contribution small kids with creating significant capabilities. The study focuses on how cartoons might help South Asian primary school students learn vocabulary and better manage their emotions.

Keywords: Cartoons, Emotional Regulation, Vocabulary Acquisition, Primary Schools, South Asia

Introduction

Cartoons plays a significant role for children entertainment throughout South Asia. Although they are primarily designed for enjoyment, it's important to evaluate their impact on the emotional development and language skills of primary school students. This study explores into the different ways of watching cartoons affect young learners, shedding light on both the potential benefits they offer and the challenges they may pose.

On the positive side, cartoons offer a significant rich curtain of emotions. By watching cartoons characters navigate joy, sadness, anger, and fear, students can gain a deeper understanding of their own emotional scenery (Yagli, 2013). This exposure helps them recognize and process their feelings and emotional development. This experience can substitute emotional regulation by preparing

them to identify, express, and manage their feelings more efficiently (Arici & Dalkilic, 2006). For example, a cartoon character who overwheals a challenge by soothing down could teach a child a coping mechanism for dealing with prevention. The above example provides information how children can understand appreciated strategies for managing their emotions by perceiving characters in various situations. A wide range frequency also has occurred in cartoons series to feature varied speech designs, accents, and vocal inflections. Rajabi (2018) states that this variation can enhance students become more skillful communicators by enhancing their listening conception and supporting them in recalling correct pronunciation. Exposure to diverse communication patterns allows students to develop their language skills in an engaging and enjoyable way. In the descriptive contexts repeated use, along with disclosure to new words, provides a substance for vocabulary growth (Mussen et al., 1961). For example, a fantastical world existing in a cartoon series can enhance children's vocabulary acquisition skills related to magic or mythical creatures, thereby expanding their word bank and sparking their imagination.

However, the cartoons have not influence without its challenges. In some programs uncritical consumption of cartoon content can lead to the internalization of harmful typecasts entrenched. (Yousaf et al., 2015). Moreover, Language barriers may also arise when children mostly watch cartoons dubbed in languages other than their native tongue. Research has shown that preferred for Hindi-dubbed cartoons in Pakistan, which may theoretically hinder vocabulary development in the mother language (Mahsud et al., 2009). A balance strategy is essential to feat the positive impact of cartoons. Encouraging students to watch cartoons with awareness and offering parental supervision can help in developing their critical thinking skills and their ability to navigate information efficiently. Selecting cartoons that are both age-appropriate, informative, and visually attractive can help foster Emotional intelligence and vocabulary acquisition. These cartoons use in discussions about the language and emotions they depicted language and emotions they portray (Berkowitz, 1962).

Objectives

1. To investigate the impact of watching cartoons on emotional regulation in boys and girls learning in South Asian primary schools.
2. To explore the impact of watching cartoons on vocabulary acquisition in boys and girls learning in South Asian primary schools.

Research Questions

1. How does watching cartoons affect emotional regulation in boys and girls learning in South Asian primary schools?
2. How does impact watching cartoons have on vocabulary acquisition in boys and girls learning in South Asian primary schools?

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Purpose of the Study

The study aims to investigate how watching cartoons influences emotional regulation and vocabulary acquisition among students that enrolled South Asian primary schools. The purpose of the study is to give educators, policymakers, and researcher with important insights on how cartoons shape children's emotional and linguistic abilities in South Asian primary schools by looking at the impact of cartoon watching on students' cognitive and socio-emotional development. The ultimate goal of this study is to provide insight understanding of the potential impact that cartoons have key aspect on students and to expand our knowledge of how cartoons may affect children's particularly in the context of their emotional, educational and cognitive development.

Statement of the Problem

It's important to pay attention to watching cartoons on emotional regulation and vocabulary acquisition among students in South Asian primary schools, which is a critical concern. Currently, there is limited comprehensive research on the potential effect of how exposure to watching cartoons may develop developmental and critical thinking skills within this specific cultural and educational context. It is important for teachers and policymakers to comprehend the potential impact of watching cartoons in South Asian primary schools' students on cognitive and socio-emotional growth. Therefore, it's crucial to fulfil this gap in the literature by exploring how students' exposure to cartoons impacts their vocabulary acquisition and emotional regulation. This investigation could provide valuable insights for improving teaching methods. For improving teaching method this investigation could provide valuable insights. The conclusion of this study will provide enrich educational practices and offer practical, meaningful guidance for teachers.

Significance of the Study

That's why this study is important because it provides valuable insights into how watching cartoons impacts the emotional development and vocabulary enhancement of South Asian primary school students. By exploring, this research deepens our understanding of the broader effects of how cartoons influence emotional regulation of this popular entertainment medium on children's overall development. Similarly, this study investigates the impact of watching cartoons on students' vocabulary acquisition and how it can help us understand the effects of language development in young learners. By investigating these facets, we can gain valuable insights into the significant role gender plays in media consumption and sightsee the differences between boys and girls in how cartoons impact their emotions and vocabulary development. Overall, the findings of this study can help instructors, parents, and policymakers make informed decisions to better support

children's emotional well-being and language development in relation to their cartoon-watching habits.

Literature Review

Researchers and educators have long been interested in exposure how early to cartoons and animated films influences the emotional regulation and vocabulary acquisition in the South Asian learners' classroom. The widespread popularity of various cartoon characters among children of all ages has even played a significant role in shaping children's cognitive and emotional development. This literature review aims to explore how watching cartoon movies plays a significant role in this existing research in South Asian primary school students' emotional regulation and vocabulary acquisition. Emotional regulation is an essential skill that allows students to manage their social situations and emotions effectively. The study shows that watching cartoons can have both positive and negative effects on emotional regulation of students. For example, Akhtar et al., (2016) study found that watching educational cartoons can help children learn about feelings, emotions and develop empathy towards others. On the other hand, children aggression or violent can increase after watching excessive exposure and dysregulation in aggressive cartoons that has been linked to increased aggression and emotions (Zeman et al., 2006).

Watching cartoons can also play a significant role in increasing students' language development, particularly in terms of vocabulary acquisition. Cartoons have often a wide range feature of vocabulary and phrases for guideline of students to enhance their vocabulary and improve their language skills. A research conducted by Khan et al., (2018) demonstrated that children who watched educational cartoons showed significant improvements in their vocabulary acquisition and conversational skills as compared to those who did not watch cartoons. However, it is necessary to note that all cartoons are not created equal, and the content of the cartoons plays a significant role on children which in impact of cartoons varies depending on the characters and storylines. Research has shown that educational cartoons tend to have a more positive influence and focus on teaching specific skills or concepts are more beneficial for students' cognitive development as compared to purely entertainment-based cartoons (Riaz et al., 2019). By considering these factors, teachers and parents can make more valuable selection about age-appropriate cartoons, that helping children develop better language, emotional, and communication skills.

Emotional Regulation

Emotional regulation refers to how we manage our emotions, including our thoughts, feelings, and physical responses (Gross, 1998). In the view of Gross (1998), this includes both instinctive and deliberate processes. Automatic processes are quick, instinctive responses to emotional creates, while deliberate

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processes are the strategies, we consciously use to handle our emotions effectively. This skill develops over time as we grow and gain more experience. Infants primarily rely on physiological regulation, while toddlers begin to develop basic strategies such as seeking comfort from caregivers. As children grow, their cognitive and behavioural skills become more advanced, allowing them to use a wider range of regulatory strategies (Cole et al., 2009). Factors such as temperament, parenting practices, and social experiences can all influence the development of emotional regulation skills.

Vocabulary Acquisition

Vocabulary acquisition, the process of learning and storing new words, is a fundamental aspect of language development. Understanding how individuals acquire vocabulary is crucial for educators, linguists, and anyone interested in the power of words. When teaching vocabulary, educators often face questions about which words to focus on, how to identify and teach them effectively, which tools and methods to use, how to raise students' awareness, strategies to improve vocabulary retention, and methods for assessing learning progress (Allen, 1983, p.6). According to McBain (2011), there are various methods for acquiring vocabulary, including the lexical approach, theme-based learning, lexical phrase method, grammar-translation method, audio-lingual method, and communicative language method. It's significant to note that there is no single best method for teaching vocabulary. When students learn new words, they need to use their metacognitive skills to figure out how and when to use these words efficiently. To help them, it's significant to teach new words in a way that assimilates them into different language skills and confirms they are remembered in meaningful settings (Ubaque & Pinilla, 2018). Selecting the right words to teach is a key part of this process. It's critical to select words that match the students' expertise levels and focus on high-frequency words that they are likely to encounter often (Anil, 2011).

Methodology (Type of Study)

The present study employs a quantitative approach to discover the impact of watching cartoons on students' emotional regulation and vocabulary acquisition at the primary level in South Asian primary schools.

Nature of the Study

The nature of the study is descriptive, directing to explore the impact of watching cartoons on students' emotional regulation and vocabulary acquisition in South Asian primary schools. It pursues to recognize the relationship between cartoon consumption and these developmental characteristics among young learners in the context of South Asian educational settings. The study reconnoitres a comparatively underexplored area within education and child development, aiming

to generate new ideas and knowledge while unfolding current patterns of cartoon-watching habits among primary school students in South Asia.

Research Design

The research design for this study is a quantitative in nature and descriptive essentials to explore the impact of watching cartoons on students' emotional regulation and vocabulary acquisition in South Asian primary schools.

Descriptive Phase

- **Surveys and Questionnaires:** Structured surveys and questionnaires were administered to parents to gather quantitative data on their children's cartoon-watching habits, emotional regulation, and vocabulary acquisition.
- **Data Analysis:** used statistical tools to analyse the collected data, including frequency distributions, correlation analyses, and regression analyses to understand the relationship between cartoon consumption and students' developmental aspects.

Procedure of the Study (Population)

This study will involve parents of primary school students from the Lahore district in South Asia as the target population.

Sample

Identify 400 parents of primary school students selected randomly using a simple random technique.

Data Collection

Data was collected through a structured questionnaire. The researcher utilized a five-point Likert scale for this.

Analysis of Data

A structured questionnaire was designed with five response options: highly agree, agree, undecided, disagree, and strongly disagree. The questionnaire data was analyzed using SPSS, and the results were presented in a table showing Means and Standard Deviation. The analysis indicated a significant impact of watching cartoons on students' emotional regulation and vocabulary acquisition in South Asian primary schools. The study discovered a positive connection between watching cartoons and the development of emotional regulation and vocabulary acquisition among primary school students in Lahore. The primary goal of the

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research was to explore how watching cartoons impacts students' emotional regulation and vocabulary development. To gather parents' perceptions on emotional regulation, a questionnaire with 24 items was used, and for vocabulary acquisition, a questionnaire with 17 items was employed. The results were discussed based on the segments of the corresponding questionnaires.

Analyze the impact of watching cartoons on students' emotional regulation and vocabulary acquisition in a systematic way

	N	Minimum	Maximum	Mean	Std. Deviation
Emotional regulation	400	1.24	4.00	2.2983	.442261
Vocabulary acquisition	400	1.06	3.59	2.2969	.48174
Valid N (listwise)	400				

Emotional Regulation

The Table below displays the results of a t-test for the factor of Emotional Regulation. The t-test associates two groups and undertakes that the variances in the two groups are equal. To check if the variances are certainly equal, investigators often use Levene's test. Levene's test is a statistical test that helps regulate if the variances between two or more groups are standardized. This is significant because if the variances are not equal, it can distress the results of the t-test and the conclusions strained from the data. By using Levene's test, investigators can ensure that the evaluation between the two groups is valid and reliable.

Table 2 t-test is used to investigate the overall factor of Emotional regulation.

Gender of Responded	N		Mean	Std Deviation	Std Error Mean
Emotional Development	Male	195	2.30	.425	.030
	Female	205	2.30	.421	.029
		Levene's Test for Equality of Variances	t-test for Equality of Mean		

Emotional Development	F		Sig.	t	df.	Sig.	Mean	Std	
	95% Confidence		(2-tailed) Difference					Std	
	Interval of							Error	
	Difference							Difference	
Equal variances assumed	Lower	Upper	.003	.954	-.134	.398	.893	-.006	.078
			.042	-.089					
Equal variances not assumed			.042	-.134		396.584	.893	-.006	.078

The Table delivers the results of two key statistical tests: Levene’s test for evaluating equivalence of variances and the *t*-test for comparing means. These tests are commonly used to evaluate two groups (such as different treatments or conditions) based on unceasing outcome variables. The Levene's test yielded an F-value of .003 and a significance value of .954, representative no significant difference in variances between the groups. In the *t*-test, a t-value of -.134 is obtained with .398 degrees of freedom and a significance value of .893. These results advocate that there is no significant difference in the mean scores of the two groups, irrespective of whether or not equal variances were expected.

Vocabulary Acquisition

Table 3 t-test is used to analyze the overall factor of Vocabulary acquisition.

Gender of Responded		Mean	Std	Std Error
N		Deviation	Mean	
Vocabulary acquisition	Male	195	2.3297	.44979
	Female	205	2.2657	.50941

Levene's Test for Equality of Variances		t-test for Equality of Mean						
Language	F		Sig.	t	df.	Sig.	Mean	Std
	95% Confidence		(2-tailed) Difference					Error
	Interval of							Difference
	Difference							Difference
Equal								

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variances assumed	Lower		Upper				
		3.029	.083	1.329	398	.184	.06400
	.04814		-.03064				
Equal variances not assumed			1.334	395.829	.183	.06400	.15836
	.04799		-.03035				

The Table shows the results of two statistical tests: Levene's test for equality of variances and the *t*-test for equality of means. These tests are used to associate two groups, which may signify different dealings or conditions, based on constant outcome variables.

- Levene's Test: The F-value is 3.02 with a significance level of 0.083. This suggests that there is no significant difference in variances between the groups, as the significance level is above the commonly used threshold of 0.05.
- *t*-Test: The *t*-value is 1.32 with 398 degrees of freedom and a significance level of 0.18. These results indicate that there is no significant difference in the mean scores between the two groups, regardless of whether equal variances are assumed.

Overall, both tests recommend that there is no significant difference in emotional regulation between the two groups being compared.

Conclusion

The study pointed to discover how watching cartoons impacts students' emotional regulation and vocabulary acquisition in South Asian primary schools. It acquired a quantitative approach to explore this phenomenon. The conclusions exposed a positive correlation between watching cartoons and the emotional regulation and vocabulary acquisition of students. Through watching cartoons, children not only show their interest and entertain themselves but also increase appreciated visions into various aspects of life. They learn new things about the world around them, understand their own emotions and excitements, and become acquainted with handling different situations in their daily lives. Cartoon series offer a valuable platform for children to explore themes such as imagination, integrity, friendship, and responsibility, which contributes to their emotional, psychological, and linguistic development. Watching cartoons provides several benefits for a child's mental growth, impacting both language and emotional development. As children

engage with cartoons, they absorb important values, enhance their sensory awareness and observational skills, and deepen their understanding of emotions.

Cartoons also encourage critical and analytical thinking, which supports memory retention and cognitive development, potentially alleviating emotional distress. Additionally, they play a crucial role in problem-solving and decision-making skills. By expanding vocabulary and fostering effective emotional management, cartoons contribute to overall language development. In practical terms, cartoon watching can aid in vocabulary expansion, pronunciation, and language proficiency. For South Asian primary school students, cartoons offer a unique way to become fluent in English and familiarize themselves with various slang and expressions from other cultures. Moreover, through consistent and clear interaction, cartoons help children develop their communication skills, including speaking, listening, and comprehension. Overall, the findings suggest that watching cartoons has a significantly positive impact on South Asian primary school students' emotional regulation and vocabulary acquisition, enhancing their linguistic and emotional intelligence and promoting holistic development.

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