



REVIEWER'S REPORT

Manuscript No.: IJAR-58077

Title: Cartoon Viewing and Its Impact on School-Going Children: Evidence from Dhaka City, Bangladesh

Recommendation:

- Accept as it is
- Accept after minor revision.....
- Accept after major revision
- Do not accept (*Reasons below*)

Rating	Excel.	Good	Fair	Poor
Originality			
Techn. Quality			
Clarity			
Significance			

Reviewer's ID: JPR- 180

Detailed Reviewer's Report

This paper examines the influence of cartoon viewing on the behavior and development of school-going children in Dhaka, Bangladesh. The study addresses an important and contemporary issue, as cartoons constitute a significant part of children's daily media consumption. The authors attempt to explore both the positive and negative effects of cartoons from the perspectives of children and their parents, thereby providing a balanced understanding of the subject. The topic is relevant for educators, parents, psychologists, and policymakers concerned with child development. The literature review is comprehensive and presents a broad discussion of cartoons, television viewing habits, media influence, and children's behavioral development. The authors effectively integrate previous studies that highlight concerns regarding violence, aggression, language acquisition, and social learning. The review also identifies a research gap by emphasizing the limited empirical evidence available from Bangladesh, particularly studies that simultaneously examine both positive and negative impacts of cartoon viewing. This strengthens the justification for conducting the research.

Methodologically, the study employs a survey design involving 70 children aged 6–11 years and their parents from selected schools in Dhaka City. The use of questionnaires, interviews, and focus group discussions allows for the collection of both quantitative and qualitative data. Ethical considerations, including parental consent and confidentiality, were appropriately addressed. However, the relatively small sample size and purposive sampling technique limit the generalizability of the findings beyond the selected schools and urban context. The findings reveal that cartoons are a dominant leisure activity among children, with most respondents watching cartoons daily for two to three hours. The study highlights several positive outcomes, including improvements in English language skills, creativity, imagination, moral learning, and scientific curiosity. Parents and children generally perceived cartoons as educational and entertaining, supporting the argument that media can contribute positively to child development when appropriate content is selected.

At the same time, the research identifies several concerns associated with excessive or inappropriate cartoon viewing. Some children exhibited aggressive behavior, imitated fighting scenes, became emotionally dependent on cartoons, and showed reduced interest in academic activities. These findings align with Social Learning Theory, suggesting that children often imitate behaviors observed in media content. The paper successfully demonstrates that cartoons can exert both beneficial and harmful influences depending on the nature of the content and the extent of exposure. One of the strengths of the paper is its balanced approach. Rather than portraying cartoons solely as harmful, the authors acknowledge their educational and developmental potential. The inclusion of parents' and children's direct statements enriches the analysis and provides practical insights into how cartoons influence

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language, behavior, creativity, and cultural awareness. The discussion effectively connects the empirical findings with established theoretical perspectives and prior research.

Despite its strengths, the paper has several limitations. The sample size is relatively small, the research is confined to Dhaka City, and the study relies heavily on self-reported data, which may introduce bias. Additionally, the study does not examine long-term effects, differences across socioeconomic groups, or the influence of specific cartoon genres. Future research could employ larger, more diverse samples and longitudinal designs to provide deeper insights into children's media consumption patterns.

Overall, this is a well-structured and relevant study that contributes valuable knowledge to the field of media studies and child development. The findings emphasize the importance of parental supervision, age-appropriate content selection, and media literacy. The paper offers practical recommendations for parents, educators, and policymakers while highlighting the need for greater support for locally produced educational cartoons. Its balanced conclusions and policy implications make it a meaningful contribution to understanding the role of cartoons in shaping children's social and cognitive development.