Effect of Animation on Concept Formation of Students from Government and Private Schools between the Age Group of 7-11 Year

Verma Ruchi[1], Mishra Sunita[2]

[1]Student, Department of Human Development & Family Studies School for Home Sciences, Babasaheb Bhimrao Ambedkar University (A Central University), Vidya Vihar, Raebareli Road, Lucknow-226025, India

[2]Dean and Head, Department of Human Development & Family Studies School for Home Sciences, Babasaheb Bhimrao Ambedkar University (A Central University), Vidya Vihar, Raebareli Road, Lucknow-226025, India

Abstract: *Animation is the process of creating the continuous motion and shape change illusion by means of rapid display of a sequence of static images that minimally differ from each other. Cartoon animation has great impact on children's mind, because all children love to see cartoon. Cartoon movies which are necessary sources of fun for children also have educational aspects. Innocent display of cartoons which give many subtle messages include various negativities. One of these negativities is related with the characters' gender. Characters in cartoon movies include females, males, animals and inanimate objects. While male and female characters' roles are shaped according to existing stereotypical role models in society, animal and inanimate characters have anthropomorphic characteristics like walking on two feet or speaking. Such characters have their places in these movies with their human-like characteristics. Children's judgments of the reality status of television programmes are not based solely on comparing specific program content with their knowledge of the world. They also need to draw on their knowledge of the medium of television. Without the use of both kinds of knowledge, a documentary about an exotic country might seem as fantastic as a science-fiction adventure. Sample Size was 100 girls and boys from private and government school. Sample Area was Lucknow city. Study Period was 2013 – 2014. This study is conducted with the objective of to assess the effect of animation and videos on concept formation of the school going children between age group of 7-11year. The findings comes, children loves cartoon so they observe there activity and they learn their behavior, they like everything's that is liked by their favorite cartoon. Boys like action and girls like fairy tales mostly. Most of the private school students act like cartoon rather than government school students.*

Keywords: Animation, concept formation, Cartoon, and School going children, Multimedia.

1. Introduction

According to Piaget, the **concrete operational stage**, extending from about 7-11 years, marks a major turning point in cognitive development. Thought becomes far more logical, flexible, and organized, more closely resembling the reasoning of adults than that of younger children [**1**].

The school going age started from first 6 year to 8 year of child's life are globally acknowledged to be the most critical years of lifelong development since, the pace of development in these years is extremely rapid. Recent research in the field of neuroscience, particular on the brain, has provided convincing evidence of the 'critical periods' located within these early years for the forming of synaptic connections in the brain and for the full development of the brain's potential[**2**]. Children's understanding of what is 'real' on television clearly needs to be related more generally to the development of their understanding of what is real in the everyday world. Without being taught to do so children make their own assessments of the reality status of television program. Based upon their growing knowledge of both the medium and the everyday world they make increasingly sophisticated judgments about what is 'real' on television using multiple criteria· children made sense of a television program, these researchers argued that 'far from the fantastic nature of cartoons causing confusion between fantasy and reality, the largeness of the gap is helpful to young children in building up precisely this capacity to discriminate' [**3**].

Multimedia is the integration of multiple forms of media. This includes text, graphics, audio, video, etc. For example, a presentation involving audio and video clips would be considered a "multimedia presentation." Educational software that involves animations, sound, and text is called "multimedia software." CDs and DVDs are often considered to be "multimedia formats" since they can store a lot of data and most forms of multimedia require a lot of disk space [**4**].

Children's cartoons are packed with many controversial topics such as violence and sexuality. These messages are not always purposely placed in the cartoon, but instead are sometimes the result of an oversensitive parent or a misunderstanding. However, many parents would be shocked to learn that cartoon makers are intentionally brainwashing their children by secretly placing messages never to be deciphered by the conscious mind, but instead propagating the subconscious, into behaving a certain way· [**5**].

2. Objective

To assess the effect of animation on concept formation of the school going children between age group of 7-11year.

3. Materials and Methods

- Lucknow city was selected for conducting the study.
- The time taken for the study was one 2013 to 2014.

- Sample Technique was Purposive random sampling.
- The sample size of the study was restricted up to 100 samples, 50 girls and 50 boys from government and private school.
- The main tools were used in the study was predesigned questionnaire. The questionnaire consists of general and specific information required for study. And data were collected through Questionnaire method.
- Independent variable was Type of school (Government and Private), Gender.
- Dependent variable was Animation, Information and communication Technology (ICT), School going children
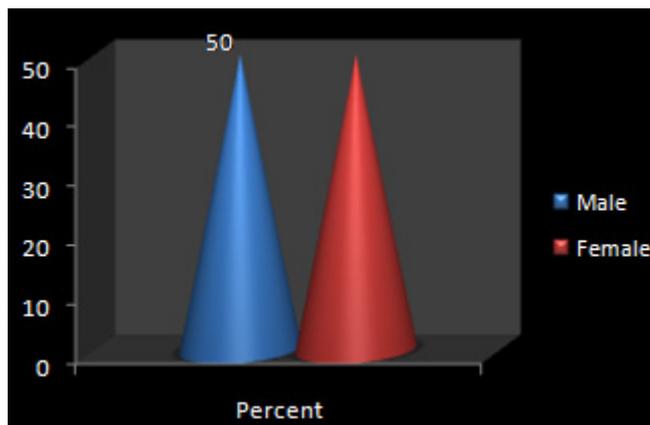
4. Result

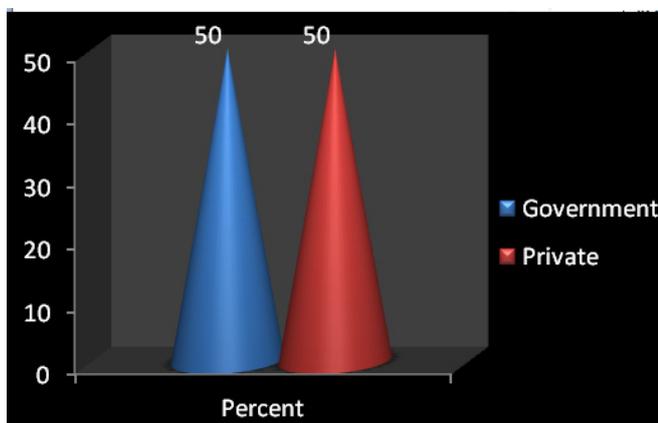**Figure 1:** Distribution of respondent according to sex

Figure 2: Distribution of respondent based on their Type of school

Table 1: Distribution of respondent according to like most cartoon in boys and girls of government and private Schools (N= 100)

S.No.	Cartoon Name	Government			Private		
		Girls	Boys	Total	Girls	Boys	Total
1.	Chhota Bhim	9(36)	16(64)	25(50)	3(12)	12(48)	15(30)
2.	Doremon	8(32)	4(16)	12(24)	13(52)	6(24)	19(38)
3.	Tom & Jerry	5(20)	4(16)	9(18)	4(16)	3(12)	7(14)
4.	Ninja Hathori	_	1(4)	1(2)	_	4(14)	4(8)
5.	Barbie	3(12)	_	3(6)	5(20)	_	5(10)

(Figures in parentheses indicate percentage)

The above table1. shows that majority of girls (36%) from government school prefer chhota bhim, (32%), (20 %), (12%)girls were giving preference to doremon, Tom and

Jerry, and barbi respectively. It is found that none of the girl respondent was like ninja hathori. majority of boys from government school like (64%) chhota bhim, (16%) ,(16 %) ,(4%)boys like doremon, Tom and Jerry, Ninja hathori respectively. It is found that none of the boy respondent was like barbi. majority of girls from private school like (12%) chhota bhim, (52%), (16 %),(20%) girls like doremon, Tom and Jerry barbi respectively . It is found that none of the girl respondent was like ninja hathori. Majority of boys from private school like (48%) Chhota bhim, (24%), (12 %), (4%) boys like doremon, Tom and Jerry, Ninja hathori. It is found that none of the boy respondent was like barbi.

Table: 2: Distribution of respondent according to effect of animation on Concept formation in boys and girls of Government and private Schools: (N= 100)

S. No.	Statements	Government			Private		
		Girls	Boys	Total	Girls	Boys	Total
1.	Program advice is useful	20(80)	22(88)	42(84)	23(92)	24(96)	47(94)
2.	Watch educational program	13(52)	14(56)	27(54)	14(56)	17(68)	31(62)
3.	Knowledge about living and non living things	20(80)	17(68)	37(74)	23(92)	24(90)	47(94)

(**Figure in parentheses indicate percentage**)

The above table.2 show that is majority of Boys (88%) from government school think program advice is useful and (80%) girls think program advice is useful. majority of Boys (96%) from private school think program advice is useful and (92%) girls think program advice is useful. majority of Boys (56%) from government school watch educational program on cartoon channel and (52%)watch educational program. majority of Boys (68%) from private school watch and (56%) girls watch educational program on cartoon channel. majority of Girls (80%) from government school knowledge about living and non living things and (68%) girls knowledge about living and non living things. majority of Boys (90%) from private school knowledge about living and non living things and (92%) girls knowledge about living and non living things.

Table 3: Testing of hypothesis- Distribution of respondent according to effect of animation on Concept formation in students of Government and private Schools: (N= 100)

Ho[1]: There is no relationship between government and private school of the respondents and effect of animation on Concept formation.

S. No.	Statements	Government N=50		Private N=50		Total N=100	
		Mean	SD.	Mean	SD.	t-value	Sig.
1.	Program advice is useful	1.90	1.147	2.30	1.26	_ 1.63*	.001
2.	Watch educational program	1.46	.503	1.38	.490	_.805	.149
3.	Knowledge about living and non living things	1.26	.443	1.06	.240	_ 2.807**	.000

The above table.3 show that is in government school respondents (μ=1.90) was think program advice is useful and, Majority of private school respondents (μ=2.30) was

think program advice is useful. Majority of government school respondents (μ=1.46) was watch educational program on cartoon channel, and in private school respondents (μ=1.38) was watch educational program on cartoon channel. Majority of government school respondents (μ=1.26) was know about living and non living things, and in private school respondents (μ=1.06) was about living and non living things.

The data reported highly significant relation between government and private school of the respondents and effect of animation on Concept formation like Program advice is useful and Knowledge about living and non living things.

Table:4: Distribution of respondent according to time of watching cartoon by boys and girls of Government and private Schools: (N= 100)

S.No.	Time of watching	Government			Private		
		Girls	Boys	Total	Girls	Boys	Total
1.	1-2 hours	7(28)	5(20)	12(24)	20(80)	10(40)	30(60)
2.	2-3 hours	14(56)	15(60)	29(58)	5(20)	13(52)	18(36)
3.	3-4 hours	4(16)	5(20)	9(18)		2(8)	2(4)

(**Figure in parentheses indicate percentage**)

The above table.4 show that is majority of Girls (28%) from government school watch cartoon channel 1-2 hours, Boys (20%) watch cartoon channel 1-2 hours daily. majority of Girls (80%) from private school watch cartoon channel 1-2 hours and Boys (40%) watch cartoon channel 1-2 hours daily. majority of Boys (60%) from government school watch cartoon channel 2-3 hours, Girls (56%) watch cartoon channel 2-3 hours daily. majority of Boys (52%) from private school watch cartoon channel 2-3 hours and Girls (20%) watch cartoon channel 2-3 hours daily. majority of Boys (20%) from government school watch cartoon channel 3-4 hours, Girls (16%) watch cartoon channel 3-4 hours daily. majority of Boys (8%) from private school watch cartoon channel 3-4 hours and Girls no watch cartoon channel 3-4 hours daily.

Table 5: Testing of hypothesis- Distribution of respondent according to effect of time of watching cartoon on students of Government and private Schools: (N= 100)

Ho^2: There is no relationship between government and private school of the respondents and effect of time on watching cartoon.

S.No.	Statements	Government N=50		Private N=50		Total N=100	
		Mean	SD.	Mean	SD.	t-value	Sig.
1.	1-2 hours, 2-3 hours 3-4 hours	1.70	.403	1.40	.495	- 3.130	.046

The above table.5 show that is in Majority of government school respondents (μ=1.70) was watch cartoon according to time and, private school respondents (μ=1.40) was watch cartoon according to time. The data reported not significant relation between government and private school of the respondents and effect of time of watching cartoon.

5. Conclusion

Majority of girls and boys from government school both like chota bhim, and private school girls like doremon, and boys like chota bhim. Most of the boys from government and private school both think Program advice is useful and watch educational program. Private school students have more Knowledge about living and non living things rather than government school. Most of the government school students watch cartoon 2-3 hours and private school students watch cartoon 1-2 hours. Children think about cartoon they are present in real life, but actually cartoon are not present, they made by computer software. They think every dialogs and advices is good and useful for them, they easily learn by animation. So today children's easily influenced by cartoon and made their own concepts that are not related to real life. Children's learn from media and cartoon animation and learn from them, they think the cartoon present actually and they work like human, they confused about more things, so parents give answer every question that is asked by their children. So are not confused and think in real world.

6. Recommendation

While most scientists are convinced that children can learn aggressive behavior from television, they also point out that parents have tremendous power to moderate that influence. Because there is a great deal of violence in both adult and children's programming, just limiting the number of hours children watch television will probably reduce the amount of aggression they see. Parents should watch at least one episode of the programs their children watch. That way they'll know what their children are watching and be able to talk about it with them. When they see a violent incident, parents can discuss with their child what caused the character to act in a violent way. They should also point out that this kind of behavior is not characteristic, not the way adults usually solve their problems. They can ask their children to talk about other ways the character could have reacted, or other nonviolent solutions to the character's problem. Parents can outright ban any programs that they find too offensive. They can also restrict their children's viewing to shows that they feel are more beneficial, such as documentaries, educational shows and so on. Parents can limit the amount of time children spend watching television, and encourage children to spend their time on sports, hobbies, or with friends; parents and kids can even draw up a list of other enjoyable activities to do instead of watching TV. Parents can encourage their children to watch programs that demonstrate helping, caring and cooperation. Studies show that these types of programs can influence children to become more kind and considerate.

References

[1] Laura E. berk. Child development (8th edition) Chapter 1st. History, Theory, and Applied Directions. PHI Learning Private Limited New Delhi- 110001, 2011
[2] Mishra.Sunita, Quality dimentions of early childhood care and education: Concerns and issues, Regional institute of education (National council of educational

research and training, New Delhi), Bhubaneswar, Odisha-751022, website: www.riebbs.ori.nic.in, 2011.

[3] Chandler.D, Children's Understanding of What is 'Real' on Television, A Review of the Literature, asscssed on http://www.aber.ac.uk/media/Documents/short/realrev.html

[4] Singh.S, Mishra.Sunita, *"A Study About Role of Multimedia in Early Childhood Education"* *International Journal of Humanities and Social Science Invention ISSN (Online): 2319 – 7722, www.ijhssi.org Volume 2 Issue 6. PP: 80-85, June. 2013*

[5] C.J. Choma. EFFECT OF CARTOON ON CHILDREN (accessed on http://www.bgsu.edu/departments/tcom/faculty/ha/tcom103fall2004/gp9/ at dated 9-11-13)