

Mothers' Perception and Parenting Style regarding Effect of Cartoon Movies on Preschool Children

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Abstract

Background: Cartoons are one of the daily habits of children, that has positive and negative effects on the health of children. **Aim:** Was to assess mothers' perception and parenting style regarding effect of cartoon movies on preschool children. **Research design:** A descriptive research design was utilized to conduct this study. **Setting:** The study was carried out at 10 nursery schools in Baha City. **Sample:** Simple random sample was used in this study. **Tools:** It include three tools were used, **tool (I)** An interviewing questionnaire was used, a):to assess child characteristics, b): sociodemographic characteristics of studied mothers, c): health problems of studied children, d): methods used to prevent negative effects of cartoon movies, e): mothers' knowledge regarding cartoon influence on their children. **Tool (II):** Likert scale to assess mothers' attitude regarding effects of cartoon on children, **Tool (III):** Likert scale to assess parenting style. **Results:** 50.8 % of studied children aged from 4 to less than 5 years and 51.3% of them were male. While 48% of studied mothers aged from 20 to less than 30 years and 57.3% of them had university education, also 48 % of them had average knowledge regarding effect of cartoon movies on their children. In addition, 66.3% of them had positive attitude regarding effects of cartoon movies and 45.3% of them were using autocratic parenting style. **Conclusion:** There was no statistically significant relation between mother's parenting style and their total knowledge. **Recommendation:** Developing educational health program for all mothers to improve their knowledge, attitude, and their practices toward effects of cartoon movies on their children.

Key words: Cartoon movies, Mothers, Parenting style, Perception, Preschool children.

Introduction

Nowadays, there are lot of entertainment ways to enjoy children's leisure time, among that, watching cartoon movies. Cartoon movies is a motion picture that is made from a series of drawings, computer graphics, or photographs of inanimate objects (such as puppets) and that simulates movement by slight progressive changes in each frame. Cartoon movies have become an integral part of preschool children's daily habits and they are already become regular and enthusiastic audience of cartoon movies. Cartoon movies have both positive and negative effects on physical, social,

psychological, and cognitive health of preschool children (Bedekar & Joshi, 2020).

Cartoon content teaches preschool children some positive skills such as help in developing cognitive skills, auditory processing, concentration, language development, increases the creativity and imagination. Also cartoon movies help preschool children to learn better and quick, control their temper, obey their parents, speak in a polite way, help the poor, aid the old, work in a group without feeling hatred or jealous from their colleagues (Wijethilaka, 2020).

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On the other hand ;cartoon effect on preschool children health negatively and may lead to health problems such as vision problems, neck and back pain and obesity due to continuous screen time and reduced physical activity level , also learn preschool children in appropriate role model ,disobedient and violent behavior ,using swear words and lack of empathy .Some studies found that 71% of children think that killing and destroying enemies in cartoon movies is right thing to do , so rate of aggressive ,antisocial behaviors and crimes increase between children (**Ramesh, 2021**).

Parenting styles are the representation of how parents respond to and make demands on their children. The quality of parenting can be more essential than the quantity of time that parent spent with their preschool children. It's important to ensure parenting style is supporting healthy growth and development of preschool children because the way parent interact with their preschool children will influence them for the rest of their life. Researchers have identified four types of parenting styles: Authoritarian, Authoritative and Permissive. Each style takes a different approach to raising children and can be identified by a number of different characteristics (**Morin, 2021**).

Community health nurse plays crucial role in awareness of mothers about negative effects of cartoon movies and how to reduce it through the following guidelines: mothers should accompany their children during watching cartoon movies, set the time limit of watching cartoon movies, also explain the benefits of physical games and playing outdoors, make sure their children watch age-relevant cartoons as age-appropriate cartoons will help in learning in the right direction. Tell their children that cartoons are far from

reality, choose informative channels such as animal planet, discovery channel, national geographic and so on. This will help preschool children in learning better things which will increase their preschool children's knowledge such channels are effective in the overall development of their children's mind (**Sopekan et al., 2020**).

Significance of the study:

Cartoons are a good source of education and knowledge which help children learn the values. But these days, cartoons tend to show a lot of violence and obscenity. Children are highly influenced by the cartoon's series because they pay more attention and give more time to cartoons instead of other activities. Continuous watching for cartoon has effect on children behavior, family life and health when children are engaged in watching animated cartoons they are at increased risk of obesity, violence, and aggression, as long as the TV is on, children ignore visitors, parents and other siblings. They withdraw from social interaction, their language delays, sleep deprivation, vision problems and migraine headaches. These effects have been recognized as a major health problem, requiring the efforts of health care professionals. According to some research results prevalence of preschool age aggression in Egypt due to cartoon were 68% who occasionally suffering from aggression and 32 % who always suffering from aggression (**Amin et al., 2011**).

Another study shows that 33% of children have been shown to have acted in violent behavior, 64% of children ignore what parents are saying while they are watching their cartoons in violent behavior, and 45% become violent when parents switch off television or ask to do some other work

(Wijethilaka, 2020). So, this study is important to know perception of mothers regarding negative effect of cartoon on their children.

Aim of the study

The study aimed to assess mothers' perception and parenting style regarding effect of cartoon movies on preschool children.

Research questions:

1. What are methods used to reduce negative effects of cartoon movies?
2. What is mothers' knowledge regarding effect of cartoon on children?
3. What is mothers' attitude regarding effect of cartoon on children?
4. What is mothers' parenting style regarding effect of cartoon on children?
5. Is there a relation between knowledge of mothers regarding effect of cartoon and parenting style?

Subjects and method

Study Design:

A descriptive research design was used to conduct this study.

Study setting:

This study was conducted at 50% from total number of nurseries (20) in Baha City; so, this study included (10) nursery schools named Anas bin Malik, Al-Atribi, Hoda Shaarawy, Imam Muhammad Abdo, Ibn Khaldoun, Jamal Al Din Al Afghani, Mohamed Farid Elementary, Agrarian Reform, Revolution Elementary, Taha Hussein.

Sampling:

Simple random sample was used in this study by using the following formula:

$$n = \frac{N}{1 + N(e)^2}$$

Where n= total sample size N=total population (e)² =0.05.

N= total number 400 mother.

Tools for data collection:

Three tools were used in this study:

Tool (1): A structured interviewing questionnaire: It was developed based on reviewing relate literatures and it was written in simple clear Arabic language: It comprised of three parts:

Part (1): was concerned with:

a-Demographic characteristics of child involved in the study. It included 3 questions as (age, sex, and child order).

b-Socio demographic characteristics of the mothers involved in the study. It included 8 questions as (age, educational level, marital status, number of children in family, occupation, place of residence, type of family, family monthly income).

Part (2): It was concerned with methods used to reduce negative effect of cartoon on children.it included 1 question as (methods used to reduce the negative effects of cartoon movies).

Part (3): It was concerned with:

A-Studied mothers' knowledge regarding cartoon influence on their children: it included 10 questions divided into (1) definition, (3) positive effect, (3) negative

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effect, (1) time allowed, (1) physical problems, (1) behavioral changes.

Scoring system:

The scoring system for mothers' knowledge was calculated as follow (2) score for correct and complete answer while (1) score for correct and incomplete answer and (0) for don't know.

The total Knowledge score was considered good if the score of the total knowledge >75% (>15points), while considered average if it equals 50-75% (10-15points) and considered poor if it is <50% (<10points). The total score of knowledge =20.

Tool (2): was concerned with mothers' attitude regarding effects of cartoon on children, adapted from (**Fidan & Kesici, 2018**). which was modified by the investigator to assess attitude of mothers regarding effects of cartoon movies on their children. It was translated into Arabic by investigator. It included 12questions divided into (5) about believes, (5) about feelings, (2) about effects of more cartoon watching

Scoring system:

The scoring system for mother's attitude Likert scale was calculated as follow (2) score for agree while (1) score for neutral and (0) for disagree.

The total attitude score was considered positive if the score of the total attitude >80% (>19points), while considered negative if the score of total attitude (< 19 point). The total score of attitude =24.

Tool (3): Was concerned with parenting style which was modified by the investigator to assess style of mothers regarding effects of cartoon movies on their children. It was

translated into Arabic by investigator. It included 21questions divided into 3style; each style consisted of 7 questions.

Scoring system:

The scoring system for parent style was calculated as follow (2) score for always while (1) score for sometimes and (0) for never.

The total parent style score was considered good if the score of the total parent >75% (>31points), while considered average if it equals 50-75% (21-31points) and considered poor if it is <50% (<21points). The total score of parent style =42.

Tools validity:

The tools validity was done by five of Faculty's staff nursing experts from the Community Health Nursing specialties who reviewed the tools for clarity, relevance, comprehensiveness, and applicability.

Reliability:

Content reliability: refers to the extent that the measurement is stable, dependable, and sound. Reliability of tools was done by Cronbach Alpha test, for knowledge was 0.757, for Attitude was 0.643, Authoritarian style was 0.683, Authoritative style was 0.691, Permissive style was 0.754.

Ethical consideration:

All ethical issues were assured, oral consent has been obtained from each mother before conducting the interview and given them brief orientation to the purpose of the study. They were also reassured that all information gathered would be treated confidentiality and used only for the purpose of the study. Mothers had right to withdraw from the study at any time without giving any reasons.

Pilot study

The pilot study was carried out on 40 mothers which represented 10% of the total sample size (400) mothers. The pilot study was made to assess the tool clarity, applicability and time needed to fill each sheet, completing the sheet consumed about 20-25 minutes. No modification was done, so the pilot study sample was included to the total sample.

Field work:

The actual field work was carried out from the beginning of October 2021 to the end January 2022. The investigator visited nursery schools from 8 am to 2 pm, three day per week (Sundays, Tuesdays, and Thursdays) to collect data from mothers of children. The average time needed for the sheet was around 20-25 minutes depending on their responses of the interviewers. The average number interviewed at nursers were 6-7 mothers/day

Statistical analysis:

All data collected were organized, tabulated, and analyzed by using the Statistical Package for Social Science (SPSS) version 20, which was used frequencies and percentages for qualitative descriptive data and χ^2 was used for relation tests, mean and standard deviation was used for quantitative data, degree of significance was identified. The observation of associations was considered as the following: Highly statistically significant (HS) $P < 0.001$, statistically significant (s) $P \leq 0.05$ and not statistically significant (NS) $P > 0.05$.

Results:

Table (1.a): Shows that 50.8 %of studied children aged from 4 to less than 5 years old with mean 4.12 ± 0.97 and 51.3%of them were

male. In addition, 57% of them were the second in order of children.

Table (1.b): Shows that 48%of studied mothers aged from 20 to less than 30 years old with mean age 29.34 ± 5.26 years. In addition, 57.3% of the studied mothers had university education ,93.3% of them were married and 45%of them have 2 children in family. Also, 59% of them were employee and 65.7%of them were working 6 hours per day. Moreover, 52.3 % of them were living in rural area, and 61.5% of them had enough income.

Table (2): Shows that, 65.5% of the studied mothers choose the type of cartoon movies that the child watches, in addition 63.8% of them selected type of cartoon channels that the child watches while 92%of them don't talk to the child about how much he benefits from watching cartoon movies, 91.7% of them didn't prevent the child from watching cartoons before bedtime, followed by 87.7% of them didn't notice the child's behavior well after watching cartoon movies.

Figure (1): Illustrates that, 48 % of the studied mothers had average knowledge level and 12.5% of them had good knowledge level, while 39.5% of them had poor knowledge level regarding effects of cartoon movies on their children.

Figure (2): Illustrates that, 66.3% of the studied mothers had positive attitude, while 33.8% of them had negative attitude regarding effects of cartoon movies on their children.

Figure (3): Illustrates that, 45.3% of studied mothers were using autocratic style and 39.7% of them were using democratic style while 15% of them were using lazes fair style.

Table (3): Clarifies that, there were no statistically significant relation between

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mother's parent style and their total (0.05).
 knowledge and their total attitude (p- value >

Table (1.a): Frequency distribution of the studied children regarding their personal characteristics (n=400).

Demographic Characteristics	No	%
Age/ years		
3 < 4	197	49.3
4 < 5	203	50.8
Mean ±SD	4.12 ±0.97	
Gender		
Male	205	51.3
Female	195	48.8
Order of the child		
The first	103	25.8
The second	228	57.0
The third	59	14.8
The fourth	10	2.5

Table (1.b): Frequency distribution of studied mothers regarding their socio demographic characteristics (n=400).

Demographic Characteristics of mothers	No	%
Age/years		
20 <30	192	48.0
30 <40	162	40.5
40<50	46	11.5
Mean ±SD	29.34±5.26	
Level of education		
Can't read and write	3	0.8
Basic education	16	4.0
Secondary education	152	38.0
University education or more	229	57.3
Marital status		
Married	373	93.3
Widow	15	3.8
Divorced	12	3.0
Number of children in family		
One child	55	13.8
2 children	180	45.0
3 children	135	33.8
4 children or more	30	7.5
Occupation		
Employee	236	59.0
Housewife	164	41.0
Work hours per day (n=236).		
6 hours	155	65.7
8 hours	81	34.3
Residence		
Rural	209	52.3
Urban	191	47.8
Type of family		
Nuclear family	241	60.3
Extended family	159	39.7
Monthly income		
Enough and saved	44	11.0
Enough	246	61.5
Not enough	110	27.5

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Table (2): Frequency distribution of studied mothers regarding methods used to reduce negative effects of cartoon movies on their children (n=400).

Items	Yes	%	No	%
Choose type of cartoon movies that the child watches	262	65.5	138	34.5
Select type of cartoon channels that the child watches	255	63.8	145	35.2
Set a time limit for the child to watch cartoon movies	217	54.3	183	45.7
Sit next to the child while watching cartoon movies	203	50.8	197	49.2
Answer the questions and inquiries that the child asks while watching cartoon movies	154	38.5	246	61.5
Turn off the television while having meals	235	58.8	165	41.2
Notice the child's behavior well after watching cartoon movies	49	12.3	351	87.7
Prevent any social media inside the child's bedroom, such as television and video play, internet access	127	31.8	273	68.2
Talk to the child about how much he benefits from watching cartoon movies	32	8.0	368	92
Teach the child the difference between realistic and unrealistic scenes while watching cartoon movies	208	52.0	192	48
Prevent the child from watching cartoons before bedtime	33	8.3	367	91.7
Prevent the child from watching cartoon movies alone in a dark room	170	42.5	230	57.5

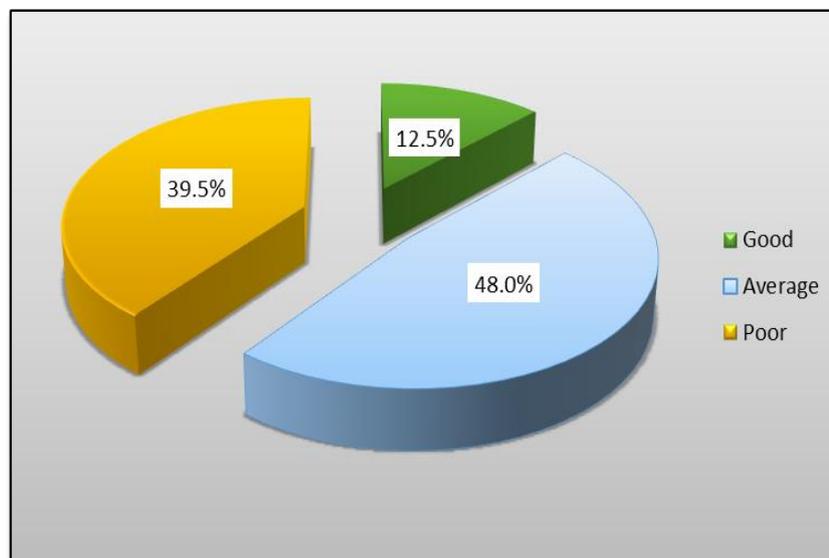


Figure (1): Percentage distribution of the studied mothers regarding their total knowledge level about effect of cartoon movies on their children (n=400)

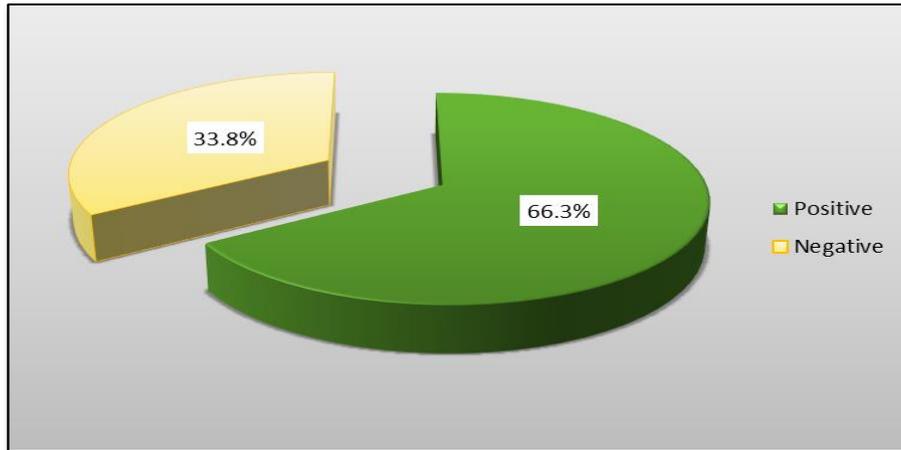


Figure (2): Percentage distribution of studied mother regarding their total attitude level about effect of cartoon movies on their children (n=400).

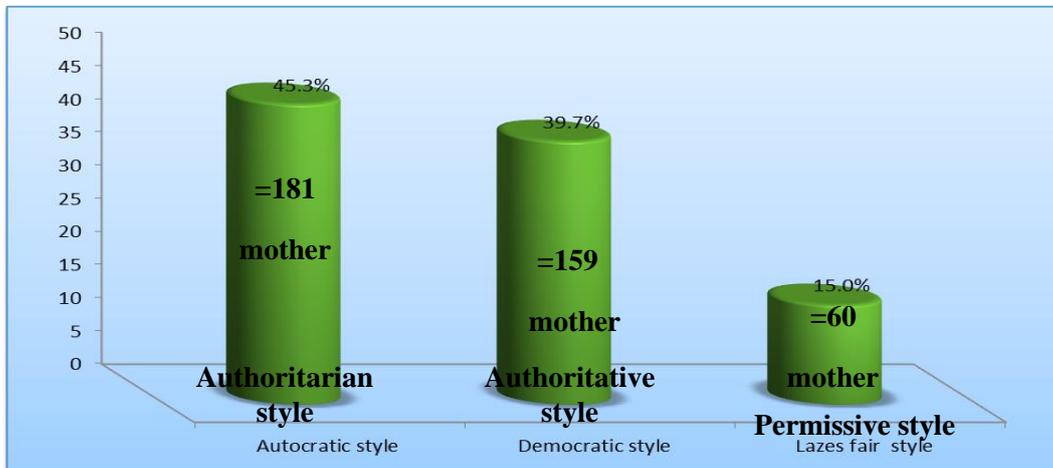


Figure (3): Percentage distribution of studied mothers regarding their style about watching cartoon movies (n=400).

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Table (3): Statistically relation between mother's parent style and their knowledge and attitude (n=400)

Parenting style								
Items	Autocratic (n=181)		Democratic (n=159)		Lazes fair (n=60)		X ²	P-value
	No	%	No	%	No	%		
Knowledge								
Poor (n=158)	77	42.5	62	39.0	19	31.7	2.697	0.61
Average (n=192)	81	44.8	79	49.7	32	53.3		
Good (n=50)	23	12.7	18	11.3	9	15.0		
Attitude								
Negative (n=135)	57	31.5	59	37.1	19	31.7	1.331	0.514
Positive (n=265)	124	68.5	100	62.9	41	68.3		

Discussion:

Cartoon movies are films produced by photographing a series of gradually changing drawings, which give the illusion of movement when the series is projected rapidly. Watching cartoon movies is one important event in preschool children's early lives. This activity has positive and negative effects on preschool children's cognitive, language and behavioral development. Some researchers believe that parents should co view cartoon movies with their children to help them filter and distinguish useful content (Meng et al., 2020).

Regarding demographic characteristics of studied children, the present study revealed that half of the studied children aged 4 to less than 5years old with mean age 4.12 ±0.97 and more than half of them were second in order and were male. These findings disagreed with Helm & Spencer (2019), who studied "Television use and its effects on sleep in early childhood in Egypt" and found that more than one third (38.3%) of the studied mothers reported that their children aged 5years old with mean age

4.6±0.74 years old and less than one third (32%) of them were second in order. But This finding agreed with Shirley & Kumar (2019), who studied "A study on screen time use in children between 24 to 60 months of age in Tamilnadu, India" and found that more than half of studied children (52.0%) were male.

Regarding demographic characteristics of studied mothers, the present study revealed that less than half of studied mothers aged between 20to less than 30 years old with mean age 29.34±5.26, more than half of them had university education. Also, the present study showed most of them were married, less than half of them had two children, slightly less than three fifth of them were employed, almost two thirds of them were working 6 hours while slightly more than two fifth of them housewife , more than half of them were living in rural area and slightly more than three fifth of them had enough monthly income.

This finding inconsistent with Jabbar at al. (2019), who studied "Young children's use of technological devices: parents' views

in Jordan, Amman and found that less than three quarters of studied mothers (72.3%) were aged more than 37years but this results consistent with **Mihci & Tosun (2020)**, who studied 'An examination of digital parenting behavior in parents with preschool children in the context of lifelong learning at Trakya university in turkey" and found that less than three quarters (72.7%) of the studied mothers had university education and more. This might be due to today country focus on education to improve all aspects of life.

Also, these findings were in the same line with **Nassar (2021)**, who studied 'Mothers' awareness regarding technology addiction for preschool children in Benha nurseries in Egypt' n=300mother and found that most of studied mothers (94.3%) of them were married. This is due to fear of females of Society's view of divorced and window mother.

This findings in congruent with **Prabha& Shanthipriya. (2017)**, who studied "A study on parent's perception towards children viewing cartoon channels in India "and found that more than half of studied mothers (55.3%) had two children. This is due to awareness campaign about birth control methods. In addition, these findings agreed with **Shirley & Kumar. (2019)**, who found that less than half of studied mothers (40.5%) of them were housewife. This due to low individual income, Rising prices, poor economic status.

More over these findings inconsistent with **Chang et al. (2021)**, who studied "Effects of parental education on screen time ,sleep disturbances ,and psychosocial adaption among Asian preschoolers: randomized controlled study in National Taiwan Normal University " and found that

more than three quarters (77.7%) of the studied sample were from urban area.

Concerning the studied mother's total knowledge level regarding effects of cartoon movies on their children, the current study illustrated that less than half of studied mothers had average knowledge level regarding effects of cartoon movies and less than one fifth of studied mothers had good knowledge level. These findings disagreed with **Ozyurt, et al. (2018)**, who studied "Effects of triple p on digital technological device use in preschool children at Nevsehir University in turkey n=76 mother "and showed that more than half (57%)of studied mothers had average total knowledge ,while less than one third (31.7) of them had good knowledge about effects of digital technological device on their children .This might be due to that there were no educational programs directed to the studied mothers regarding effects of cartoon movies .

As regards to studied mothers' total attitude regarding cartoon movies on their children , the current study illustrated that more than two thirds of studied mothers had positive total attitude regarding effects of cartoon movies while third of them had negative total attitude regarding effects of cartoon movies.This findings contrast with **Shin &li (2017)**:who studied "parental mediation of children s digital technology use at Nanyang technological university in Singapore" n=557,and showed that more than half (53.7%) of the studied mothers had a negative total attitudes regarding technology addiction and less than half (41%) of them had a positive total attitudes regarding technology addiction .This is due to follow mothers old customs and traditions of their people .

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According to studied mothers' parenting style about watching cartoon movies, the present study revealed that less than half of studied mothers had autocratic style and less than one fifth of them had laissez faire style. These findings were in the same line with **Rokayah & Hastuti (2019)**, who studied "Mother's parenting style and television media access determining bullying behavior on elementary school children in Bogor City" in Indonesia, n=74 student and found that less than half of studied mothers (44.6%) had Authoritative parent style and less than one fifth of them (13.5%) had Permissive parent style. Also, these findings disagreed with **Suherman et al. (2021)**, who studied "The relationship between parenting style and gadget addiction among preschoolers, Indonesia", n=104 parent and found that majority of studied sample (84,6%) had authoritative parenting style and less than a eighth (4,8%) had authoritarian parenting style while tenth of them (10.6%) had permissive parenting style. This is due to lack mothers' knowledge about the art of raising children.

Regarding relation between the studied mothers' parenting style and their knowledge and their attitude, the current study showed that there was no statistically significant relation between mothers' parenting style, their knowledge, and their attitude. These findings disagreed with **Tewenge. (2019)**, who studied "Association between digital media use and psychological well-being" and showed that there was positive correlation between total knowledge level, total practices level and total attitude level of studied sample. This is because Egyptians do not necessarily apply all the information they acquire.

Conclusion:

less than three quarters of studied children had health problems, less than half of them had hyperactivity but more than half of them had insomnia. almost two thirds of studied children had pain of head and less than one third of them cannot describe the pain. More than two third of studied mothers choose type of cartoon movies that the child watches and the most of them didn't prevent the child from watching cartoons before bed time in addition, less than half of studied mothers had average knowledge level regarding effects of cartoon movies and less than fifth of studied mothers had good knowledge level and more than third of them had poor knowledge level regarding effects of cartoon movies and more than two thirds of studied mothers had positive total attitude regarding effects of cartoon movies while third of them had negative total attitude regarding effects of cartoon movies while there was no statistically significant relation between mother's parent style and their total knowledge.

Recommendations:

- 1- Develop an educational health program for all mothers to improve their knowledge, attitude, and their practices toward effects of cartoon movies on their children.
- 2- Regular periodic supervision of all nurseries and baby centers to evaluate content of channels of cartoon is watched for children.
- 3- Information and communication ministries should review animated cartoon content before running on television stations.
- 4- Further studies need to be applied the same study in large sample size in different setting in Egypt.

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وعى الأمهات ونمط التربية المتبع تجاه تأثير أفلام الكرتون على الاطفال في مرحلة ما قبل المدرسة

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تعد افلام الكرتون واحدة من العادات اليومية للأطفال التي لها آثار إيجابية وسلبية على صحتهم. لذلك هدفت هذه الدراسة الي تقييم وعى الأمهات ونمط التربية المتبع تجاه تأثير أفلام الكرتون على أطفال ما قبل المدرسة. حيث تم استخدام تصميم بحث وصفي لإجراء هذه الدراسة. وقد أجريت الدراسة في 10 حضانات رياض اطفال بمدينة بنها. وقد تم استخدام عينة عشوائية بسيطة لاجراء هذه الدراسة. وقد اوضحت نتائج الدراسة ان : 50.8% من الأطفال الذين تمت دراستهم تتراوح أعمارهم من 4 إلى أقل من 5 سنوات ، و 51.3% منهم من الذكور. في حين أن 48% من الأمهات الخاضعات للدراسة تتراوح اعمارهم من سن 20 إلى أقل من 30 سنة و 57.3% منهن حاصلات على تعليم جامعي ، كما أن 48% منهن كان لديهن معرفة متوسطة فيما يتعلق بتأثير أفلام الكرتون على أطفالهن. بالإضافة إلى ذلك ، كان لدى 66.3% منهن اتجاه إيجابي فيما يتعلق بتأثير أفلام الكرتون و 45.3% منهن يستخدمن أسلوب التربيه المتسلط. وقد لخصت نتائج هذه الدراسة انه لا توجد علاقة ذات دلالة إحصائية بين أسلوب تربية الأمهات ومعرفتهم الكلية. وقد اوصت هذه الدراسة بتطويربرنامج صحي تربوي لجميع الأمهات لتحسين معارفهن واتجاهتهن وممارساتهن تجاه تأثيرات أفلام الكرتون على أطفالهن.