

Diffusion of Innovation through Cartoons

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ABSTRACT

Animation and Cartoon viewing is an inevitable part of life of Indian children. Animations and cartoon characters play vital role in edutainment of kids. In India, the cartoon and animation industry grew at 7.3 per cent in 2016 and forecast predicts it as 9.7 per cent in 2017 (FICCI- KPMG). Target audience for the industry is children in age group 0-14 years, and in India more than 30 per cent population is below 15 years of age. Thus India has become one of the largest markets for companies who are part of the industry. The introduction of technological innovations and foreign content in media has also led to changes in lifestyle and behavior of children, which needs to be studied. Hence this study was carried out to gain an understanding as to how diffusion of innovation infiltrates through cartoon programs watching and how the same is interpreted by the children. The probability of children assuming ideas, objects cultural values by watching cartoons are high. Hence it is necessary to examine the effect of diffusion of innovation through cartoon programs on children.

KEYWORDS – Diffusion of Innovation, Cartoon, Animation, TV Programs

INTRODUCTION

A cartoon is a type of two-dimensional illustrations, possibly animated. While the specific definition has changed over time, modern usage refers to (a) a typically Nonrealistic or semi-realistic artistic style of drawing or painting, (b) an image or series of images intended for satire, caricature, or humor, or (c) a motion picture that relies on a sequence of illustrations for its animation. The word cartoon has been taken from Italian 'cartone' and the French word 'Kartone' which means strong heavy paper on pasteboard. The first animated projection (screening) was created in France, by Charles Emile Reynaud. On 28 October 1892, he projected the first animation in public, *Pauvre Pierrot*, at the Musée Grévin in Paris. But as far as India is concerned, the very first animated Indian TV series *Ghayab Aya* was telecast on Doordarshan in June 17, 1990. In the 90's Doordarshan, being the only primary channel for Indians, telecasted animated series such as Mowgli, Tale Spin, Duck Tales, and other Disney cartoon shows. Soon, Cartoon Network became the first 24 hour cartoon channel in India. Within a few years after that, there cropped up a number of TV channels for childrens such as the Disney Channel, POGO, Nickelodeon India, Hungama TV, Animax India, and Toon Disney, which primarily showed cartoon series apart from game shows and educational programs.

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PURPOSE OF STUDY

Cartoon programs have become a big part of children's life. Hence a need arises to study how the children are affected by cartoon watching and how, when and at what rate they are adopting cartoon programs and various other aspects related to it.

THEORETICAL FRAMEWORK

In the study following theories were applied-

1. Diffusion of Innovation Theory
Diffusion of Innovation (DOI) Theory, developed by *Rogers* (1962), explains how, over time, an idea or product gains momentum and diffuses (or spreads) through a specific population or social system. It consists of five established adopter categories-
 - Innovators
 - Early Adopters
 - Early Majority
 - Late Majority
 - Laggards
2. Social Learning Theory
Social (or Observational) Learning Theory was proposed by *Albert Bandura* (1960). It stipulates that people can learn new behaviors by observing others.

OBJECTIVES OF THE STUDY

1. To study factors leading towards diffusion of innovation
2. To study the various categories of adopters with respect to cartoon viewing among children.
3. To study demands by children for accessories related to cartoons.
4. To study change in social and behavior patterns among children with respect to cartoons
5. To study development of values and skills among children after viewing cartoon

RESEARCH METHODOLOGY

For the study, survey method was used for data collection. Data was collected from parents through Questionnaire and from children through Schedule. The data collected from parents was confirmatory in nature so as to ensure validity and authenticity of data collected from children. Sample for primary data collection was selected by convenience sampling technique.

Total number of respondents was 246 out of which 123 were parents and 123 were children. Children from age group of 4-14 years were selected for the study. Geographical area selected for study was Bhopal. The data collected was fed on SPSS (Statistical Package for Social Sciences), then analysis of tables was done to draw out conclusions regarding the study.

TABLES AND GRAPHS

Table 1 Showing duration for which parents allow their children to watch cartoon per day

Time duration	Frequency	Percent
½ hour	48	39.0
1 hour	50	40.7
2 hours	16	13.0
More than 2 hours	9	7.3
Total	123	100.0

Table 1 shows duration for which parents allow their children to watch cartoon. 39.0 per cent allow their children to watch cartoon for half an hour, 40.7 per cent watched it for 1 hour, 13.0 per cent watched it for 2 hours and 7.3 per cent watched it for more than two hours

Table 2 Showing duration for which children watch cartoon per day

Time duration	Frequency	Percent
Half an Hour	53	43.1
1 hour	33	26.8
2 hours	29	23.6
More than two hours	8	6.5
Total	123	100.0

Table 2 shows duration for which children watch cartoon per day. 43.1 per cent respondents watched it for half an hour, 26.8 per cent watched it for 1 hour, 23.6 per cent respondents watched cartoon for 2 hours and rest 6.5 per cent watched it for more than two.

Table 3 Showing cartoon channels liked most by children

TV Channels	Frequency	%
Cartoon Network	35	28.5
Pogo	61	49.6
Hungama	3	2.4
Nick	10	8.1
Disney	11	8.9
Others	3	2.4
Total	123	100

Table 3 shows the cartoon channels that are liked the most by children. 49.6 per cent liked Pogo, 28.5 per cent liked Cartoon Network, 8.9 per cent liked Disney and 8.1 per cent liked Nick.

Table 4 Showing cartoon character liked most by children

Cartoon Character	Frequency	Percent
Doraemon (Nobita Nobita)	52	42.3
Chhota Bheem	48	39.0
Motu aur Patlu	12	9.8
Oggy	2	1.6
Jason Lee Scott (Power Ranger)	1	.8
Krishna (Roll No 21)	1	.8
Tom and Jerry	7	5.7
Total	123	100.0

Table 4 shows cartoon characters most liked by the children. 42.3 per cent liked Doraemon the most, 39.0 per cent liked Chhota Bheem, 5.7 per cent Tom and Jerry and 9.8 per cent liked Motu aur Patlu.

Table 5 Showing cartoon series liked the most by children

Cartoon Series	Frequency	%
Roll No 21	10	8.1
Pakdam Pakdai	14	11.4
Doraemon	38	30.9
Little Krishna	1	0.8
Pokemon	2	1.6
BeyBlade	1	0.8
Ben 10	4	3.3
Chhota Bheem	38	30.9
Ninja Hattori	1	0.8
Motu Patlu	8	6.5
Oggy Cockroach	4	3.3
Power Ranger	2	1.6
Total	123	100

Cartoon Series	Frequency
Power Ranger	2
Oggy and the Cockroach	4
Motu Patlu	8
Ninja Hattori	1
Chhota Bheem	38
Ben 10	4
BeyBlade	1
Pokemon	2
Little Krishna	1
Doraemon	38
Pakdam Pakdai	14
Roll No 21	10

Table 5 shows the cartoon series liked the most by children. 30.9 per cent respondents liked Doraemon, another 39.0 per cent liked Chhota Bheem, 11.4 per cent liked Pakdam Pakdai and 8.1 per cent liked Roll No 21.

Table 6 Showing what children learnt from the cartoon show

Learning	Frequency	Percent
English/ Other Language	66	53.7
Fighting/ Defense Skills	78	63.4
Fashion	8	6.5
Mannerisms and Etiquettes	88	71.5
Dressing	80	65.0

Learning	Frequency
English/ Other Language	66
Fighting/ Defense Skills	78
Fashion	8
Mannerisms and Etiquettes	88
Dressing	80

Table 6 shows the attributes that children acquired from the cartoon show. 63.4 per cent respondents learnt fighting/ defense skills, 53.7 per cent learnt English/ other language and 71.5 per cent learnt mannerisms and etiquettes

Table 7 Showing demands raised by children after watching cartoon and its commercials

Demands	Frequenc y	%
Food Items offering gifts	81	65.9
Playing Accessories	81	65.9
Costumes and Other wearing accessories	89	72.4
Stationary	63	51.2
Others	44	35.8

Table 7 shows the demands that are raised by children after watching cartoon and their commercials. 65.9 per cent respondents agreed upon food items offering gifts, another 65.9 per cent demanded playing accessories, 72.4 per cent demanded costumes and other wearing accessories.

Findings of the Study

ADOPTION RATE AND FACTORS

More than half children started watching cartoon at age group 1-5 years. This shows early adoption of cartoon among children. Almost all children watched repeat telecast of cartoon shows which proves that children like cartoon very much and would watch it again if it is broadcasted. Almost all children would still watch the cartoon that they watched earlier which shows that cartoon programs had long lasting impact on children. Although, more than half children continued to watch cartoon, less than half left watching the cartoon. This can be attributed to increased academic work (homework), loss of interest in cartoons etc.

More than half of the children watched cartoon for just half an hour or 1 hour which is a healthy habit because watching cartoon for more than 2 hours may turn watching cartoon into an addiction and also lead health related problems.

Most parents agreed that they influence their children in not watching a certain cartoon series. They thought cartoon series like Power Ranger, Ninja Hattori, Oggy and the Cockroach, Pokemon and Chhota Bheem were unfit for watching by children as they contained violence and had indecent dialogues and conversations.

The most liked cartoon channel was Pogo among all channels which is apt because the most TRP grossing cartoon in India is Chhota Bheem and it broadcasts on Pogo channel. Most well known characters that children were aware about were Doraemon, Chhota Bheem and Motu aur Patlu. Among all cartoon characters Doraemon was the most liked cartoon character and followed by small margin was Chhota Bheem.

The most known combination of cartoon series among children were Chhota Bheem, Pakdam Pakdai, Doraemon, Motu aur Patlu and Pokemon. Among all cartoon series, the most liked cartoon series was Chhota Bheem and Doraemon.

DEMANDS OF CHILDREN

Most parents agreed that they buy cartoon related accessories only on persuasion by their children. The most popular accessories demanded by children as mentioned by parents were food items offering free gifts (like lego toys), playing accessories (like Pokemon's metal dabber, musical toys and puzzles), costumes and other wearing accessories (like socks, headband, clips, shirts, shoes and watches), stationary items (like school bag, pencil, lunch box etc) and other accessories (stickers, key chains and towel). On being asked what accessories the children demanded in specific, the parents responded that items like lunch box, filmy t- shirts, school bags, geometry box, toys, stickers and watches were demanded by their children.

SKILLS AND ATTRIBUTES ACQUIRED

The most common attributes acquired by children after watching cartoons as observed by parents are learning English/ other language, mannerisms and etiquettes (like filing nails, throwing garbage in dustbin, keeping room clean and eating on their own), fighting skills/ self defense skills and dressing skills (like keeping collars unfolded as shown in cartoon, not tucking in the shirt inside pants, keeping upper buttons of shirt open). The most popular skills and etiquettes acquired by children as reported by parents were acquiring fashion consciousness, dressing own their own (like tying laces, wearing clothes etc) and helping in domestic chores. Surprisingly etiquettes like touching feet, cultural salutations etc were not so widely acquired by children, which is not in line with the fact that most children were watching Indian mythological cartoon series.

BEHAVIORAL/ LINGUAL/ LIFESTYLE CHANGES

Most of the children mimic/ imitate cartoon characters after watching cartoon which shows that the content of the cartoon show is easily learned and adopted by children. More than half children agreed that they believe that cartoon characters are real. It shows that cartoon as an innovation has deep impact on impressionable minds of children.

Almost all children said that they would play outside instead of watching cartoon which was not in sync with what parents had to say. They believed that their children prefer to stay at home and watch cartoon instead of going out and play. This shows that children were not truthful about their preference.

The most common behavioral changes observed by parents among children after watching cartoon were decreased activity/ inactivity, aggression and throwing of tantrums. The most common lingual changes that were observed in children by parents were repeating dialogues and catchphrases of their favorite cartoon character and developing lisp. Almost all parents agreed that their children follow their commands while watching cartoon which shows that cartoons don't make children rude and disobedient.

INNOVATION

The most popular medium for watching cartoon shows was television. Apart from that mediums like mobile, laptop were other that were also popular. The medium that were not much popular were tablets and personal computers. The most watched cartoon category was Indian mythological series. Also more acceptable genre were Manja (Japanese cartoon like Major)/ Chinese, fun and humorous cartoon series. Not so popular genres were sports and education related cartoon series.

As far as diffusion of innovation is concerned, the concept of children watching Youtube educational cartoon series is not much acceptable among parents. One reason for this is less awareness about innovation among parents. Among those parents who made their children watch You tube cartoon series, most parents introduced Funkskool, Chu Chu TV and Fisher Price to enhance their children' knowledge and learning power.

CONCLUSION

The study is carried on children for finding levels of diffusion of cartoon-shows on the children who fall into the early adopter's category. From the study, we can easily conclude that children have adopted cartoon as a part of their life. Not just this they have learnt a lot from these cartoon channels like dressing, self defense skills, fashion and English/ other language. Also the impact of cartoon can be seen on children as they demand cartoon related accessories like food items, playing accessories, costumes, stationary items etc. The behavioral change due to watching of cartoon is also evident. Changes like aggression, throwing tantrums, mimicry, developing lisp, decreased activity/ inactivity were major changes that were observed. In terms of knowing cartoon channels, characters and series, the children had updated information and awareness about various aspects of cartoons.

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