Cartoon Viewing of Upper Primary Students in Relation to their Study Habits in West Bengal

Amrita Bhakta[1], Prof. Arjun Chandra Das[2]

[1]A Research Scholar, Department of Education, University of Kalyani Nadia, West Bengal India.
[2]Professor, Department of Education, University of Kalyani, Nadia, West Bengal, India.

Corresponding Author: Amrita Bhakta

ABSTRACT

This present study focuses on relationships between Cartoon Viewing and Study Habits. It is conducted with the objective of identifying the level of Cartoon Viewing and Study Habits in VI to VIII grade students in relation to their sex and location of school in West Bengal. The sample consists of 300 (150 male and 150 female) upper primary VI to VIII grade students selected by simple random sampling technique from two districts (Nadia and North 24 Parganas) in West Bengal. Descriptive survey method is used in this study to obtain relevant and proper information to elicit opinion of rural & urban school students about their Cartoon Viewing and Study Habits at school. The tools used are the Cartoon Viewing Scale and Study Habits Scale to collect the data. Major statistical techniques used for analysis the data are correlation and 't' test. The researcher finds out that there is on mean difference of Cartoon Viewing and Study Habits of the Upper primary students across categorical variables without between Rural Male and Urban Male of Upper Primary Students of Study Habits. And there exist positive significant correlation between Cartoon Viewing and Study Habits of Rural Male, Rural Female, Urban and Rural Upper primary students in West Bengal. On the other hand, the researcher found a negative significant correlation between Cartoon Viewing and Study Habits of Male, Female and total (Male and Female) Upper primary students in West Bengal.

Keywords: Cartoon Viewing, Study Habits, Upper Primary Students, gender differences, and Locality.

1. INTRODUCTION
Write Introduction section of your research paper here. Modify this section as applicable according to your research work. Aims/objectives of research article should be included in this section.

Add appropriate original references to the sentences/paragraphs taken from other media/sources.

Cartoon Viewing is the most popular concern to the young generation for enjoying watching cartoons for a few decades. The young children watch cartoons using T.V, Smartphones, Notepad, Computer and Laptop. Recently, children are mostly concerned with smartphones for watching various types of cartoons. YouTube is the most common software Apps to watch various types of cartoons in offline or online mode. The new born babies are also interested in watching cartoons. The variable 'cartoon viewing' has become the main possession of children and students during day and night. As a result, children are more inclined to cartoons mentally and psychologically. Students of primary, upper primary and secondary sections are continuously watching cartoons on television

and YouTube through mobile phones. Over the years cartoon viewing has become a central dimension of everyday activity in our country. Cartoon viewing has become an important household entertainment influencing the lives of all the viewers- adults as well as children. Children are more affected because they are the one at an impressionable age. It also affects their daily routine, their likes and dislikes, living, social habits and their study habits also.

According to Patel (1976) study habits include; i) Home environment and planning of work; ii) Reading and note taking habits; iii) Planning of subjects; iv) Habits of concentration; v) Preparation for examination; vi) General habits and attitudes; and vii) School environment. The relationship between cartoon viewing and study habits is multifaceted, with potential for both positive and negative impacts. While cartoons can enhance cognitive skills, vocabulary, and creative thinking, excessive or inappropriate content can negatively affect attention spans, social skills, and potentially lead to aggressive behavior.

In this way the researchers have come out with varied results sometimes complementary to each other and sometimes contradictory to each other. Thus, in the present study attempt has been made in the direction of exploring the relation of Cartoon Viewing and Study Habits of adolescent students belonging to different localities i.e. urban & rural.

2. OBJECTIVES OF THE STUDY:
The main objectives of the study are presented below:
1. To assess Cartoon Viewing of the Upper primary students across categorical variables.
2. To assess Study Habits of the Upper primary students across categorical variables.
3. To identify the relationship that may exist between Cartoon Viewing and Study Habits of Upper primary students.

3. LITERATURE REVIEW:
In the present study the researcher gives the studies taken up abroad and India made in different aspects of Cartoon Viewing and Study Habits. This is view to strengthen the ground of the problem and also to establish the importance of the present problem. This helps researcher to make the present study very perfect and correct.

The review of related literature studied by the researcher is divided into following categories.
1. Studies related to Cartoon Viewing.
2. Studies related to Study Habits.

3.1. Related Studies of Cartoon Viewing: Many researches were directed in the field of Cartoon Viewing. The researcher reviewed many Indian and abroad studies and some studies are given below:

3.1.1. Indian Perspectives:
Amin and Matto (2012) conducted a study of the Influence of Heavy and Low Television Watching on Study Habits of Secondary school students in the district of Srinagar of Jammu and Kashmir. These researchers categorized TV viewers' heavy and low TV viewers on the basis of Q3 and Q1 collecting 500 students as data samples. They tried to find out the relationship between TV viewing and study habits by analyzing the data by using Mean, SD and t test along with plotting Line Graph to make the results of transparency. This literature review focuses on how moderate use of watching television tends to be benefitted to students for study habits. Moreover, television programmers relating to improving literacy in young students seem to be positive on specific early literacy skills (Moses, 2008). The results also show that low television viewers have much scope of study habits than that of heavy television viewers.

Bhakta (2018), the researcher himself, conducted a study on "A study of the impact of cartoon viewing on study habits of Primary school students of West Bengal". Objectives- i}To identify heavy and low cartoon viewers, ii) To find out and compare the study habits of high and low cartoon

viewers with gender (boys and girls). Methodology- The researcher has used descriptive survey research design. In his study the investigator selected 200 primary school students for data collection from North 24 Parganas district in West Bengal as the actual samples. Two variables were considered for his research work e.g. Cartoon viewing (independent variable) and study habits (dependent variable). In order to show the correlation between study habits and cartoon viewing, the researcher conducted statistical analysis by computing Percentile level, Percentile value, Mean, Standard Deviation (SD), p-value and t-value. Results and Findings- The findings show that heavy cartoon viewers get less time in study habits, while low cartoon viewers are much better in study habits.

3.1.2. Abroad Perspectives:

Almallai and Alsharif (2025) had carried out a research article about "Children's viewing of Cartoons and its relationship to their social behaviour: within the framework of parental mediation theory". Objectives: To determine the concept of the effect of children watching cartoons, and to shed light on their relationship to their social behaviour within the framework of the parental mediation theory. Methodology: The researchers used descriptive survey research design for analysing the data and providing a deep insight into the important segment of the society. A questionnaire was utilised to collect data regarding the objectives of the study. The parents in Al-Ash, south-east province of Saudi Arabia, who have children in the early childhood stage. The collected data was statistically analysed using the SPSS programme. Results: The results revealed that the rate of acquiring language skills for children's watching cartoons was 66.67% i.e. positive effects of cartoon viewing. Another result of negative effects of cartoon viewing showed that 40.20% children had negative effects i.e. laziness and inactivity Findings: The present study suggests that the parents should be aware of

the importance of time setting for their children for watching cartoons.

Lodhi et al. (2018) had carried out a research article about "Linguistic Analysis of Selected TV Cartoons and Its Impact on Language Learning". Objectives- (a) To investigate the linguistic characteristics of language learning used in cartoons. (b) To find out the relevance of cartoons to students' writing skills. (c) To recognise the importance of cartoons on Students' speaking abilities of other languages other than their mother tongue. (d) To check out the means in which Pakistani values are misrepresented or represented. Methodology - The researchers used mixed research design to collect data, analyse statistically and illustrate the data. They had applied a quantitative research method to interpret data obtained from the students and teachers. On the other hand, qualitative research approach was implemented to explain the data which was gathered from cartoon programmes. 100 teachers and 100 students at elementary level were selected to collect data in sampling technique through questionnaire, while the only 'Chhota Bheem' cartoon programme was chosen as adaptable sample in qualitative way. The validity and reliability of the questionnaires was ensured in the pilot testing phase. Results: After the statistical analysis, the results revealed that the majority of students were greatly influenced by Hindi cartoons. It also explicits that cartoons are not only changing students' behaviour but also changing their language. Findings: The research study suggests that cartoons which improve students' speaking ability, engage students' physical activities and enhance their educational and informative thinking should be allowed to the elementary students.

Hassen and Daniyal (2013) studied on "Cartoon network and its impact on behavior of school going children: A case study of Bahawalpur, Pakistan". The present study emphasis on after watching cartoons examined the effects on children's behavior. Cartoon is one of the most favorite cartoon network channels for children. As content

with just having children but also give them some positive and negative habits. One of the important factors affecting children watching cartoons is also violence.

3.2. Related Studies of the Study Habits:
Many researches were directed in the field of Study Habits. The researcher reviewed many Indian and abroad studies and some studies are given below:

3.2.1. Indian Perspectives:
Amin and Mattoo (2012) conducted a study of the Influence of Heavy and Low Television Watching on Study Habits of Secondary school students in the district of Srinagar of Jammu and Kashmir. These researchers categorised TV viewers' heavy and low TV viewers and collected 500 students as data samples. They tried to find out the relationship between tv viewing and study habits by analysing the data by using Mean, SD and t test along with plotting Line Graph to make the results of transparency. This literature review focuses on how moderate use of watching television tends to be benefitted to students for study habits. Moreover, television programmes relating to improving literacy in young students seem to be positive on specific early literacy skills (Moses, 2008). The results also show that low television viewers have much scope of study habits than that of heavy television viewers.

Nandi (2023) performed a research article on "Study Habits of Secondary Students of North24 Parganas District: A Comparative Study among Girls and Boy". The objectives of the study are-1. To find out the level of study habit of secondary level girls' and boys' students. 2. To observe relationship of boys' and girls' students according to their study habit. The study was descriptive in nature. So, the researcher used a survey method for the study. The sample of 90girls' and boys' students of class 11th was selected from 10 + 2 schools of North 24 Parganas district. The data were analysed by using descriptive and inferential statistics. - The result reflects that, out of seven dimensions

in case of only one (drilling) there is no significant difference between girls and boy students. On the other hand, in case of rest dimensions; Concentration, Comprehension, Planning, Use of e- resources, Introduction, Study sets there are significant differences between Girls and Boys students. There is a significant difference between Girls' and boys' students study habits.

3.2.2. Abroad Perspectives:
Oluwatimilehin and Owoyele (2012) carried out a study on "Study Habits and Academic Achievement in core subjects among Junior Secondary School Students in Ondo state, Nigeria'' in order to investigate the relationship between study habits and students' academic achievement in core subjects at the junior secondary school level. The objectives of the study are-to determine the relationship between various aspects of study habits including homework and assignments, time allocation, reading and note taking, study period procedures, concentration, written work, examination and teacher consultation and academic achievement in English language, Mathematics, Integrated science and Art. Descriptive survey research design was used by the researchers. 300 junior secondary students in Ondo State, Nigeria, were selected using random sampling technique. The ages of the students ranged between 12 & 16 years with an average age of 13.5 years. Tools used- For this study two major tools were utilised for progressing research work i.e. (i) The Study Habits Inventory (SHI) and (ii) The Junior Secondary Performance Test (JSSPT). Stepwise linear regression analysis was used to determine the relationship between the students' academic achievement and study habits. To help interpretation of the test scores, a complete correlation matrix of the study habit subscale was established. Findings show that within all the study habits' subscales teacher consultation was considered the most influential when the other subscales like time allocation, exercise, concentration, note taking and assignments were regarded less integral to students'

academic performance. So, in order to boost students' study habits and their academic achievement, regular counselling services to train the students on study skills were advocated.

Aanu & Olatoye (2011) carried out a research article on "Use of Library Resources, Study Habit and Science Achievement of Junior Secondary School Students". Objectives-This study investigated combined and relative influences of use of library resources and study habits on science achievement of the junior secondary school students in Ogun State, Nigeria. Methodology- This study adopted an expost facto research design. In such design, the independent variables have already occurred, the researcher cannot manipulate them. This design is very suitable because this study is non- experimental and the two independent variables, study habit and use of library resources were not manipulated. Three hundred and sixty (360) students randomly selected from twelve secondary schools in Ogun State participated in the study. Three instruments were designed and used for data collection. Use of library resources and study habits combined together to significantly influence science achievement. Findings-There is no significant difference between male and female students' use of library resources, study habits and science achievement. The school counselors should train students on effective study techniques in order to foster science achievement.

4. RESEARCH GAPS:

This review studies helped the researcher to fill in the research gaps suitable to the needs. Based on this review, a suitable problem, methodology and well-planned procedure for the present research is adopted and it is explained in the next chapter.

5. STATEMENT OF THE PROBLEM:

Therefore, the researcher has selected the problem of the present study as "CARTOON VIEWING OF UPPER PRIMARY STUDENTS IN RELATION TO THEIR STUDY HABITS IN WEST BENGAL".

6. HYPOTHESES OF THE PROBLEM:

Based upon the above-mentioned objectives, the following hypotheses have been formulated for the present study-

$H_{01.1}$: There exists significant no difference between total Male and total Female of Upper Primary Students in Cartoon Viewing.

$H_{01.2}$: There exists no significant difference between total Rural and total Urban of Upper Primary Students in Cartoon Viewing.

$H_{01.3}$: There exists no significant difference between Rural Male and Rural Female of Upper Primary Students in Cartoon Viewing.

$H_{01.4}$: There exists no significant difference between Urban Male and Urban Female of Upper Primary Students in Cartoon Viewing.

$H_{01.5}$: There exists no significant difference between Rural Male and Urban Male of Upper Primary Students in Cartoon Viewing.

$H_{01.6}$: There exists no significant difference between Rural Female and Urban Female of Upper Primary Students in Cartoon Viewing.

$H_{01.7}$: There exists no significant difference between Rural Male and Urban Female of Upper Primary Students in Cartoon Viewing.

$H_{01.8}$: There exists no significant difference between Rural Female and Urban Male of Upper Primary Students in Cartoon Viewing.

$H_{02.1}$: There exists no significant difference between total Male and total Female of Upper Primary Students in Study Habits.

$H_{02.2}$: There exists no significant difference between total Rural and total Urban of Upper Primary Students in Study Habits.

$H_{02.3}$: There exists no significant difference between Rural Male and Rural Female of Upper Primary Students in Study Habits.

$H_{02.4}$: There exists no significant difference between Urban Male and Urban Female of Upper Primary Students in Study Habits.

$H_{02.5}$: There exists no significant difference between Rural Male and Urban Male of Upper Primary Students in Study Habits.

$H_{02.6}$: There exists no significant difference between Rural Female and Urban Female of Upper Primary Students in Study Habits.

H$_{02.7}$: There exists no significant difference between Rural Male and Urban Female of Upper Primary Students in Study Habits.

H$_{02.8}$: There exists no significant difference between Rural Female and Urban Male of Upper Primary Students in Study Habits.

H$_{03.1}$: There exists no significant relationship between Cartoon Viewing and Study Habits of Urban Male Upper primary students.

H$_{03.2}$: There exists no significant relationship between Cartoon Viewing and Study Habits of Urban Female Upper primary students.

H$_{03.3}$: There exists no significant relationship between Cartoon Viewing and Study Habits of Rural Male Upper primary students.

H$_{03.4}$: There exists no significant relationship between Cartoon Viewing and Study Habits of Rural Female Upper primary students.

H$_{03.5}$: There exists no significant relationship between Cartoon Viewing and Study Habits of total Urban (Male and Female) Upper primary students.

H$_{03.6}$: There exists no significant relationship between Cartoon Viewing and Study Habits of Rural (Male and Female) Upper primary students.

H$_{03.7}$: There exists a no significant relationship between Cartoon Viewing and Study Habits of total Male Upper primary students.

H$_{03.8}$: There exists no significant relationship between Cartoon Viewing and Study Habits of total Female Upper primary students.

H$_{3.9}$: There exists a no significant relationship between Cartoon Viewing and Study Habits of total Upper primary students.

7. TOOLS USED:

The following tools have been used for collecting data

1. Cartoon Viewing Scale developed by Investigator.
2. Study Habits Inventory developed by Investigator.

8. MATERIALS & METHODS:

Write here procedure/technique of your research study

8.1. METHODOLOGY:

In this study the researcher has used the Descriptive Quantitative survey research method.

8.2. POPULATION AND SAMPLE:

Selecting adolescent students from the overall population is a quite difficult task. The researcher has selected 300 upper primary students (150 male and 150 female) from Nadia and North 24 Parganas districts of West Bengal as the geographical area for the survey. He has chosen these two districts because the communication is better for researcher. Sampling has been performed through simple random technique with lottery method.

8.3. VARIABLES:

The researcher has used following variables-

1) **Main Variables: (i). Cartoon Viewing-** 'Cartoon Viewing' has been considered as independent variable. **(ii). Study Habits-** 'Study Habits' has been regarded as dependent variables.
2) **Categorical Variables:** Gender (male and female) and Locality (rural and urban) have been regarded as categorical variables.

9. STATISTICAL ANALYSIS

The researcher has analyzed calculated scores after data collection relied on frequency, Mean, Standard Deviation, Standard Error Difference, Degree of freedom, correlation, multiple correlation and ANOVA. The researcher has analyzed the obtained scores with statistical and inferential statistical ways.

The researcher has tried to analyze data depending on objectives and hypotheses in the next slides.

9.1. Analysis and Interpretation through Testing of Hypothesis:

9.2. Analysis of Hypothesis (Cartoon Viewing):

H$_{o1.1}$: There exists no significant mean difference between total Male and total Female of Upper Primary Students in Cartoon Viewing.

Table-1.1: Determination of significance of differences in means between Male and Female Upper Primary Students in Cartoon Viewing with regard the t-value was calculated.

Measures	N	Mean	SD	Mean Difference	SE_D	df	t-value	Significance level
Male	150	87.73	12.93	3.50	1.32	298	0.003NS	Not significant at both the level.
Female	150	91.23	9.75					

NS = Not Significant.

Analysis: The 't' value of the null hypothesis ($H_{o1.1}$) is 0.003, which is not significant. So the null hypothesis is accepted and the alternative hypothesis rejected.

$H_{o1.2}$: There exists no significant mean difference between total Rural and total Urban of Upper Primary Students in Cartoon Viewing.

Table-1.2: Determination of significance of differences in means between total Rural and total Urban of Upper Primary Students in Cartoon Viewing with regard the t-value was calculated.

Measures	N	Mean	SD	Mean Difference	SE_D	df	t-value	Significance level
Rural	150	86.39	14.79	3.02	1.41	298	0.02NS	Not significant at both the level.
Urban	150	89.41	8.94					

NS = Not Significant.

Analysis: The 't' value of the null hypothesis ($H_{o1.2}$) is 0.02, which is not significant. So the null hypothesis is accepted and the alternative hypothesis rejected.

$H_{o1.3}$: There exists no significant mean difference between Rural Male and Rural Female of Upper Primary Students in Cartoon Viewing.

Table-1.3: Determination of significance of differences in means between Rural Male and Rural Female of Upper Primary Students in Cartoon Viewing with regard the t-value was calculated.

Measures	N	Mean	SD	Mean Difference	SE_D	df	t-value	Significance level
Rural Male	75	87.44	14.82	6.24	2.03	148	0.001NS	Not significant at both the level.
Rural Female	75	93.68	9.53					

NS = Not Significant.

Analysis: The 't' value of the null hypothesis ($H_{o1.3}$) is 0.001, which is not significant. So the null hypothesis is accepted and the alternative hypothesis rejected.

$H_{o1.4}$: There exists no significant mean difference between Urban Male and Urban Female of Upper Primary Students in Cartoon Viewing.

Table-1.4: Determination of significance of differences in means between Urban Male and Urban Female of Upper Primary Students in Cartoon Viewing with regard the t-value was calculated.

Measures	N	Mean	SD	Mean Difference	SE_D	df	t-value	Significance level
Urban Male	75	88.03	10.81	0.74	1.66	148	0.31NS	Not significant at both the level.
Urban Female	75	88.77	9.41					

NS = Not Significant.

Analysis: The 't' value of the null hypothesis ($H_{o1.4}$) is 0.31, which is not significant. So the null hypothesis is accepted and the alternative hypothesis rejected.

$H_{o1.5}$: There exists no significant mean difference between Rural Male and Urban Male of Upper Primary Students in Cartoon Viewing.

Table-1.5: Determination of significance of differences in means between Rural Male and Urban Male of Upper Primary Students in Cartoon Viewing with regard the t-value was calculated.

Measures	N	Mean	SD	Mean Difference	SE_D	df	t-value	Significance level
Rural Male	75	87.44	14.81	0.59	2.12	148	0.40NS	Not significant at both the level
Urban Male	75	88.03	10.81					

NS = Not Significant.

Analysis: The 't' value of the null hypothesis ($H_{o1.5}$) is 0.40, which is not significant. So the null hypothesis is accepted and the alternative hypothesis rejected.

$H_{o1.6}$: There exists no significant mean difference between Rural Female and Urban Female of Upper Primary Students in Cartoon Viewing.

Table-1.6: Determination of no significance of differences in means between Rural Female and Urban Female of Upper Primary Students in Cartoon Viewing with regard the t-value was calculated.

Measures	N	Mean	SD	Mean Difference	SE_D	df	t-value	Significance level
Rural Female	75	93.68	9.53	4.91	1.55	148	0.003NS	Not significant
Urban Female	75	88.77	9.41					

NS = Not Significant.

Analysis: The 't' value of the null hypothesis ($H_{o1.6}$) is 0.003, which is not significant. So the null hypothesis is accepted and the alternative hypothesis rejected.

$H_{o1.7}$: There exists no significant mean difference between Rural Male and Urban Female of Upper Primary Students in Cartoon Viewing.

Table-1.7: Determination of no significance of differences in means between Rural Male and Urban Female of Upper Primary Students in Cartoon Viewing with regard the t-value was calculated.

Measures	N	Mean	SD	Mean Difference	SE_D	df	t-value	Significance level
Rural Male	75	87.44	14.82	1.33	2.03	148	0.25NS	Not significant at both the level.
Urban Female	75	88.77	9.41					

NS = Not Significant.

Analysis: The 't' value of the null hypothesis ($H_{o1.7}$) is 0.25, which is not significant. So the null hypothesis is accepted and the alternative hypothesis rejected.
Interpretation: As the computed table value was not significant and the null hypothesis ($H_{o1.7}$) was accepted and the alternative hypothesis ($H_{1.7}$) was rejected. So, it can be interpreted that there exists no mean difference of Cartoon Viewing between Rural Male and Urban Female of Upper Primary Students.

$H_{o1.8}$: There exists no significant mean difference between Rural Female and Urban Male of Upper Primary Students in Cartoon Viewing.

Table-1.8: Determination of no significance of differences in means between Rural Female and Urban Male of Upper Primary Students in Cartoon Viewing with regard the t-value was calculated.

Measures	N	Mean	SD	Mean Difference	SE_D	df	t-value	Significance level
Rural Female	75	93.68	9.53	5.65	1.66	148	0.002NS	Not significant at both the level.
Urban Male	75	88.03	10.81					

NS = Not Significant.

Analysis: The 't' value of the null hypothesis ($H_{o1.8}$) is 0.002, which is not significant. So the null hypothesis is accepted and the alternative hypothesis rejected.

9.3. Analysis of Hypothesis (Study Habits):

$H_{o2.1}$: There exists no significant mean difference between total Male and total Female of Upper Primary Students in Study Habits.

Table-2.1: Determination of significance of differences in means between total Male and total Female of Upper Primary Students in Study Habits with regard the t-value was calculated.

Measures	N	Mean	SD	Mean Difference	SE_D	df	t-value	Significance level
Male	150	87.58	13.50	2.23	1.57	298	0.91NS	Not significant at both the level.
Female	150	89.81	13.61					

NS = Not Significant.

Analysis: The 't' value of the null hypothesis ($H_{o2.1}$) is 0.91, which is not significant at 0.05 and 0.01 level. So the null hypothesis is accepted and the alternative hypothesis rejected.

$H_{o2.2}$: There exists no significant mean difference between total Rural and total Urban of Upper Primary Students in Study Habits.

Table-2.2: Determination of significance of differences in means between total Rural and total Urban of Upper Primary Students in Study Habits with regard the t-value was calculated.

Measures	N	Mean	SD	Mean Difference	SE_D	df	t-value	Significance level
Rural	150	91.03	11.51	1.22	1.45	298	0.20NS	Not significant at both the level.
Urban	150	89.81	13.61					

Analysis: The 't' value of the null hypothesis ($H_{o2.2}$) is 0.20, which is not significant at 0.05 and 0.01 level. So the null hypothesis is accepted and the alternative hypothesis rejected.

$H_{o2.3}$: There exists no significant mean difference between Rural Male and Rural Female of Upper Primary Students in Study Habits.

Table-2.3: Determination of significance of differences in means between Rural Male and Rural Female of Upper Primary Students in Study Habits with regard the t-value was calculated.

Measures	N	Mean	SD	Mean Difference	SE_D	df	t-value	Significance level
Rural Male	75	83.24	13.91	7.27	2.14	148	0.001NS	Not significant at both the level.
Rural Female	75	90.51	12.22					

Analysis: The 't' value of the null hypothesis ($H_{o2.3}$) is 0.001, which is not significant at 0.05 and 0.01 level. So the null hypothesis is accepted and the alternative hypothesis rejected.

$H_{o2.4}$: There exists no significant mean difference between Urban Male and Urban Female of Upper Primary Students in Study Habits.

Table-2.4: Determination of significance of differences in means between Urban Male and Urban Female of Upper Primary Students in Study Habits with regard the t-value was calculated.

Measures	N	Mean	SD	Mean Difference	SE_D	df	t-value	Significance level
Urban Male	75	92.00	11.14	4.25	2.07	148	0.03NS	Not significant at both the level.
Urban Female	75	87.75	14.03					

Analysis: The 't' value of the null hypothesis ($H_{o2.4}$) is 0.03, which is not significant at 0.05 and 0.01 level. So the null hypothesis is accepted and the alternative hypothesis rejected.

$H_{o2.5}$: There exists no significant mean difference between Rural Male and Urban Male of Upper Primary Students in Study Habits.

Table-2.5: Determination of significance of differences in means between Rural Male and Urban Male of Upper Primary Students in Study Habits with regard the t-value was calculated.

Measures	N	Mean	SD	Mean Difference	SE_D	df	t-value	Significance level
Rural Male	75	83.24	13.91	8.75	1.86	148	2.81**	Significant at 0.01 level
Urban Male	75	92.00	07.21					

**Significant at 0.01 level.

Analysis: The 't' value of the null hypothesis ($H_{o2.5}$) is 2.81, which is significant at 0.01 level. So the null hypothesis is rejected and the alternative hypothesis accepted.

$H_{o2.6}$: There exists no significant mean difference between Rural Female and Urban Female of Upper Primary Students in Study Habits.

Table-2.6: Determination of no significance of differences in means between Rural Female and Urban Female of Upper Primary Students in Study Habits with regard the t-value was calculated.

Measures	N	Mean	SD	Mean Difference	SE_D	df	t-value	Significance level
Rural Female	75	90.51	12.22	2.76	2.15	148	0.12NS	Not significant at both the level.
Urban Female	75	87.75	14.03					

NS = Not Significant.

Analysis: The 't' value of the null hypothesis ($H_{o2.6}$) is 0.12, which is not significant at 0.05 and 0.01 level. So the null hypothesis is accepted and the alternative hypothesis rejected.

$H_{o2.7}$: There exists no significant mean difference between Rural Male and Urban Female of Upper Primary Students in Study Habits.

Table-2.7: Determination of no significance of differences in means between Rural Male and Urban Female of Upper Primary Students in Study Habits with regard the t-value was calculated.

Measures	N	Mean	SD	Mean Difference	SE_D	df	t-value	Significance level
Rural Male	75	83.24	13.91	4.51	2.28	148	0.04NS	Not significant at both the level.
Urban Female	75	87.75	14.03					

NS = Not Significant.

Analysis: The 't' value of the null hypothesis ($H_{o2.7}$) is 0.04, which is not significant at 0.05 and 0.01 level. So the null hypothesis is accepted and the alternative hypothesis rejected.

$H_{o2.8}$: There exists no significant mean difference between Rural Female and Urban Male of Upper Primary Students in Study Habits.

Table-2.8: Determination of no significance of differences in means between Rural Female and Urban Male of Upper Primary Students in Study Habits with regard the t-value was calculated.

Measures	N	Mean	SD	Mean Difference	SE_D	df	t-value	Significance level
Rural Female	75	90.51	12.22	1.49	1.91	148	0.21NS	Not Significant at both the level.
Urban Male	75	92.00	11.14					

NS = Not Significant.

Analysis: The 't' value of the null hypothesis ($H_{o2.8}$) is 0.21, which is no significant at 0.05 and 0.01 level. So the null hypothesis is accepted and the alternative hypothesis rejected.

9.4. Analysis of Hypothesis (Relationship between Cartoon Viewing and Study Habits):

$H_{o3.1}$: There exists no significant relationship between Cartoon Viewing and Study Habits of Urban Male' Upper primary students.

Table No 3.1: Determination of significance of relationship between Cartoon Viewing and Study Habits.

Measures	Cartoon Viewing and Study Habits
N	150
Df	148
R	0.11NS

NS = Not Significant.

Analysis: Here the value of 'r' is -0.11. This is no significant at 1% and 5% level. So, the null hypothesis ($H_{o3.1}$) is accepted and the alternative hypothesis ($H_{3.1}$) was rejected.

$H_{o3.2}$: There exists no significant relationship between Cartoon Viewing and Study Habits of Urban Female' Upper primary students.

Table No 3.2: Determination of significance of relationship between Cartoon Viewing and Study Habits.

Measures	Cartoon Viewing and Study Habits
N	150
Df	148
R	0.15 NS

NS= Not Significant.

Analysis: Here the value of 'r' is 0.15. This is no significant at 5% and 1% level. So, the null hypothesis ($H_{o3.2}$) is accepted and the alternative hypothesis ($H_{3.2}$) was rejected.

$H_{o3.3}$: There exists no significant relationship between Cartoon Viewing and Study Habits of Rural Male Upper primary students.

Table No 3.3: Determination of significance of relationship between Cartoon Viewing and Study Habits.

Measures	Cartoon Viewing and Study Habits
N	150
Df	148
R	0.29 **

** Significant at 0.01 level

Analysis: Here the value of 'r' is 0.29. This is significant at 1% level. So, the null hypothesis ($H_{o3.3}$) is rejected and the alternative hypothesis ($H_{3.3}$) was accepted.

$H_{o3.4}$: There exists no significant relationship between Cartoon Viewing and Study Habits of Rural Female' Upper primary students.

Table No 3.4: Determination of significance of relationship between Cartoon Viewing and Study Habits.

Measures	Cartoon Viewing and Study Habits
N	150
Df	148
R	0.20 *

*Significant at 0.05 level.

Analysis: Here the value of 'r' is 0.20. This is significant at 5% level. So, the null hypothesis ($H_{o3.4}$) is rejected and the alternative hypothesis ($H_{3.4}$) was accepted.

$H_{o3.5}$: There exists no significant relationship between Cartoon Viewing and Study Habits of total Urban (Male and Female) Upper primary students.

Table No 3.5: Determination of significance of relationship between Cartoon Viewing and Study Habits.

Measures	Cartoon Viewing and Study Habits
N	300
Df	298
R	0.23**

*Significant at 0.01 level

Analysis: Here the value of 'r' is 0.23. This is significant at 1% level. So, the null hypothesis ($H_{o3.5}$) is rejected and the alternative hypothesis ($H_{3.5}$) was accepted.

$H_{o3.6}$: There exists no significant relationship between Cartoon Viewing and Study Habits of total Rural (Male and Female) Upper primary students.

Table No 3.6: Determination of significance of relationship between Cartoon Viewing and Study Habits.

Measures	Cartoon Viewing and Study Habits
N	300
Df	298
R	0.15 *

* Significant at 0.01 level

Analysis: Here the value of 'r' is 0.15. This is significant at 5% level. So, the null hypothesis ($H_{o3.6}$) is rejected and the alternative hypothesis ($H_{3.6}$) was accepted.

$H_{o3.7}$: There exists no significant relationship between Cartoon Viewing and Study Habits of total Male (Rural and Urban) Upper primary students.

Table No 3.7: Determination of significance of relationship between Cartoon Viewing and Study Habits.

Measures	Cartoon Viewing and Study Habits
N	300
Df	298
R	-0.07NS

NS = Not Significant.

Analysis: Here the value of 'r' is -0.07. This is very lower than critical value at 1% and 5% level. So, the null hypothesis ($H_{o3.7}$) is accepted and the alternative hypothesis ($H_{3.7}$) was rejected.

$H_{o3.8}$: There exists no significant relationship between Cartoon Viewing and Study Habits of total Female Upper primary students.

Table No 3.8: Determination of significance of relationship between Cartoon Viewing and Study Habits.

Measures	Cartoon Viewing and Study Habits
N	300
Df	298
R	-0.17*

*Significant at 0.05 level

Analysis: Here the value of 'r' is -0.17. This is significant at 5% level. So, the null hypothesis ($H_{o3.8}$) is rejected and the alternative hypothesis ($H_{3.8}$) was accepted.

$H_{o3.9}$: There exists no significant relationship between Cartoon Viewing and Study Habits of total (Male and Female) Upper primary students.

Table No 3.9: Determination of significance of relationship between Cartoon Viewing and Study Habits.

Measures	Cartoon Viewing and Study Habits
N	600
Df	598
R	-0.12**

**Significant at 0.01 level

Analysis: Here the value of 'r' is -0.12. This is significant at 1% level. So, the null hypothesis ($H_{o3.9}$) is rejected and the alternative hypothesis ($H_{3.9}$) was accepted.

10. RESULT:
10.1. Results of Cartoon Viewing regarding Analysis of Hypotheses:

$H_{01.1}$: There exists no mean difference of Cartoon Viewing between total Male and total Female of Upper Primary Students.

$H_{01.2}$: There exists no mean difference of Cartoon Viewing between total Rural and total Urban of Upper Primary Students.

$H_{01.3}$: As the computed table value was not significant and the null hypothesis ($H_{o1.3}$) was accepted and the alternative hypothesis ($H_{1.3}$) was rejected. So, it can be interpreted that there exists no mean difference of Cartoon Viewing between Rural Male and Rural Female of Upper Primary Students.

$H_{01.4}$: As the computed table value was not significant and the null hypothesis ($H_{o1.4}$) was accepted and the alternative hypothesis ($H_{1.4}$) was rejected. So, it can be interpreted that there exists no mean difference of Cartoon Viewing between Urban Male and Urban Female of Upper Primary Students.

$H_{01.5}$: As the computed table value was not significant and the null hypothesis ($H_{o1.5}$) was accepted and the alternative hypothesis ($H_{1.5}$) was rejected. So, it can be interpreted that there exists no mean difference of Cartoon Viewing between Rural Male and Urban Male of Upper Primary Students.

$H_{01.6}$: As the computed table value was not significant and the null hypothesis ($H_{o1.6}$) was accepted and the alternative hypothesis ($H_{1.6}$) was rejected. So, it can be interpreted that there exists no mean difference of Cartoon Viewing between Rural Female and Urban Female of Upper Primary Students.

H$_{01.6}$: As the computed table value was not significant and the null hypothesis (H$_{o1.8}$) was accepted and the alternative hypothesis (H$_{1.8}$) was rejected. So, it can be interpreted that there exists no mean difference of Cartoon Viewing between Rural Female and Urban Male of Upper Primary Students.

H$_{01.7}$: As the computed table value was not significant and the null hypothesis (H$_{o2.1}$) was accepted and the alternative hypothesis (H$_{2.1}$) was rejected. So, it can be interpreted that there exists no mean difference of Study Habits between total Male and total Female of Upper Primary Students.

H$_{01.8}$: As the computed table value was not significant and the null hypothesis (H$_{o2.2}$) was accepted and the alternative hypothesis (H$_{2.2}$) was rejected. So, it can be interpreted that there exists no mean difference of Study Habits between total Rural and total Urban of Upper Primary Students.

10.2. Results of Study Habits regarding Analysis of Hypotheses:

H$_{02.1}$: As the computed table value was not significant and the null hypothesis (H$_{o2.1}$) was accepted and the alternative hypothesis (H$_{2.1}$) was rejected. So, it can be interpreted that there exists no mean difference of Study Habits between total Male and total Female of Upper Primary Students.

H$_{02.2}$: As the computed table value was not significant and the null hypothesis (H$_{o2.2}$) was accepted and the alternative hypothesis (H$_{2.2}$) was rejected. So, it can be interpreted that there exists no mean difference of Study Habits between total Rural and total Urban of Upper Primary Students.

H$_{02.3}$: As the computed table value was not significant and the null hypothesis (H$_{o2.3}$) was accepted and the alternative hypothesis (H$_{2.3}$) was rejected. So, it can be interpreted that there exists no mean difference of Study Habits between Rural Male and Rural Female of Upper Primary Students.

H$_{02.4}$: As the computed table value was not significant and the null hypothesis (H$_{o2.4}$) was accepted and the alternative hypothesis (H$_{2.4}$) was rejected. So, it can be interpreted that there exists no mean difference of Study Habits between Urban Male and Urban Female of Upper Primary Students.

H$_{02.5}$: As the computed table value was significant and the null hypothesis (H$_{o2.5}$) was rejected and the alternative hypothesis (H$_{2.5}$) was accepted. So, it can be interpreted that there exists mean difference of Study Habits between Rural Male and Urban Male of Upper Primary Students.

H$_{02.6}$: As the computed table value was not significant and the null hypothesis (H$_{o2.6}$) was accepted and the alternative hypothesis (H$_{2.6}$) was rejected. So, it can be interpreted that there exists no mean difference of Study Habits between Rural Female and Urban Female of Upper Primary Students.

H$_{02.7}$: As the computed table value was not significant and the null hypothesis (H$_{o2.7}$) was accepted and the alternative hypothesis (H$_{2.7}$) was rejected. So, it can be interpreted that there exists no mean difference of Study Habits between Rural Male and Urban Female of Upper Primary Students.

H$_{02.8}$: As the computed table value was no significant and the null hypothesis (H$_{o2.8}$) was accepted and the alternative hypothesis (H$_{2.8}$) was rejected. So, it can be interpreted that there exists mean no difference of Study Habits between Rural Female and Urban Male of Upper Primary Students.

10.3. Results of relationship between Cartoon Viewing and Study Habits:

H$_{03.1}$: There exists positive relationship between Cartoon Viewing and Study Habits of Rural Male' Upper primary students in West Bengal.

H$_{03.2}$: There exists relationship between Cartoon Viewing and Study Habits of Rural Female Upper primary students in West Bengal.

H$_{03.3}$: There exists positive relationship between Cartoon Viewing and Study Habits of total Urban (Male and Female) Upper primary students in West Bengal.

H$_{03.4}$: There exists positive relationship between Cartoon Viewing and Study Habits of total Rural (Male and Female) Upper primary students in West Bengal.

H₀₃.₅: There exists no relationship between Cartoon Viewing and Study Habits of total Male (Rural and Urban) Upper primary students in West Bengal.

H₀₃.₆: There exists negative relationship between Cartoon Viewing and Study Habits of total Female Upper primary students in West Bengal.

H₀₃.₇: There exists negative relationship between Cartoon Viewing and Study Habits of total (Male and Female) Upper primary students in West Bengal.

H₀₃.₈: There exists negative relationship between Cartoon Viewing and Study Habits of total Female Upper primary students in West Bengal.

H₀₃.₉: There exists negative relationship between Cartoon Viewing and Study Habits of total (Male and Female) Upper primary students in West Bengal.

11. DISCUSSION

Findings: There exists no relationship between Cartoon Viewing and Study Habits of total Male (Rural and Urban) Upper primary students in West Bengal.

Chadha and Dhulia (2015) found less TV watching students belonged to better study habits compared to more TV watching students. Bhakta, A. (2017), the researcher himself, found that heavy cartoon viewers get less time in study habits, while low cartoon viewers are much better in study habits. Amin and Matto (2012) found low television viewers have much scope of study habits than that of heavy television viewers.

Findings: There exists no relationship between Cartoon Viewing and Study Habits of total Male (Rural and Urban) Upper primary students in West Bengal.

Ehtesham (2013) revealed that a good study habit leads to higher academic achievement as compared to low study habits implies low academic achievement. Patel (2018) shows that there is a significant difference between private and government aided higher secondary students in their metacognitive awareness as well as their study habits. On the other hand, there is significant mean difference between Male and Female in terms of Study Habits of Examination and Result of Upper Primary Students.

12. CONCLUSION:

The present study has been conducted to find out that there exists no average difference of Cartoon Viewing and Study Habits of the Upper primary students across categorical variables without between Rural Male and Urban Male of Upper Primary Students of Study Habits. Positive significant relationship exists on Upper primary students with Cartoon Viewing in relation to their Study Habits. It has been also found that there is influence of cartoon viewing on the study habits of upper primary students. On the basis of analysis and interpretation of data following conclusions have been being drawn:

1. The male upper primary students differ averagely from female upper primary students with respect to their cartoon viewing. So, it can be interpreted that there exists no mean difference of cartoon viewing between male and female upper primary students.

2. The male upper primary students differ averagely from female upper primary students with respect to their study habits. So, it can be interpreted that there exists no mean difference of study habits between male and female upper primary students.

3. There exists positive correlation between cartoon viewing and study habits of rural male, rural female, urban and rural without urban male, urban female and total male across categorical variables of upper primary students with respect to their cartoon viewing and study habits. Other hand the researcher found negative significant correlation between Cartoon Viewing and Study Habits of total male, total female and total (male and female) Upper primary students in West Bengal.

13. SUGGESTIONS FOR FURTHER STUDY: The following suggestions are relevant of this study-

1. The other researchers may research on the impact of cartoon viewing on study habits on secondary students.
2. How language acquisition and language learning may occur through cartoon viewing may be researched by other researchers.
3. This study may be performed on large scale of population rather than the population referred here.
4. How academic achievement may be influenced by cartoon viewing may be studied by other researchers.

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