

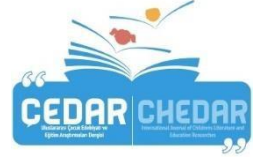


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Examining the Relationship Between Cartoon Watching in Childhood and Positive Childhood Experiences and Interpersonal Relationships in Young Adulthood

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Özet: Bu araştırmanın amacı, çocuklukta çizgi film izleme ile genç yetişkinlerin çocukluk yaşantıları ve kişiler arası ilişkileri arasındaki ilişkiyi incelemektir. Bu amaçla yaşları 18 ile 28 arasında değişen toplam 211 katılımcıya ulaşılmıştır. Verilerin toplanmasında "Sosyo-Demografik Bilgi Formu", araştırmacılar tarafından oluşturulan "Çizgi Dizi/Film İzlemeye Dair Anket", "Olumlu Çocukluk Yaşantıları Ölçeği (OÇYÖ)" ve "Kişilerarası İlişki Boyutları Ölçeği (KİBÖ)" kullanılmıştır. Araştırmanın bulguları, katılımcıların %70,02'sinin çocukluk döneminde şiddet içerikli çizgi film izlediğini ve çoğunluğun (%56,4) günde iki ila üç saat çizgi film izlediğini göstermiştir. Katılımcıların olumlu çocukluk yaşantılarının yüksek olduğu tespit edilmiştir. KİBÖ sonuçları katılımcıların yüksek onay bağımlılığı, düşük empati ve duygusal farkındalık düzeylerinin olduğunu; başkalarına güvenmede zorluk yaşadıklarını ortaya koymuştur. Karşılaştırma analiz bulguları incelendiğinde, günlük çizgi film izleme süresine göre anlamlı farklılaşma bulunmamıştır. Şiddet içerikli çizgi film izleyenlerin olumlu çocukluk yaşantıları ve duygu farkındalıklarının anlamlı düzeyde daha düşük, onay bağımlılıklarının ise daha yüksek olduğu görülmüştür. Şiddet içermeyen çizgi film izleyenlerin empati düzeylerinin, izlemeyenlere göre anlamlı düzeyde daha yüksek olduğu bulunmuştur. KİBÖ alt boyutları incelendiğinde erkeklerin empati düzeyleri, kadınlardan anlamlı düzeyde daha yüksektir. OÇYÖ değerlendirildiğinde 23-28 yaş grubunun olumlu çocukluk yaşantıları, 18-22 yaş grubuna göre anlamlı düzeyde yüksektir. Çalışmanın bu alandaki gelecek çalışmalara kaynak olması hedeflenmiştir.

Anahtar Sözcükler: Çizgi film, olumlu çocukluk yaşantıları, kişiler arası ilişki

Abstract: The purpose of this research is to examine the relationship between cartoon watching in childhood, young adults' childhood experiences, and interpersonal relationships. For this purpose, a total of 211 participants, aged between 18 and 28, were reached. "Socio-Demographic Information Form," "Childhood Cartoon Survey," which was created by the researchers, "Positive Childhood Experiences Scale (PCES)," and "Scale of Dimensions of Interpersonal Relationships (SDIR)" were used to collect the data. The findings of the study showed that 70.02% of the participants watched violent cartoons during childhood, and the majority (56.4%) used to watch cartoons for two to three hours a day. It was determined that the participants had a high level of positive childhood experiences. The SDIR results revealed that the participants had a high level of approval dependency, a low level of empathy and emotional awareness, and that they had difficulty trusting others. Upon examination of the comparative analysis results, no significant difference was found in scales according to the daily cartoon watching time. It was found that those who watched violent cartoons had significantly lower positive childhood experiences and emotional awareness and higher approval dependency. Empathy levels were shown to be significantly higher in people who watched nonviolent cartoons. When the SDIR subscales were examined, the empathy levels of men were significantly higher than women. Positive

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childhood experiences were significantly higher in the 23–28 age group compared to the 18–22 age group. The study was aimed at being a source for future studies in this field.

Keywords: Cartoon, positive childhood experiences, interpersonal relationship

1. Introduction

Childhood is a critical period for development. The idea that childhood life is at the root of problems in adult life is an important topic that focuses on many personality and psychotherapy theories (Doğan & Aydın, 2020). Negative and exemplary experiences in childhood, traumatic events that the child cannot cope with, and bad situations such as neglect and abuse, as many studies in the literature have shown, have a negative impact on the physical, cognitive, social, and psychological development of individuals and play an important role in psychopathological problems (Örsel et al., 2011). Previous studies have focused on the effects of negative experiences in general, but the absence of negative experiences in childhood does not guarantee the individual's psychological well-being.

Psychological well-being requires the absence or lack of negative and traumatic experiences, as well as experiences that arouse positive emotions in the child and the child's needs for adequate attention, love, and appreciation. Coffey et al. (2015) found that it is important that the child's psychological needs are adequately met and that the environment in which the child grows is a warm and confident environment, and these have a positive relationship with well-being, happiness, and self-esteem. That's why, the presence of positive childhood experiences is important for the development and psychological well-being of the individual.

Positive childhood experiences refer to positive experiences in childhood. As supported by research, there is a negative relationship between positive childhood experiences and depression and anxiety (Gilbert et al., 2008). Samji et al. (2024) propound that having more positive childhood experiences was associated with lower levels of depression and anxiety, and better life satisfaction and mental health. Maral et al. (2024) showed that positive childhood experiences directly enhance spiritual well-being.

Psychological well-being has also been found to have a significant relationship with the dimensions of interpersonal relationships in adulthood (Erdem & Kabasakal, 2015). In this sense, things that were learned in childhood can continue in adulthood as they affect childhood experiences. At this point, it would be useful to look at theoretical approaches to learning in childhood.

According to Social Learning Theory by Bandura (1971), children's personality formation occurs through learning, which happens through modeling and observation. Media, one of the sources of learning, is a subject that should be addressed by having negative content that children are often exposed to. The research shows that exposure to violent media in childhood may have an impact on adolescence and adulthood (Ybarra, Mitchell, & Oppenheim, 2022). In a study with third-grade students, it was found that students who watched violent television shows at the age of eight were unlawful when they were 19 years old (Mahmood, Iftikhar, & Bhatti, 2020).

A large proportion of children's media consumption consists of cartoons, and they affect children both positively and negatively. Cartoons have many negative effects on children's physical, emotional, cognitive, behavioral (Mahmood, Iftikhar, & Bhatti, 2020), and psychological states. Exposure to television at an early age, especially in children under five, can affect language acquisition (Bhutani et al., 2024).

Cartoons show characters who do not get hurt while receiving violence or any harm and are not punished when resorting to violence, which can lead children to believe that this kind of behavior does not hurt anyone (Sheikh et al., 2023). By downplaying the negative consequences of violence, violent media may cause a decline in children's moral reasoning (Lightfoot, Cole, & Cole, 2013). The role modeling of the main characters in cartoons by children also enhances this effect (Güleken Katfar & Yılmaz, 2020).

According to the well-known Bobo Doll experiment, children aged three to six learn aggressive behaviors when they observe violence through a screen, let alone directly observing it. In this experiment, children who saw adults acting aggressively toward the doll displayed more verbal and physical aggression than children who saw adults acting non-aggressively and children in the control group. Similarly, since they are unable to distinguish the difference between reality and television until they are seven years old,

young children who witness violent behavior in cartoons might imitate the behaviors. Therefore, children cannot distinguish which behaviors are good and which are bad while watching television, and they learn these behaviors through modeling (Li, 2023). This may be related to the brain development of children. When it comes to the perception of real people and artificial characters in 10-year-olds, the medial prefrontal cortex is active for both real and artificial characters, while in adults, the medial prefrontal cortex is only active for real-life agents (Han, Jiang, & Humphreys, 2007). It reveals that young children might not be able to tell the difference between actual events and made-up worlds, which could cause them to copy or model cartoon characters. On the other hand, some studies have found that some cartoons can contribute in a positive way to children: reducing pain (Düzükaya et al., 2021), easing fear (Düzükaya et al., 2021), adjusting eating preferences (Hémar-Nicolas et al., 2021), and providing interest and motivation for sports (Yu & Xu, 2011). Watching sports-related cartoons such as Captain Tsubasa has been found to be indirectly linked to physical activity in adulthood (Zhang et al., 2022).

The predominant characters that children take as role models have themes of aggression, as many studies have shown, but they can also contribute to children's development. Through indirect reinforcement, children can observe and use the behaviors they see in cartoons in their own lives (Gençtanırım-Kurt & Çetinkaya-Yıldız, 2021). In cartoons, even if the hero characters are fighting evil using violence, they are part of a team that always supports each other, and they help people in need (Güleken Katfar & Yılmaz, 2020). This can contribute to the acquisition of traits in children that will contribute positively to their development, such as helping, asking for help, and solidarity, as opposed to violence (Toksoy & Sapsağlam, 2019). One study conducted by Toksoy and Sapsağlam examined the impact of cartoons on children's moral education. The study found that the themes of charity and cooperation in cartoons have a positive effect on children's friendships and social relationships (Toksoy & Sapsağlam, 2019). However, long-term exposure to media violence can contribute to the formation of cognitive scripts associated with personal affect aggression; therefore, people who are repeatedly exposed to violent media are more likely to experience increased levels of anger intensity and arousal than people who are less exposed (Li, 2023). This shows the importance of the long-term consequences of cartoon watching in childhood, especially when the cartoons have violent content.

In all these studies, it is an undeniable fact that the media influences the development and character characteristics of children, especially the cartoons most preferred by children, and therefore has a significant influence even in young adulthood.

1.1. Significance and Aim of the Research

Previous literature on the effects of cartoons on children and adolescents has primarily examined negative outcomes, like aggression and violence. A small amount of study has been done in the literature that shows that cartoons can positively support development and teach children prosocial behaviors, problem-solving skills, etc. Studies have generally examined the effects of violent cartoons on children. However, most of the time, non-violent cartoons have not been the focus in literature. This study aims to investigate cartoons that are violent as well as the ones that are not, emphasizing the significance of the cartoons' content. Thus, by providing insight into the positive and negative aspects of cartoons, this study may be helpful for future research. It might contribute to the idea that cartoons can teach positive behaviors, in addition to the research in the literature on how violent behaviors can be learned through media. It is known that cartoons are effective in children's learning and modeling behaviors, but there aren't many studies looking at the long-term effects of watching cartoons in childhood. Most previous studies have focused on immediate outcomes, often missing the traces of these early exposures in a person's adult life. The purpose of this study is to contribute to the current state of knowledge regarding how cartoons watched in childhood could also shape young adulthood. Cartoons should be taken into consideration in children's socialization processes, considering children learn by observing the social interactions and behavioral patterns depicted in cartoons. However, there is a lack of comprehensive research on the relationship between early exposure to cartoons and children's social skills and relationships with others. This study aims to fill these gaps by focusing on two primary topics. First, this study aims to investigate the relationship between early exposure to cartoons and young adults' childhood experiences. Second, the study aims to investigate the relationship between watching cartoons in childhood and young adults' interpersonal relationships. This approach may help in understanding the importance of cartoons in the development of young children and provide parents, educators, and lawmakers with insightful knowledge regarding the

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long-term consequences of cartoon exposure. Parents can become knowledgeable about which media content they will present their children. Additionally, by taking into account how cartoons influence childhood experiences and interpersonal relationships, content creators can create media that promotes children's healthy development and positive learning.

1.2. Research Questions

This study aims to examine the relationship between cartoon watching in childhood and young adults' childhood experiences and interpersonal relationships. By investigating these subjects, the aim is to fill in gaps in understanding of the long-term consequences of early cartoon exposure on the lives of young adults. The following is a list of the research questions that this study is examining:

1. What are the cartoon-watching preferences of young adults during childhood?
2. What are the positive childhood experience levels of young adults?
3. What are the interpersonal relationship dimensions of young adults?
4. Do the positive childhood experiences of young adults differ significantly in terms of screen time in childhood?
5. Do the dimensions of interpersonal relationships of young adults differ significantly in terms of screen time in childhood?
6. Do the positive childhood experiences of young adults differ significantly in terms of the content of their favorite cartoon in childhood?
7. Do the dimensions of interpersonal relationships of young adults differ significantly in terms of the content of their favorite cartoon in childhood?
8. Do the positive childhood experiences of young adults differ significantly in terms of the content of cartoons they watched in childhood?
9. Do the dimensions of interpersonal relationships of young adults differ significantly in terms of the content of cartoons they watched in childhood?
10. Is there a significant correlational relationship between positive childhood experiences and dimensions of interpersonal relationships in young adults?

In order to seek an answer to the research questions, the main hypotheses of the current study can be conceptualized as follows:

H₁: There is a significant relationship between cartoon watching in childhood, positive childhood experiences, and dimensions of interpersonal relationships.

H₀: There is no significant relationship between cartoon watching in childhood, positive childhood experiences, and dimensions of interpersonal relationships.

1.3. Limitations of the Research

1. It is a limitation that the cartoons are not grouped in equal numbers and that there are only a small number of cartoons containing prosocial behavior.
2. It is a limitation that the research sample consists of 211 participants.
3. It is a limitation that the number of male participants is less than the number of female participants.
4. The data obtained from the survey and scales are based on the participants' own statements, so they may find it difficult to answer the questions in a way that best expresses them.

2. Method

2.1. Research Model

The research is being conducted using the survey model, which is defined as "a research model that aims to detect a past or present situation as it exists" (Karasar, 2018:109). The screening model that is used

in research is the "relational screening model," which tries to determine whether there is a change in two or more variables and to what extent. Three important variables were identified in this research: "cartoon-watching preferences," "positive childhood experiences," and "dimensions of interpersonal relationships." The relationship between these variables has been examined.

2.2. Sampling

The research was conducted in the spring semester of the 2023–2024 academic year. An online survey platform called Google Forms was used to collect the data. To determine the sampling method, a simple random sampling technique, a sampling strategy in which each member of the study population has an equal probability of being selected, was used. By calculating a 95% confidence interval and a 7% margin of error in the unknown universe, 196 participants were determined as the sample size. In order to better reach the target audience of the selected cartoons, the sample of the study consisted of participants between the ages of 18 and 28. In the study, 213 people were reached, 2 duplicate data were excluded, and finally, the study was conducted with 211 participants: 154 women (%73), 57 men (%27), 145 people of age 18–22 (%68,7), and 66 people of age 23–28 (%31,3). The sample was divided into two groups according to age, taking into account generational differences in Turkish society: Generation Y, which is older, and Generation Z, which is thought to interact with technology more than older generations, up to Generation Alpha.

2.3. Data Collection Tools

In this study, four tools were used: a "Socio-demographic Information Form," a "Childhood Cartoon Survey," the "Positive Childhood Experiences Scale," and the "Scale of Dimensions of Interpersonal Relationships". These scales were chosen since they are the only ones whose Turkish validity and reliability have been tested in this field, have high reliability levels, and are thought to be compatible with the research questions.

2.4. Socio-Demographic Information Form

This form was prepared by the researchers and consists of two close-ended (age groups and sex) questions.

2.5. Childhood Cartoon Survey

This form was prepared by the researchers. The survey aims to gather nostalgic data on the cartoons people watched as kids. It consists of three questions: screen time, cartoons used to watch, and favorite cartoon. 18 cartoons that aired in Turkey in the early 2010s and 2000s were chosen for the survey. They were presented with the corresponding images of the cartoons to make them easier to remember. Participants were allowed to make multiple selections in the second question. The cartoons were grouped into two categories: violent and nonviolent, according to whether they had "prosocial behaviors" or "potentially harmful activities."

Violent features include physical, verbal, psychological, and sympathetic violence in cartoons. Examples include scenes involving humiliation, lying, cheating, pushing, hitting, hurting, using inappropriate language, intimidation, threats, characters having traumatic experiences, and violence against identifiable characters, often depicted in heroic or humorous ways.

Nonviolent features include helping, sharing, showing empathy, using kind language, forming friendships, creativity, imagination, humor, entertainment, environmental awareness, self-confidence and self-esteem, problem-solving skills, critical thinking, and emotional intelligence in cartoons. A list of cartoons is presented in Table 1.

Table 1. List of Cartoons

Content	Name of the cartoons		
Violent features	1) Tom & Jerry	5) Samurai Jack	9) Gumball
	2) Ben10	6) Powerpuff Girls	10) Scooby Doo
	3) Ninja Turtles	7) Regular Show	11) SpongeBob
	4) Winx Club	8) Keloğlan Tales	
Nonviolent features	1) In the Night Garden	4) Nane and Limon	6) Maya the Bee

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2) Sesame Street
3) Caillou

5) Captain Tsubasa

7) Heidi

2.6. Positive Childhood Experiences Scale (PCES)

The Positive Childhood Experiences Scale is a 5-point Likert-type scale developed by Doğan and Aydın (2013). It measures positive childhood experiences, which are well-known to be important to the psychological well-being of individuals. It is a self-report instrument assessed based on the childhood experiences of the participants. Adults are the target sample group for this scale. There are 22 items on the scale. The scale has no reverse-coded items. For each statement, participants are asked to rate their agreement on a scale from "strongly disagree" (1) to "strongly agree" (5). On the scale, possible scores fall between 22 and 110. Higher scores indicate higher rates of positive childhood experiences. The Cronbach's α internal consistency value in the original version of the scale is ($\alpha=.96$), and the composite reliability is ($\alpha=.97$). The range of the corrected item-total correlations was .37 to .83. The scale's validity and reliability are indicated by the Cronbach's α value, which is in accordance with the border value ($\alpha=.5$) proposed by Cronbach (1951) and Helmstadter (1964), and ($\alpha=.7$) by Bowling and Shah (2005). In the current study, the Cronbach's α value was found to be .967, indicating an acceptable level of reliability.

2.7. Scale of Dimensions of Interpersonal Relationships (SDIR)

The SDIR is a 5-point Likert-type self-report scale developed by Erden-İmamoğlu and Aydın (2009). Young adults are the scale's target group. The scale consists of 53 items and has four subscales: approval dependence (AP) (15 items), empathy (E) (9 items), trusting others (TO) (15 items), and emotional awareness (EA) (14 items). Participants are asked to rank the extent to which they agree with each statement on a scale ranging from "completely defines" (1) to "does not define at all" (5). The overall score is not computed; all subscale scores are computed independently. There are reverse-coded items in each subscale. The AP subscale is about one's ability to act autonomously in interpersonal relationships, decision-making, and self-evaluation and has a possible score range of 15 to 75. Higher scores indicate higher rates of approval dependency. The empathy subscale scores range from 9 to 45, with higher scores indicating greater empathy. Scores on the TO subscale range from 15 to 75 and comprise statements regarding trusting others in relationships. Higher scores signify a decline in interpersonal trust. The EA subscale measures a person's ability to evaluate and determine their own feelings as the basis for interpersonal connections. Scores range from 14 to 70; higher numbers indicate less emotional awareness. The original version of the scale's test-retest reliability coefficients ranges from .62 to .96, while the subscales' Cronbach's α internal consistency values fall between .78 and .85. Based on the Cronbach's α value, it is possible to conclude that the scale is valid and reliable. In the current study, the Cronbach's α value of the scale was ($\alpha=.789$), the approval dependence subscale was ($\alpha=.876$), the empathy subscale was ($\alpha=.880$), the trusting others subscale was ($\alpha=.819$), and the emotion awareness subscale was ($\alpha=.816$), indicating an acceptable level of reliability.

2.8. Data Analysis

The data gathered from the socio-demographic form, the Childhood Cartoon Survey, and the other two scales (PCES and SDIR) were digitized and imported into the SPSS-22 program for Windows for the data analysis. Prior to starting the data analysis, the question of whether the data set showed a normal distribution was initially resolved. According to Sposito et al. (1983), a distribution is considered normal if the skewness and kurtosis values range between ± 3 . It may be concluded that the data set has a normal distribution as the skewness and kurtosis values of the scales' scores fall within this range in the research (see Table 3). Therefore, it was decided that parametric methods were appropriate for analysis. $p < .05$ and $p < .001$ significance levels were preferred in interpretation.

2.9. Ethics of the Study

The research was started after receiving ethical approval from the Non-Interventional Clinical Research Ethics Committee of İstanbul 29 Mayıs University on the date of 01.04.2024, under reference number 2024/04. An informed consent form was presented to the participants before starting the research. Participation in the research was voluntary. The data collection started on April 7, 2024, and ended on May

7, 2024.

3.Results

In this section, frequency analysis results of cartoons, descriptive analysis results of the scales, comparative analysis results according to socio-demographic variables and cartoon-watching preferences, and correlation analysis results of the PCES and the SDIR will be presented accordingly.

3.1.Frequency Analysis Results

Frequency analysis was carried out to determine the cartoon-watching preferences based on screen time, the total number of viewers for each cartoon, and the number of people who chose it as their favorite cartoon. The results are shown in Table 2.

Table 2. Frequency Analysis Results of Cartoons

Cartoons	n	f	Content	%	Favorite
Tom & Jerry	190		Violent	90	32
Ben10	128		Violent	60,7	9
Ninja Turtles	83		Violent	39,3	1
Winx	133		Violent	63	29
Samurai Jack	88		Violent	41,7	5
Powerpuff Girls	125	70,02%	Violent	59,2	5
Regular Show	113	f=1451	Violent	53,6	15
Keloğlan Tales	146		Violent	69,2	13
Gumball	155		Violent	54,5	21
Scooby Doo	152		Violent	72	20
SpongeBob	138		Violent	65,4	28
In the Night Garden	91		Nonviolent	43,1	4
Sesame Street	52		Nonviolent	24,6	0
Caillou	149		Nonviolent	70,6	13
Nane and Limon	79	29,97%	Nonviolent	37,4	1
Captain Tsubasa	82	f=621	Nonviolent	38,9	9
Maya the Bee	79		Nonviolent	37,4	1
Heidi	89		Nonviolent	42,2	5

When the participants' answers regarding the time they spent watching cartoons were evaluated, it was seen that 50 participants (23,7%) responded "1 hour or less," 119 participants (56,4%) responded "2-3 hours," and 42 participants (19,9%) responded "4-6 hours."

3.2.Descriptive Analysis Results

Descriptive statistics for the PCES, the SDIR, and its subscales are presented in Table 3.

Table 3. Descriptive Analysis Results of Scales

Scales & Subscales	Min	Max	\bar{X}	Sd	Skewness	Kurtosis
PCES* Total	26,00	110,00	80,26	19,10	-,482	-,514
SDIR** Total						
<i>Approval dependence</i>	16,00	71,00	43,47	10,81	,043	-,162
<i>Empathy</i>	9,00	45,00	19,69	6,83	1,177	2,009
<i>Trusting others</i>	22,00	70,00	46,13	9,50	,069	-,170
<i>Emotional awareness</i>	15,00	61,00	39,88	9,07	,040	-,291

*PCES: Positive Childhood Experiences Scale

**SDIR: Scale of Dimensions of Interpersonal Relationships

Based on the PCES, participants received $80,26 \pm 19,10$ points, as shown in Table 3. This implies that the participants have high positive childhood experiences. For the SDIR, approval dependence subscale scores were $43,47 \pm 10,81$. It shows that the participants' need for approval from others is high.

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Participants scored $19,69 \pm 6,83$ points on the empathy subscale, indicating that participants have a weak level of empathy in relationships with others. Scores on the trusting others subscale were $46,13 \pm 9,50$, indicating that the participants have trouble trusting others since higher scores indicate a decline in interpersonal trust. Participants scored $39,88 \pm 9,07$ on the emotional awareness subscale. This indicates participants are leaning towards being less emotionally aware since higher scores indicate low emotional awareness.

3.3. Comparative Analysis Results

This section presents comparative analyses of young adults' positive childhood experiences and dimensions of interpersonal relationships based on socio-demographic variables and cartoon-watching preferences. The analysis results according to socio-demographic variables (age groups and sex) will be presented, respectively.

An independent sample T-test analysis was conducted to find out if there are age-group-based differences in participants' scores on the scales. The results are presented in Table 4.

Table 4. T-test Analysis Results According to Age

Scales & Subscales	18-22 years		23-28 years		t	p
	\bar{X}	Sd	\bar{X}	Sd		
PCES** Total	78,16	19,38	84,86	17,74	2,388	,018*
SDIR*** Total						
<i>Approval dependence</i>	42,72	11,01	45,13	10,24	1,507	,133
<i>Empathy</i>	19,25	6,12	20,66	8,16	1,253	,213
<i>Trusting others</i>	46,48	9,54	45,37	9,45	,781	,436
<i>Emotional awareness</i>	39,90	9,01	39,83	9,27	,052	,959

*p<.05

**PCES: Positive Childhood Experiences Scale

***SDIR: Scale of Dimensions of Interpersonal Relationships

It was found that there was a significant difference between participants' scores on the PCES according to age groups, $t(209)=2,388$, $p<.05$. Participants between the ages of 23 and 28 ($84,86 \pm 17,74$) have significantly higher scores than participants between the ages of 18 and 22 ($78,16 \pm 19,38$). On the other hand, there were no significant differences according to age groups in participants' scores on the subscales of the SDIR; $t(209)=1,507$, $p>.05$; $t(99,559)=1,253$, $p>.05$; $t(209)=,781$, $p>.05$; $t(209)=,052$, $p>.05$.

An independent sample T-test analysis was conducted to find out if there are sex-based differences in participants' scores on the scales. The results are presented in Table 5.

Table 5. T-test Analysis Results According to Sex

Scales & Subscales	Women		Men		t	p
	\bar{X}	Sd	\bar{X}	Sd		
PCES** Total	80,26	17,58	80,24	22,87	,006	,995
SDIR*** Total						
<i>Approval dependence</i>	42,92	11,04	44,96	10,10	1,216	,225
<i>Empathy</i>	19,03	6,27	21,49	7,96	2,344	,020*
<i>Trusting others</i>	46,36	9,94	45,52	8,27	,567	,571
<i>Emotional awareness</i>	39,16	8,90	41,80	9,33	1,887	,061

*p<.05

**PCES: Positive Childhood Experiences Scale

***SDIR: Scale of Dimensions of Interpersonal Relationships

The results of the analysis indicate that there were no significant sex-based differences in participants' scores on the PCES; $t(81,754)=,006$, $p>.05$. It was found that there was no significant difference according to sex in participants' scores on the approval dependence, trusting others, and emotional awareness subscales of the SDIR; accordingly, $t(209)=1,216$, $p>.05$; $t(209)=,567$, $p>.05$;

$t(209)=1,887$, $p>.05$. However, in the empathy subscale, there was a significant difference between sexes, $t(209)=2,344$, $p<.05$. Men ($21,49\pm7,96$) have significantly higher empathy levels than women ($19,03\pm6,27$).

In order to investigate whether the scores from the PCES and the SDIR differ depending on young adults' cartoon-watching preferences during childhood, three subjects were examined: screen time, the content of the favorite cartoons, and the content of cartoons young adults used to watch. Comparative analyses for these subjects will be presented, respectively.

A one-way ANOVA analysis was conducted to examine the scores on the scales based on screen time spent watching cartoons on a daily basis. Screen time is divided into three variables: 1 hour or less, 2-3 hours, and 4-6 hours. The results indicate that there was no significant difference in the participants' scores on the scales based on screen time ($p>.05$). Table 6 presents the results.

Table 6. One-way ANOVA Analysis Results According to Screen Time

Scales & Subscales	1 hour or less		2-3 hours		4-6 hours		F(2,208)
	\bar{X}	Sd	\bar{X}	Sd	\bar{X}	Sd	
PCES* Total	77,68	21,68	81,62	18,64	79,47	17,11	,792
SDIR** Total							
<i>Approval dependence</i>	43,78	10,64	44,00	10,51	41,64	11,86	,761
<i>Empathy</i>	19,54	8,05	20,01	6,83	18,97	5,17	,374
<i>Trusting others</i>	44,50	9,33	46,54	9,73	46,92	9,04	,997
<i>Emotional awareness</i>	39,50	8,80	40,06	9,61	39,80	7,90	,070

*PCES: Positive Childhood Experiences Scale

**SDIR: Scale of Dimensions of Interpersonal Relationships

An independent sample T-test analysis was carried out in order to determine if the participants' scores on the scales differed depending on the overall theme of their favorite cartoon. Table 7 displays the findings from the analysis of the favorite cartoons according to content.

Table 7. T-test Analysis Results of Favorite Cartoon According to Content

Scales & Subscales	Violent		Nonviolent		$t(209)$	p
	\bar{X}	Sd	\bar{X}	Sd		
PCES* Total	79,46	19,58	84,54	15,84	1,406	,161
SDIR** Total						
<i>Approval dependence</i>	44,06	10,96	40,30	9,46	1,848	,066
<i>Empathy</i>	19,53	7,01	20,57	5,81	-,843	,423
<i>Trusting others</i>	45,91	9,56	47,33	9,25	-,786	,433
<i>Emotional awareness</i>	39,41	9,10	42,39	8,61	1,740	,083

The findings of the analysis showed that the participants' scores on the PCES and the SDIR for their favorite cartoons do not differ significantly depending on content, accordingly; $t(209)=,161$, $p>.05$; $t(209)=,066$, $p>.05$; $t(209)=,423$, $p>.05$; $t(209)=,433$, $p>.05$; $t(209)=,083$, $p>.05$.

An independent sample T-test analysis was conducted to determine if there were significant differences in the scale scores based on whether or not the participants watched the cartoons. The analysis examined the differences in young adults' positive childhood experiences and dimensions of interpersonal relationships by comparing the scores of those who used to watch violent and nonviolent cartoons with those who did not. Results revealed that only eight cartoons showed significant differences according to cartoon watching. Therefore, these eight cartoons are the only ones that are presented. Six of these cartoons are categorized as violent, including Tom and Jerry, Ninja Turtles, Winx, Regular Show, Gumball, and Spongebob, while two cartoons, Caillou and Nane and Limon, are categorized as nonviolent. The results regarding whether there were significant differences in the scale scores of the participants who used to watch nonviolent cartoons and the participants who did not are displayed in Table 8.

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Table 8. T-test Analysis Results of Nonviolent Cartoons

Scales & Subscales		Did not watch		Used to watch		t(209)	p
		\bar{X}	Sd	\bar{X}	Sd		
C A I L L O U	PCES** Total	81,53	21,07	79,73	18,26	,623	,534
	SDIR*** Total						
	<i>Approval dependence</i>	46,29	9,65	42,30	11,07	2,466	,014*
	<i>Empathy</i>	19,30	6,56	19,85	6,96	-,534	,594
	<i>Trusting others</i>	44,40	9,93	46,85	9,26	-1,717	,087
	<i>Emotional awareness</i>	38,56	9,54	40,42	8,84	-1,363	,174
		\bar{X}	Sd	\bar{X}	Sd	t(209)	p
N A N E & L I M O N	PCES** Total	81,84	19,30	77,62	18,58	1,559	,121
	SDIR*** Total						
	<i>Approval dependence</i>	43,29	10,05	43,78	12,03	-,318	,751
	<i>Empathy</i>	18,98	6,34	20,88	7,49	-1,968	,050*
	<i>Trusting others</i>	45,49	9,14	47,21	10,04	-1,276	,203
	<i>Emotional awareness</i>	39,97	9,07	39,72	9,13	,198	,843

*p<.05

**PCES: Positive Childhood Experiences Scale

***SDIR: Scale of Dimensions of Interpersonal Relationships

According to Table 8, the results demonstrate a significant difference in Caillou for the approval dependence subscale, $t(209)=2,466$, $p<.05$. It was found that the participants who did not watch Caillou had higher approval dependence scores ($46,29\pm 9,65$) than the participants who used to watch Caillou ($42,30\pm 11,07$). There was a significant difference for Nane and Limon on the empathy subscale, $t(209)=-1,968$, $p<.05$. Compared to those who did not watch it ($18,98\pm 6,34$), those who watched this cartoon ($20,88\pm 7,49$) scored higher on empathy.

Table 9 presents the findings about whether there were significant differences between the scores of the participants who used to watch violent cartoons and those who did not.

Table 9. T-test Analysis Results of Violent Cartoons

Scales & Subscales		Did not watch		Used to watch		t	p
		\bar{X}	Sd	\bar{X}	Sd		
T O M E R & Y	PCES** Total	85,57	15,49	79,67	19,40	1,345	,180
	SDIR*** Total						
	<i>Approval dependence</i>	38,90	11,10	43,98	10,68	-2,059	,041*
	<i>Empathy</i>	19,14	7,46	19,75	6,78	-,390	,697
	<i>Trusting others</i>	44,80	9,55	46,28	9,51	-,674	,501
	<i>Emotional awareness</i>	41,57	11,63	39,69	8,76	,717	,481
		\bar{X}	Sd	\bar{X}	Sd	t(209)	p
N U N T J E S A	PCES** Total	80,12	18,71	80,46	19,79	-,128	,898
	SDIR*** Total						
	<i>Approval dependence</i>	42,13	10,78	45,55	10,58	-2,267	,024*
	<i>Empathy</i>	19,96	7,31	19,28	6,05	,696	,487
	<i>Trusting others</i>	46,78	9,74	45,13	9,09	1,238	,217
	<i>Emotional awareness</i>	40,69	9,24	38,62	8,70	1,624	,106
		\bar{X}	Sd	\bar{X}	Sd	t	p
W I N X	PCES** Total	79,30	20,14	80,81	18,52	-,554	,580
	SDIR*** Total						
	<i>Approval dependence</i>	41,61	9,79	44,57	11,25	-1,929	,055
	<i>Empathy</i>	20,44	6,99	19,25	6,73	1,225	,222
	<i>Trusting others</i>	47,39	8,29	45,39	10,10	1,556	,121

		Emotional awareness	42,01	8,99	38,63	8,91	2,650	,009*
			\bar{X}	Sd	\bar{X}	Sd	<i>t</i> (209)	<i>p</i>
R E G U L A R	PCES** Total		84,05	17,00	76,97	20,25	2,725	,007*
	SDIR*** Total							
	Approval dependence		43,96	10,56	43,05	11,05	,613	,541
	Empathy		19,97	7,56	19,45	6,16	,559	,577
	Trusting others		46,30	10,11	45,99	8,99	,239	,811
	Emotional awareness		40,24	9,43	39,56	8,77	,541	,589
			\bar{X}	Sd	\bar{X}	Sd	<i>t</i> (209)	<i>p</i>
G U M B A L L	PCES** Total		84,19	17,13	76,97	20,08	2,279	,006*
	SDIR*** Total							
	Approval dependence		43,72	9,50	43,26	11,83	,307	,759
	Empathy		19,57	7,42	19,80	6,33	-,240	,811
	Trusting others		46,12	9,74	46,14	9,35	-,017	,986
	Emotional awareness		40,18	9,26	39,62	8,94	,447	,656
			\bar{X}	Sd	\bar{X}	Sd	<i>t</i>	<i>p</i>
S P O N G E B O B	PCES** Total		84,42	15,99	78,05	20,26	2,501	,013*
	SDIR*** Total							
	Approval dependence		42,30	10,82	44,10	10,79	-1,151	,251
	Empathy		20,20	7,50	19,42	6,46	,785	,433
	Trusting others		47,39	9,37	45,47	9,54	1,403	,162
	Emotional awareness		40,86	9,26	39,36	8,96	1,144	,254

*p<.05

**PCES: Positive Childhood Experiences Scale

***SDIR: Scale of Dimensions of Interpersonal Relationships

According to the independent T-test analysis results of violent cartoons, there were some significant differences that were found between the participants who watched these cartoons in childhood and the participants who did not. The findings revealed a significant difference in Tom and Jerry and Ninja Turtles cartoons for the approval dependence subscale; $t(209)=-2,059$, $p<.05$; $t(209)=-2,267$, $p<.05$. It was found that the approval dependence scores of the participants who watched (43,98±10,68) Tom and Jerry were higher than the participants who did not watch it (38,90±11,10). Ninja Turtles showed the same result as Tom and Jerry; those who watched it (45,55±10,58) had higher scores than those who did not watch it (42,13±10,78). Results for Winx demonstrated a significant difference in the emotional awareness subscale, $t(209)=2,650$, $p<.05$. The emotional awareness scores of the participants who did not watch Winx (42,01±8,99) were higher than those who watched it (38,63±8,91). Significant differences were found for Regular Show, Gumball, and Spongebob on the PCES, accordingly: $t(209)=2,725$, $p<.05$; $t(209)=2,279$, $p<.05$; $t(178,577)=2,501$, $p<.05$. The scores on the PCES of those who watched these cartoons are significantly lower than those who did not watch them. The results are, respectively: participants who did not watch Regular Show (84,05±17,00) and those who watched it (76,97±20,25); participants who did not watch Gumball (84,19±17,13) and those who watched it (76,97±20,08); participants who did not watch Spongebob (84,42±15,99) and those who watched it (78,05±20,26).

3.4. Correlation Analysis Results

A Pearson correlation analysis was conducted to assess the correlational relationship between positive childhood experiences and dimensions of interpersonal relationships in young adults. The correlation results of the two scales used in the study are shown in Table 10.

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Table 10. Correlation Analysis Results of the PCES and the SDIR

Scales & Subscales	1	2	3	4	5
¹ PCES** Total ^a	-				
SDIR*** Total ^b					
² Approval dependence	,203*	-			
³ Empathy	,005	,262*	-		
⁴ Trusting others	-,273*	-,378*	,008	-	
⁵ Emotional awareness	-,275*	-,443*	,189*	,505*	-

*p<.01 ^aN=211, ^bN=211

**PCES: Positive Childhood Experiences Scale

***SDIR: Scale of Dimensions of Interpersonal Relationships

There was a significant and weak positive correlational relationship between positive childhood experiences and approval dependence, $r(209)=.203$, $p<.01$. When the relationship between positive childhood experiences and trusting others was examined, there was a significant and weak negative correlational relationship, $r(209)=-.273$, $p<.01$. Similar results were obtained between positive childhood experiences and emotional awareness, $r(209)=-.275$, $p<.01$.

The results showed that there was a significant and weak positive correlational relationship between approval dependence and empathy, $r(209)=.262$, $p<.01$. Examining the relationship between approval dependence and trusting others, a significant and weak negative correlational relationship was found, $r(209)=-.378$, $p<.01$. A significant and moderately negative correlational relationship was found between approval dependence and emotional awareness, $r(209)=-.443$, $p<.01$. There was a significant and moderately positive correlational relationship between emotional awareness and trusting others, $r(209)=.505$, $p<.01$.

4. Discussion and Conclusion

In order to better understand young adults' childhood experiences and interpersonal relationships, this study will look at the connection between watching cartoons as a child. To close knowledge gaps about the long-term effects of early cartoon exposure on young adults' lives, these topics are being researched. To go over the research's conclusions in chronological order:

Frequency analysis and comparative analysis were carried out to investigate young adults' cartoon-watching preferences during childhood and how scale scores differed according to preferences. According to the findings, 70,02% of the participants preferred to watch cartoons with violent content. This result shows how important it is to evaluate the possible impact of violent cartoons on children and young people. Tom & Jerry, which is a violent cartoon, was the most watched cartoon (90%). Caillou, a nonviolent cartoon, was the second most watched, with a percentage of 70,6 participants. This finding also shows that young adults highly prefer violent cartoons. Exposure to violent cartoons in childhood can affect interactions with other people in childhood and adulthood. Regarding screen time, most of the participants (56,4%) used to watch cartoons for 2–3 hours daily. This amount of screen time could be considered normal and could result from watching cartoons less frequently and more often spending time with friends in the past, whereas children today do the opposite.

According to the findings of this study, young adults generally have high rates of positive childhood experiences ($80,26 \pm 19,10$), with the younger age group of 18–22 having lower scores than the other group. According to Bilgin et al. (2021)'s study, an adult's positive childhood experiences vary significantly depending on their parents' perceived socio-economic status, parental attitude, and level of education. In addition to parenting practices changing, changes in society and politics may also be the reason for this difference. Although generation is defined as the set of individuals who constitute an average age group of twenty-five to thirty years (Adıgüzel, Batur, & Ekşili, 2014), it is seen in this study that the generation gap manifested itself in a shorter period of time.

For the dimensions of interpersonal relationships, participants had high dependence on others for approval, weak levels of empathy, trouble trusting others, and less emotional awareness. These findings could be explained by other factors such as stress levels, emotion regulation skills, and the social skills of young adults. There was no significant difference according to age. However, contrary to general opinion,

there was a significant sex difference in the empathy subscale, with men scoring significantly higher than women. Moreover, this result was opposite to previous studies on empathy in literature (Demir, Atlı, & Kılıç, 2016; Rueckert & Naybar, 2008).

Young adults' positive childhood experiences and dimensions of interpersonal relationships were investigated based on screen time, the content of their favorite cartoons, and the content of the cartoons young adults used to watch. Regarding screen time and the content of the favorite cartoons, there were no significant differences for both positive childhood experiences and dimensions of interpersonal relationships. Despite the participants' preference for watching violent cartoons, they did not generally receive very low scores on the PCES. Playing, socializing with peers, and staying connected to the outside world could potentially contribute to this. Given that the younger generation of kids is more likely to be isolated from the outside world and to spend more time consuming media, one could argue that their results would be different. Participants who used to watch violent cartoons had lower levels of positive childhood experiences. The fact that these cartoons have been providing poor examples of how to interact with other people could help to explain this. It may encourage violent and aggressive behavior. When children learn this kind of behavior and start showing aggression towards other people, it can lead to a lack of positive social interactions. Cartoons can expose kids to violent and aggressive images, which can make them less sensitive to pain and violence, less empathetic, and more likely to believe that the world around them is full of fear (Karaboğa, 2018). As Karaboğa (2018) says, television programs for children can hinder language development because they only provide one-way communication and do not allow for mutual interaction, and they can cause developing speech and communication problems with the outside world, particularly during childhood, which is the critical time when the foundations of social development are set. When children start interacting with their peers in their early years, socialization plays a crucial role. Therefore, to ensure children spend a healthy amount of time on screens and socialize, it would be beneficial for parents, teachers, and lawmakers to provide spaces and opportunities where children may engage with their peers, find new interests, participate in social events, and spend time outdoors by taking part in physical activities or sports.

For dimensions of interpersonal relationships, watching one of the cartoons with violent content (Winx) resulted in lower emotional awareness scores. According to the SDIR, higher scores on this subscale mean less emotional awareness. However, participants who used to watch it had lower scores, which indicates they have high emotional awareness. This can be explained by the fact that the general consumer population of this cartoon is women; therefore, they have more emotional awareness due to gender roles. Mankus et al. (2016) found that women are more likely than men to pay attention to emotion, both voluntarily and involuntarily. As gender roles indicate, women tend to become more aware of their own emotions during the socialization process. Although the cartoon on this subject contains violent behavior, all of the main characters are women, and they encourage paying attention to emotions and engaging in empathy. This finding may show that although some cartoons contain violence, they can teach children positive things by ensuring that the characters, who will be taken as role models, exhibit good behavior. This result was in accordance with some previous studies in the literature that were mentioned in the introduction (Güleken Katfar & Yılmaz, 2020; Toksoy & Sapsağlam, 2019). As a conclusion, it's important for parents and caregivers to know if cartoons contain violent content as well as how the characters behave and how children perceive and interpret the characters. It is suggested by the Social Learning Theory that children can learn by modeling. By understanding Social Learning Theory, educators and parents can realize that children's media consumption is not only related to the acquisition of negative behaviors but can also be used for behavior modification or positive behavior acquisition when children are presented with appropriate content. Parents should thus introduce their children to individuals and characters who can serve as positive role models and help children learn positive and prosocial behaviors.

The findings showed that participants who used to watch cartoons with violent content in their childhood years tend to depend on approval from other people. Participants who did not watch the cartoons with nonviolent content scored lower on empathy. This finding could be a result of young children who are exposed to violence developing egocentric thinking and a disregard for other people and their environment. Particularly considering that cartoon heroes and villains typically have no care for one another and will harm each other physically or psychologically without hesitation. A study showed that when elementary school kids played violent video games, their flight-or-fight response got triggered, which led to an increase

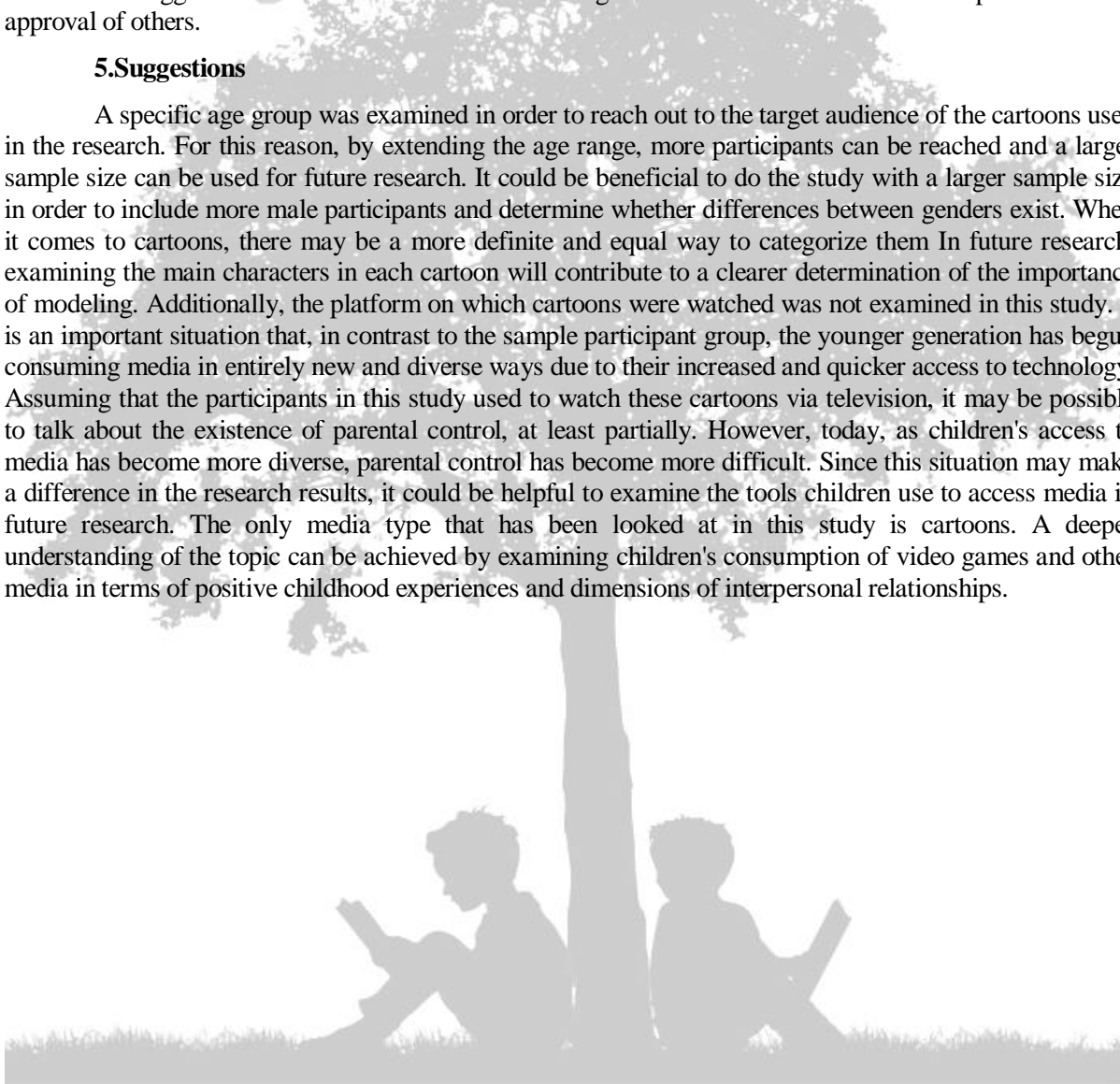
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in cortisol levels and triggered their semantic memory with more aggressive ideas than when they played a nonviolent game (Gentile, Bender, & Anderson, 2017).

Positive childhood experiences were correlated with approval dependence, trusting others, and emotional awareness in interpersonal relationships, according to correlation analysis results. This finding supports the idea that the early years of one's life are critical for adulthood. The findings showed a correlation between emotional awareness and all of the subscales of the interpersonal relationship dimensions as well as positive childhood experiences. The correlation between emotional awareness and approval dependence was moderately negative. This is understandable since lower emotional awareness scores actually indicate higher rates of emotional awareness. This finding would suggest that a person depends less on other people's approval the more self-aware they are of their own feelings. The correlational relationship between emotional awareness and trusting others was moderately positive. Higher scores on both of these subscales suggest a decline in that characteristic. This implies that a person with greater emotional awareness would have more trust in other people. As the results demonstrated, there was a significant and weak positive correlational relationship between approval dependence and empathy. For approval dependence and trusting others, a significant and weak negative correlational relationship was found. This suggests that someone who is more trusting of others will tend to be more dependent on the approval of others.

5. Suggestions

A specific age group was examined in order to reach out to the target audience of the cartoons used in the research. For this reason, by extending the age range, more participants can be reached and a larger sample size can be used for future research. It could be beneficial to do the study with a larger sample size in order to include more male participants and determine whether differences between genders exist. When it comes to cartoons, there may be a more definite and equal way to categorize them. In future research, examining the main characters in each cartoon will contribute to a clearer determination of the importance of modeling. Additionally, the platform on which cartoons were watched was not examined in this study. It is an important situation that, in contrast to the sample participant group, the younger generation has begun consuming media in entirely new and diverse ways due to their increased and quicker access to technology. Assuming that the participants in this study used to watch these cartoons via television, it may be possible to talk about the existence of parental control, at least partially. However, today, as children's access to media has become more diverse, parental control has become more difficult. Since this situation may make a difference in the research results, it could be helpful to examine the tools children use to access media in future research. The only media type that has been looked at in this study is cartoons. A deeper understanding of the topic can be achieved by examining children's consumption of video games and other media in terms of positive childhood experiences and dimensions of interpersonal relationships.



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YAPILANDIRILMIŞ ÖZET

Çocuklukta Çizgi Film İzleme ile Genç Yetişkinlikte Olumlu Çocukluk Yaşantıları ve Kişiler Arası İlişkiler Arasındaki İlişkinin İncelenmesi

Giriş

Çocukluk, gelişim açısından kritik bir dönemdir. Olumlu çocukluk yaşantılarının varlığı; bireyin empati, özgüven, güven, şefkat gibi duygularının gelişimi ve psikolojik iyi oluşu için önemlidir. Psikolojik iyi oluş aynı zamanda yetişkinlik döneminde kişiler arası ilişki boyutlarıyla da ilişkilidir. Bu anlamda çocuklukta öğrenilenler çocukluk yaşantılarını etkileyeceğinden yetişkinlikte de izlerini sürdürebilir. Sosyal öğrenme kuramına göre öğrenme kaynaklarından biri olan medya ve çocukların medya tüketiminin büyük bir kısmını oluşturan çizgi filmler, çocukları hem olumlu hem de olumsuz olarak farklı şekillerde etkilemektedir. Çizgi filmlerde şiddete maruz kaldığında incinmeyen, şiddete başvururken cezalandırılmayan karakterlerin varlığı; olumlu ya da olumsuz karakterlerin rol model alınması, küçük çocukların çizgi filmleri gerçeklikten ayırt edememesi çizgi filmlerin çocukların gelişiminde oldukça önemli olduğunu göstermektedir. İzlenen çizgi filmler çocukluk yaşantılarına etki edebilir, yetişkinlik hayatında da kişiler arası ilişkilerde farklılıklara sebep olabilir. Bu yüzden çizgi filmler, sadece çocukluk dönemi için değil, bireyin yetişkinlik dönemi ve bu süreçte diğer insanlarla ilişkilerinde de ele alınması gereken önemli bir konudur. Literatürde genel anlamda çizgi filmlerin olumsuz sonuçlarına odaklanılmış ve vurgu sıklıkla çocukluk dönemindeki etkilerinde olmuştur. Bu çalışma, çizgi filmlerin uzun vadede bireylerin yaşamında oluşabilecek durumları ele almayı amaçlamaktadır. Bu amaca yönelik olarak çocuklukta çizgi film izleme ile olumlu çocukluk yaşantıları ve kişiler arası ilişkiler arasındaki ilişki incelenmektedir. Bu çalışma, çizgi filmlerin erken çocukluk gelişimindeki öneminin anlaşılmasına yardımcı olabilir ve ebeveynler, eğitimciler ve içerik oluşturanlar için çizgi filmlere maruz kalmanın uzun vadeli sonuçlarına ilişkin bilgiler sağlayabilir.

Yöntem

Araştırma, 2023-2024 eğitim-öğretim yılı bahar döneminde gerçekleştirilmiştir. Verilerin toplanmasında Google Forms kullanılmıştır. Araştırma 154 kadın (%73) ve 57 erkek (%27) olmak üzere 211 katılımcı ile gerçekleştirilmiştir. Katılımcıların yaş aralığı ise 18-22 arası 145 kişi (%68,7) ve 23-28 arası 66 kişi (%31,3) şeklindedir. Araştırmada “Sosyo-Demografik Bilgi Formu”, araştırmacılar tarafından oluşturulan “Çizgi Dizi/Film İzlemeye Dair Anket”, “Olumlu Çocukluk Yaşantıları Ölçeği” ve “Kişilerarası İlişki Boyutları Ölçeği(KİBÖ)” olmak üzere dört araç kullanılmıştır. Anket, bireylerin çocukken izledikleri çizgi filmlere ilişkin ekran süresi, izlenen çizgi filmler ve en sevilen çizgi film sorularını içermektedir. Araştırma için Türkiye’de 2000’li ve 2010’lu yılların başında yayınlanan 18 çizgi film seçilmiş ve şiddet içerip içermemesine göre iki gruba ayrılmıştır. Olumlu Çocukluk Yaşantıları Ölçeği, bireylerin psikolojik iyi oluşu açısından önemli olan olumlu çocukluk yaşantılarını ölçmektedir. KİBÖ, kişiler arası ilişkileri onay bağımlılık, empati, başkalarına güven ve duygu farkındalığı olmak üzere dört boyutta ölçmektedir. Data analizi için SPSS-22 programı kullanılmıştır. Verilerin normal dağılım göstermesi dolayısıyla analiz için parametrik testler kullanılmıştır.

Sonuç ve Tartışma

Anketten elde edilen veriler ile her bir çizgi film için ekran süresi, izleyici sayısı ve en sevilen olarak seçilme sayısı frekans analiziyle tespit edilmiştir. Katılımcıların %70,02’si şiddet içeren çizgi filmleri izlemiştir. En çok izlenen çizgi filmler, şiddet içeren Tom & Jerry (%90) ile şiddet içermeyen Caillou (%70,6) olmuştur. Şiddet içerikli çizgi filmlerin daha çok tercih edilmesi sonucu, bu çizgi filmlerin çocuklar ve gençler üzerindeki etkilerinin değerlendirilmesinin oldukça önemli olduğunu göstermektedir. Ekran süresine ilişkin sorgulamada katılımcıların çoğunluğu (%56,4) günde 2-3 saat çizgi film izlediklerini belirtmiştir. Bu durum, normal kabul edildiğinde geçmişte çocukların ekranlar yerine akranlarıyla daha sık vakit geçirmesinin bir sonucu olabilir. Yeni nesil çocuklarında ekran süresinin daha fazla olması, sosyal gelişimlerinde farklı sonuçlar doğurabilir.

Ölçeklerin betimsel analiz sonuçları, katılımcıların olumlu çocukluk yaşantılarının yüksek olduğunu göstermektedir. 18-22 yaş grubu katılımcıların daha düşük puanlar almaları, ebeveynlerle ilgili durumlar veya toplumda zaman içinde yaşanan değişikliklere bağlanabilir. KİBÖ sonuçları, katılımcıların yüksek düzeyde başkalarından onay almaya bağımlı olduklarını, zayıf empati

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gösterdiklerini, başkalarına güvenmekte sıkıntı yaşadıklarını ve duygu farkındalıklarının az olduğunu göstermiştir. Bu bulgular genç yetişkinlerin stres düzeyleri, duygu düzenleme becerileri ve sosyal becerileri gibi diğer faktörlerle açıklanabilir. Empati alt boyutunda cinsiyet bağlamında literatürdeki çalışmaların aksine, erkekler kadınlardan anlamlı derecede yüksek puanlar almışlardır.

Ölçeklerin karşılıklı analiz sonuçları, şiddet içerikli çizgi filmler daha çok tercih edilse de genel anlamda olumlu çocukluk yaşantılarının yüksek olduğunu göstermiştir. Şiddet içerikli çizgi film izleyenlerin olumlu çocukluk yaşantıları daha düşük bulunmuştur. Bu çizgi filmlerin insan etkileşimlerine dair zayıf örnekler sunması, saldırgan davranışları teşvik ederek çocukların bu tür davranışları öğrenmesine ve olumlu sosyal etkileşimlerin eksikliğine yol açabilir. KİBÖ sonuçlarında şiddet içeren çizgi filmlerden (Winx) birini izlemek yüksek duygu farkındalığı ile ilişkili bulunmuştur. Bu durum, bu çizgi filmin genel izleyicinin kadınlar olmasıyla açıklanabilir; araştırmalara göre cinsiyet rolleri nedeniyle kadınların duygu farkındalıkları daha yüksektir. Şiddet içerikli çizgi film izleme onay bağımlılığı ile ilişkilendirilmiştir. Şiddet içermeyen çizgi filmleri izlemeyenlerin empati düzeyleri daha düşüktür.

Korelasyon analizi sonuçlarına göre olumlu çocukluk yaşantıları, kişiler arası ilişkilerde onay bağımlılık, başkalarına güven ve duygu farkındalığı ile ilişkilendirilmiştir. Bu bulgu, kişinin yaşamının ilk yıllarının yetişkinlik için kritik olduğu fikrini desteklemektedir. Olumlu çocukluk yaşantıları ile onay bağımlılık arasında pozitif yönde anlamlı ve zayıf bir ilişki bulunmuştur. Olumlu çocukluk yaşantıları ile başkalarına güven arasındaki ilişki incelendiğinde anlamlı ve zayıf negatif korelasyonel ilişki tespit edilmiş, duygu farkındalığı ile de benzer sonuçlar elde edilmiştir. Sonuçlar onay bağımlılık ile empati arasında anlamlı ve zayıf pozitif korelasyonel ilişki olduğunu göstermiştir. Onay bağımlılık ile başkalarına güven arasında anlamlı ve zayıf negatif korelasyonel ilişki bulunmuştur. Onay bağımlılık ile duygu farkındalığı arasında anlamlı ve orta düzeyde negatif korelasyonel ilişki vardır. Duygu farkındalığı ile başkalarına güven arasında anlamlı ve orta düzeyde pozitif korelasyonel ilişki bulunmuştur.

