

## **The Role of Animation in Instilling Values in Children: An analytical Study of "Baraem" Channel Programmes**

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### **Abstract**

The study aimed to reveal the scientific, social, economic, and aesthetic values that are promoted and reinforced by the animation programs directed to the child, by analyzing a sample of the programs directed to such stage of childhood.

The study adopted the descriptive analytical approach for the programs of the "Baraem" channel, and its population consisted of an intentional sample of "118" episodes in four selected programs, using the sample's content analysis form, divided into the content category and the form category.

The study concluded with results, the most important of which was that the study sample contained the values of the animation programs directed to the schoolchild in the following order:

1. Social values came in the first place with a number of 2850 values and a percentage of 39.3%.
2. Scientific values came in the second place with a number of 1900 values and a percentage of 26.2%.
3. Aesthetic values came in the third place with a number of 1690 values and a percentage of 23.3%.
4. Economic values came in the fourth place, with 810 values and a percentage of 11.2%.

The study recommended the need to focus on the local production of Arabic animation, so that it could include the content that reinforces the children's positive values.

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## دور الرسوم المتحركة في غرس القيم لدى الأطفال: دراسة تحليلية لبرامج قناة "براعم"

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### ملخص

هدفت الدراسة إلى الكشف عن القيم العلمية والاجتماعية والاقتصادية والجمالية التي تعززها برامج الرسوم المتحركة الموجهة إلى الأطفال، من خلال تحليل عينة من البرامج الموجهة لمثل هذه المرحلة من الطفولة. ويتكون المنهج الوصفي التحليلي لبرامج قناة "براعم" من عينة قصصية من "118" حلقة في أربعة برامج مختارة، باستخدام نموذج تحليل المحتوى، مقسمة إلى فئة المحتوى وفئة النموذج، وخلصت الدراسة إلى عدة نتائج أهمها أن عينة الدراسة من برامج الرسوم المتحركة الموجهة للأطفال احتوت على عدة قيم وهي؛ بالترتيب: جاءت "القيم الاجتماعية" في المرتبة الأولى بعدد 2850 قيمة، ونسبة 39.3%. وجاءت "القيم العلمية" في المرتبة الثانية بعدد 1900 قيمة ونسبة 26.2%. وجاءت "القيم الجمالية" في المرتبة الثالثة بعدد 1690 قيمة ونسبة 23.3%. وجاءت في المرتبة الرابعة القيم الاقتصادية بـ 810 قيمة ونسبة 11.2%. وأوصت الدراسة بضرورة التركيز على الإنتاج المحلي للرسوم المتحركة العربية بحيث تشمل على محتوى يعزز القيم الإيجابية للأطفال.

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## **Introduction:**

The importance of childhood is in the fact that it is a foundational stage on which other stages of growth are built. Investment in the care and upbringing of children is the most important investment in a child's life that benefits them as well the society, and enjoys its rewards in all stages of their life (Al-Khatib, 2005: 177). Childhood is an important stage in peoples' lives, especially in Arab societies. The statistics of the United Nations Development Program indicate that 40% of the Arab society children are from the age group from birth to 14 years (Al-Ghamdi, 2009: 84).

Several influences contribute to shaping the child's mind, developing his personality and influencing his behavior. In addition to the family, television is one of the means that have an impact on the child, due to its distinctiveness with sound, image, movement and colors that attract his attention (Awad Allah, 2003, 5).

The work of children's channels was not limited to the local level, as some of these channels tended to broadcast their services around the world, which increased the fears of some countries that it might affect their national cultures by creating alternative cultures, especially as they address children (El-Desouki and Abdel-Dayem, 2011: 95).

Children's media in general consists of animations, cartoon films, and art forms with content addressing children. These channels are considered as one of the sources of upbringing and developing their skills, consolidating life values in his behavior and developing his mental skills. It also gives them the opportunity to enjoy their childhood, open their talents, and weave their relationships with the world around them (Abdul Hamid, 2012: 15).

Animation program seek to provide children with knowledge and experiences that contribute to the formation of their attitudes, their tendencies, and their personalities, due to the fact that it is an important way to instill educational, moral, cultural and social concepts as these program provide children with information in an attractive dramatic form (Moawad, 2011: 56).

Values are a basic and directive guide for an individual's behavior that someone may acquire in a cumulative manner. For example, the school works to provide the learner with different values in an organized manner, while the natural acquisition of values comes in the home, with family and peers.

In order for children to comply with the values of modernity in light of the modern communications revolution, it is necessary for children to learn educational skills that help them understand the values of modernity and rationality (Kishik, 2003: 200).

Animation producers strive to make them as attractive as possible and to achieve a high degree of perfection that makes them believable to children. When looking at cartoons and scrutinizing their themes, movements and elements, it is noted that the goal is not only for enjoyment and entertainment, but also for other things that the children may not understand. Children, as the first and last targeted category of cartoon films, who are considered unable to distinguish between reality and imagination, because at this stage they only receive information, and it is difficult for them to understand many of the ideas contained in those cartoons, as a result of their incomplete growth and mental maturity. Therefore, children can store all of this information and data and it is subconsciously embedded in children. (Ashour and Zoubi, 2009, 19). Based on the foregoing, the present study came to identify the role of cartoons in consolidating values among children.

In light of the foregoing, it sounds necessary to study the set of scientific, social, economic and aesthetic values contained in the content of animations and to seek to reinforce them in the child's personality and affect their behavior.

### **Study Problem:**

Television contributes to influence the course of children's lives, their attitudes or values, as it is a media that broadcasts sound, image, motion, and color, and television programs can play their role in influencing the behavior of children and forming their personality.

The study aims to investigate the role of television animation programs in the development of children's skills in early childhood in preparation for knowing the role they play, as the children in their first school years begin to feel things they touch, see or hear, and they are affected by the audio, visual or read cultural influences that surround them, and they spontaneously interact with them and may do what they are addressed to.

### **Significance of the Study:**

The significance of the study is in recognizing the importance of paying attention to cartoon programs and revealing the cultures that they want to inculcate in the lives of children. These programs take a part of their time when they watch the television, and they may contain values that may correspond or contradict with the principles of society, so the children live in a state of contradiction between what they watch and how they live in reality, and here is the importance of uncovering the values that they implant in the child.

The study problem was identified in answering the following main question:

What values are reinforced by the animation programs for the primary school child?

### **Study's Objectives:**

The study seeks to identify the scientific, social, economic and aesthetic values in the animation programs for the primary school child.

### **Study Questions:**

The study seeks to answer the following questions:

1. What are the scientific values of the animation programs directed to the primary school child?
2. What are the social values of the animation programs directed to the primary school child?
3. What are the economic values of the animation programs directed to the primary school child?
4. What are the aesthetic values of the animation programs directed to the primary school child?

### **Study's Limits:**

Time limits: The study covers a period of three months from (01/01/2021) to (30/3/2022) for the animation programs on “*Baraem*” channel.

**Spatial limits:** The content of the animation is within the scope of the study sample to reveal the scientific, social, economic, and aesthetic values contained in the content of the programs that the primary school child watches.

### **Previous Studies:**

#### **Arabic Studies:**

1. The study of Yassin Naseem (2020) study, entitled “The Impact of Animation on Children’s Belief”: That study aimed to demonstrate the dangers of animation programs directed to children, and it used the inductive and deductive approaches. The study concluded that:
  - Some cartoon movies depend on texts from the Bible in a distorted form in order to corrupt the generation.
  - Some of these movies describe humans with the attributes of God.
  - Some movies showed that they spread ideas and beliefs that do not fit the reality of the child.
2. The study of Koueider-Zakieh and Samina-Ahlam (2019), entitled “Watching cartoon movies and its effects on children’s behavior”. The study aimed to identify the impact of watching cartoon films and its effects on children through "Cartoon Network Arabic". A field study was conducted on a sample of the fifth grade of a primary school, where the two researchers used the descriptive approach to collect data , and it reached the following results:
  - The channel contributes to enriching the linguistic balance of the sample members in speaking Standard Arabic.
  - The child watches the channel for enjoyment, entertainment, and filling leisure time.
  - The majority of the sample members imitate the displayed scenes, where some of them are good and others are bad behaviors.
  - The channel did not take into account the educational and pedagogical aspects of the content it broadcasts to the child.

3. The study of Radwani, Khayari (2019), entitled "The Negatives of Animation on Children." The study aimed to identify the negatives of watching animation programs through quantitative and qualitative analysis of some episodes of the dubbed cartoon series "Clarence" and recording negative messages through the behaviors of characters that have an impact on children. By watching the episodes of this series, it revealed that:
  - Establishing negative behaviors such as not taking care of personal hygiene and considering it as normal and not an unacceptable action.
  - Reaching what we want without regard for morals, as found in some scenes of Clarence, who is the hero of the story that lies to get what he wants.
  - Repeating negative phrases such as *pizza swamp*, *swamp women*, links something positive, such as pizza and women, to the swamp, which expresses filth, which gives the child the illusion of linking the two topics.
  - Clarence and his companions' eating method is disgusting in form and performance to the adult viewer, but to the unconscious child it is considered ordinary and can be applied in daily life.
  
4. The study of Al-Sharif Dalia (2019), entitled "Values in Arabic dubbed animation programs and their compatibility with the values of Arab society." The study aimed to identify the values included in the Arabic dubbed animation program "Ginger Stories series", which were represented by religious, social, national, political, and scientific values, and some other values were contrary to the values of Arab society. The researcher used the descriptive approach, through the study tool "content analysis form", and it concluded as follows:
  - Values contrary to the values of Arab society were the most frequent, and scientific values were the least frequent, while political, social, and religious values were distributed between them, respectively.
  - Values contrary to the values of the Arab society dominated the series "Ginger Stories", part one, which means that it is not suitable for broadcasting on Arab channels, as it constitutes a moral inferiority and a real danger to the watching children.

- The predominance of the negative content over the positive one in the series, which is the subject of research, produces negative behavioral phenomena in the Arab society, such as violence, aggression, the spread of profanity, betrayal, injustice, lying, selfishness, and superstitious thinking, which establishes strange values of what the child lives in the home, school, and the environment, which impacts on reducing the degree of interaction between children and their families within family members.
  - The absence of the values of "scientific information and facts", homeland love and defense, and belief in God(Allah), which are among the most important values in the Arab society due to its continuous pursuit for development and practical progress, in addition to its recurring crises that require his sons to defend him; and the preoccupation of the Arab child, which leads to take him away from his surroundings and his reality.
5. The study of Ahlam Al-Amrawi (2017), entitled “The impact of watching television on shaping the educational values of the Algerian child”. The study aimed to find out the effect of watching television in shaping the educational values of the Algerian child, and focused on the children's acquisition of educational values that play an important role in determining the future of the child and directing his behavior. The descriptive approach was used through the study of an intentional sample by choosing parents whose children are frequently exposed to watching children’s television programs and who are addicted to watching television, and it concluded with following:
- Leaving children in front of the television watching cartoon films on their own opens the way for instilling Western and strange values that are not in line with the reality of society, and aims to display manifestations of aggression and violence without paying attention to the existence of educational values due to the absence of local production.
  - There are positive effects of children’s exposure to satellite channels represented in providing children with scientific and life knowledge, enriching the linguistic balance and creating an atmosphere of fun among children: on the other hand, there are negative aspects in

forming the children's educational values and making the children imitate them and encourage them to be lazy and idle.

- The television has removed some of the behaviors that help on forming the child's educational values from the part of parents, due to their increasing dependence on television in their daily lives.
6. The study of Yahya bin Mastoor Yahya Qahtani (2017) entitled "Children's exposure to animation in television programs and their fulfilled gratifications.". The study aimed to monitor the motives of children's exposure to cartoons, indicate the positive gratifications achieved from children watching cartoons, highlight the negative gratifications achieved from children watching cartoons, and highlight the relationship between the characteristics of the study sample and its variables (the age of the child, the neighborhood in which the family resides, the educational level of the parents, motives and gratifications achieved by watching animations), the researcher used the descriptive analytical method, and the study concluded that:
- The most important motives for children's exposure to animation in television programs is that they provide fun and pleasure with an attractiveness that makes the child live in a world of imagination and entertainment.
  - The most important positive gratification is that it consults the children's imagination and provide them with scientific information that saturates abundant curiosity and gives them behavioral skills.
  - The most important negative gratification is that it propagates destructive ideas that contradict proper moral behavior, wastes a lot of time, and teaches idleness and laziness.

**Foreign Studies:** They are as follows:

7. The study of Blessing (2022), entitled "Animation Films and Child Development In Nigeria: A Study of Sapele Delta State". The study aimed to find out the impact of animated films that are commonly produced in foreign cultures on children in Nigeria with a special focus on their place in Nigerian child development. The study relied on tools including personal observation, interviews, questionnaires, and literary research that lead to data collection from primary and secondary sources and analyze the data collected. The results of that study confirmed that

animated films are a powerful factor of change that can be used to reinforce socialization, improve children's educational abilities and religious elevation among Nigerian children. The study recommended that content developers should be more sensitive when creating a product especially for children and adolescent users so that positive messages that will bring about change in behavior are conveyed by creating specific social and cultural attitudes and behavioral patterns acceptable to children.

8. The study of (Saha & Chakrabarti, 2022), entitled "Foreign Animation and Indian Kids Behavior: An Innovative Survey", indicated that most of the studies are based on interaction with a group of children's guardians through questionnaires and their comments. There is a disadvantage of this traditional survey method in that it does not interact with children directly. Rather, there are inferences based on their parents' or teachers' observations. Therefore, a survey of children's opinions was conducted with parental observations to find out the effect of animated programs on children's behavior, and the results indicated that animation is very entertaining for children, in addition to its usefulness in learning interactive media. Parents often express their concern about the undesirable effect of foreign cartoons. It was also noted that while the children were attached to the novelty in the show, they imitated the characters.
9. The study of (Murodhodjaeva et al., 2021), entitled "Animation creativity as a factor in the development of children's giftedness." The study aimed to find new ways to develop children's personality in the modern educational process and the active use of technology and tools before technology, with a pilot study to determine the role of animation technology in developing figurative thinking in older preschool children. The study used methods such as observation, conversation, measurement, creative tasks, and comparative analysis of experimental data. The results indicated that the expansion of the use of remote and online learning, communication, artificial intelligence, and social networks is of great importance in the development of children's personality. The children's animation creativity involves a process in which children participate in composing, creating, and discussing their own cartoons. The assumption of the potential effectiveness of animation creativity as a means of developing children's talent and

giftedness is based on the fact that in the process of co-creating animation, children demonstrate and develop their abilities while creating the scenario and images of characters, their characters and appearances, as they participate in filming and editing as well as presenting and promoting the final animation movie and making the cause the creative idea to be useful in the final product.

10. The study of (Arshad. M, Zafar. N & Kausar. R, 2018), entitled "Cartoon addiction and school age children's performance." The study aimed to prove the relationship between children's addiction to watching cartoons, on one side, and their poor performance, their participation in school, and the decline of their educational level, on the other side. It started from the fact that there is a negative relationship between intense watching and poor performance by following the descriptive analytical approach through a sample survey that included 100 mothers, their children aged between 5-12 years in the Pakistani city of Lahore. The study found a strong relationship between intense watching of cartoons for more than three hours and the decline in children's performance plus their level in school, and it showed signs of laziness, negativity, decline in moral values, and the violent behavior shown by cartoon scenes.
11. The study of Ghilzai. Sh. A, Alam. R, Ahmad. Z, Shaukat. A & Noor. S, 2017, entitled "The effect of animation programs on the children's language and behavior." The main objective of the study was to find out the effect of watching cartoons on children's language and behavior at the school-going age, where it was applied to an intentional sample that included 30 mothers and siblings of children between the ages of 5-12 years. The survey method was followed by conducting open interviews with them. The study concluded that:
  - Children who watch cartoons show high rates of acquiring new vocabulary.
  - Bad values were witnessed among the samples, like violence with siblings and peers, gender discrimination, and hostility to the local community, which lead to abnormal and unusual behaviors according to the majority of the Pakistani society.

### **Terminology of Study:**

#### **- Animation:**

It is a complete series of drawings, each of which differs slightly, so that in total these differences are the natural gradient of the required

movement. Then, these drawings are depicted, each in its own frame, and it is one frame for each step or facet of the movement, so that these frames are consecutive, creating an illusion of movement when shown in the whole film. (Al-Waz, 2012: 90).

### **Value:**

Barakat defines values as “beliefs about people’s preferred matters, goals, and forms of behavior, directing their feelings, thinking, attitudes, behaviors and choices, regulating their relationships with reality, institutions, others, themselves, place and time, justifying their attitudes, determining their identity and the meaning of their existence, that is, related to the type of preferred behavior in the meaning of existence and its goals” (Al-Zayoud, 2011: 23 )

### **PrimarySchool Child:**

Childhood begins when the cradle age deficit ends at about two years and extends to the time when sexual maturity begins. Childhood is divided into two stages: the first stage is early childhood or pre-school childhood between two and six years, and the second stage is the late childhood stage between six and about twelfth in particular (Ahmed, 2008: 61).

### **Procedural Definitions:**

#### **Animation:**

They are interconnected scenes that tell specific stories and events conveyed by heroes in cartoon characters, and their theme is related to the pre-school stage. They present a specific message in an attractive and interesting way to achieve a specific goal, after adding motion templates and sound and visual effects.

#### **Value:**

The value is the ideas and beliefs that are instilled in the child, affect their behavior, and appear in the different situations that they are present in daily in the environment, with their family or their peers, and allow them to adapt to the environment that surrounds them.

#### **Scientific Values:**

It directs the child towards interests in scientific activities that motivate them to solve problems, invent, innovate, and develop critical thinking.

### **Social Values:**

It is the child's interest and their inclination towards others who live in their environment in addition to their orientation towards sincere cooperation and participation with others.

### **Economic Values:**

The child's interest and their inclination to what is materially beneficial to them, working on the financial planning of their money that they acquire, teaching them ways to save, and appreciating the value of time and manual work.

### **Aesthetic Values:**

The child's interest in beauty issues related to coordination, arrangement, environmental aesthetics, keenness on cleanliness, and appreciating the various arts.

### **Primary School Child:**

It is the primary stage that a child passes through when they join the first grades of primary school, and it starts from the seventh year of the childhood until the tenth year.

### **Study Methodology and its Procedures:**

#### **1. Study Methodology:**

The study followed the descriptive analytical approach in order to describe the nature and content of animation within the scope of the selected sample to reveal the scientific, social, economic, and aesthetic values contained in the material presented to the school children and to monitor the positive and negative sides of what is presented to them in the animation programs directed to them.

#### **2. Study Community:**

The study community was limited to the animation programs that were shown on the "Baraem" channel for children, which is an Arabic channel for children of the first stage of study, directed to this age group, and owned by Qatar Foundation for Education, Science and Community Development.

Baraem channel was chosen because it broadcasts animation programs in the Arabic language for children, and because it is free of charge. It starts broadcasting at six a.m. until ten p.m. Time of its programs and their replays

is fixed at times, which facilitates the process of analyzing the content, which is rather modern.

### **Baraem Channel for Children:**

"Baraem" is a daily Arabic channel for children owned by Qatar Foundation for Education, Science and Community Development. The channel's various programs have been designed by international production companies to contribute to strengthening children's perceptions and enhancing their abilities to understand the issues surrounding them. It also provides educational television content to teach writing, arithmetic, and familiarity with the surrounding environment.

### **3. Study Sample:**

#### **Animation Programs:**

The content of the animation programs was analyzed for a program course by following up on the animation programs of "Baraem" channel for a period of three months from 01/01/2021 until 30/03/2022 and the scientific, economic, social, and aesthetic values which are included in the animation directed to the child of the first school stage, were monitored. In the manner of an intentional sample during different times of showing the animation programs on the channel, the programs were selected during the time of the show, which takes place from six a.m. until ten p.m., and the channel is divided into four periods, where in each period there is a program selected to be repeated, and the programs are the following:

- A- Ahla Sabah: It is broadcasted from six a.m. until ten a.m. The Zaid and Science program is repeated twice daily, and it is distinguished from the animation programs in the same period with this repetition.
- B- Hrof wa Resom: It is broadcasted from ten a.m. until two p.m. The program of the world Rosy is repeated four times daily, and it is distinguished from the animation programs in the same period with this repetition.
- C- Masaa Fafa: It is broadcasted from two p.m. until six p.m. The "Animal Explorers" program is repeated twice daily, and it is distinguished from the animation programs in the same period with this repetition.
- D- Almarah Awan: It is broadcasted from six p.m. until ten p.m. "Alket tho Alkoba'a program" is repeated once daily, and it is distinguished from the animation programs in the same period with this repetition.

E- After ten o'clock, the "Nam Al-Qamar" program comes with a simple repetition of some programs.

**Table (1) Baraem channel times and animation programs  
(study sample)**

No.	The name of the period	Its time	The sample	Reasons for choosing the sample	Time of the primary broadcast
1	Ahla Sabah	06 -10 a.m.	Zaid and Science Program	The program is repeated twice daily	at 10:00 a.m.
2	Hrof wa Resom	02 - 10 p.m.	Al-Dunya Rosy Program	The program is repeated four times daily	at 01:00 in the afternoon
3	Masaa Fafa	06 - 02 p.m.	Animal Explorers	The program is repeated twice daily	at 5:00 p.m.
4	Almarah Awan	10 - 06 p.m.	Alket tho Alkoba'a Program	The program is repeated once daily	at 07:00 p.m.

#### 4. Study Tools:

The content analysis method was used, which is “studying the media material presented through the mean to reveal the meaning that it wants to convey to its audience and how to present the content, its size and method of addressing it to the audience in an attempt to reach the degree of its impact.” (Al-Dulaimi and Abdul Qadir, 2008)

This way, a quantitative analysis was used; the content analysis tool was applied, and then the values were calculated in the animation program episodes (the study sample), by calculating the frequencies and percentages of each value.

#### Content Analysis Steps:

The following steps were followed in analyzing the content underlying the study:

- **Define Units of Analysis:**

The units mean the aspects of communication that will be subjected to analysis for the purpose of measurement, besides the units of analysis

adopted by the study in quantitative analysis during the application of the content analysis tool, so that it seeks to describe the elements of content quantitatively, because content analysis is divided into two types, which include the following (Al-Mazahra, 2014: 383):

- A. Quantitative content analysis, which dismantles the text or sample texts, to which there are numerical implications that can be analyzed, and accurate objective results are reached.
- B. Qualitative content analysis, which carries out procedures that enable the researcher to analyze texts in various media content within an integrated systematic plan.

Units of analysis for the content analysis tool in this study are the following:

### **1. Word Unit:**

It is the smallest unit of analysis (Adas et al., 1999: 205). The word in the analysis expresses a specific meaning or concept. The sentences include words that express the value system that the study deals with, and they are shown by the displayed scenes.

### **2. Subject Unit:**

Berelson defines the topic unit as a fixed idea about a specific topic contained in a specific brief sentence or phrase that includes a set of ideas upon which the analysis relies (Ozzie, 1993, 59)

The topic or idea unit in the animation program expresses the basic pillars of value analysis, which are the most important, the largest and the most useful units of content analysis. It is a sentence or an idea that addresses the value system of the subject of the study, which is shown by the displayed scenes

### **3. Media Material Unit (Singular):**

They are media forms provided by the media such as articles, investigations, news, programs, films, drama, songs, plays, advertisements, animation, and others (Ismail, 2011: 181)

Animation programs were adopted as a natural unit of the media material and a media form, and the values were analyzed and the tools were applied to them.

### **Building the Analysis Tool:**

A content analysis questionnaire was designed that contained the main categories (scientific, social, economic, and aesthetic) and it was divided into sub-values, based on the relevant studies.

### **Analysis Methodology:**

The methodology for analyzing the study sample relied on fragmenting the content of “*Baraem*” TV programs, according to the objectives of the study, into an idea or topic analysis unit, which in this study is intended to be the subject of values in children’s programs, and fragmenting the value analysis unit into four main categories: social, scientific, aesthetic, and economic. These main categories were divided into 42 sub-categories in order to deduce the values included in the *Baraem* TV programmes, which it seeks to instill in children.

### **Measure the Stability of the Analysis**

To measure the stability coefficient of the analysis, the Holsty equation was used as follows: the number of categories that obtained complete agreement in the two times of the analysis was 42, and the number of categories that were coded in the first time of the analysis was 45, and in the second time it was 44. The equation is applied as follows:

$$\text{Stability coefficient} = \frac{2 \times \text{the number of agreed categories}}{\text{Total encoding classes}}$$
$$\frac{2 \times 42}{45 + 46}$$

Stability coefficient = 0.92

Honesty or validity is the validity of the research tool in achieving the objectives of the study, and thus the high level of confidence in the results of the research, so that it is possible to move from them to generalization (Abdul Hamid, 2009: 222)

It is worth saying that the reliability coefficient of 92% reflects a high degree of stability among researchers, and it means that there is an accuracy and comprehensiveness in the design of the content analysis form and the definition of its categories (Al-Labban & Abdel-Maqsoud, 2008: 100).

**Results of the Study:**

**Results pertaining to the main study question:**

What values are reinforced by the animation programs for the primary school child?

**Table (2): The results of the elements of the value system in the animation programs of the "Baraem" channel:**

S/N	Values	Repetition	Percentage	Ranking
1	Social	2850	39.35%	1
2	Scientific	1900	26.2%	2
3	Aesthetic	1690	23.3%	3
4	Economic	810	11.2%	4
Total		7250	100%	

In answering the main study question "What values are reinforced by the animation programs for the primary school child?", the frequencies of the main values of the study (scientific, social, economic and aesthetic) and their percentages are extracted according to their frequencies and percentages, presented in Table (2), and they are as follows:

1. Social values (filial piety, responsibility, cooperation, sacrifice, volunteerism friendship, participation, thankfulness, permission, apology) were the most prevalent in the content of animation programs and came first in the system of elements of the value system with a percentage of 39.3%.
2. Scientific values (curiosity, interest in natural phenomena, scientific planning, proving scientific facts, creative thinking, respect of scientists, love of reading, appreciation of science, respect of science, answering questions) came in second rank with prevalence in sample programs estimated 26.2%.
3. Aesthetic values (cleanliness, environmental conservation, arrangement and coordination, gaiety and smiling, elegance, plant and flower arranging, love of order, love of plastic art) came in the third rank among the elements of the value system with a percentage of 23.3%.

4. Economic values (moderate expenditure, saving, public property preservation, private property preservation, estimation of time, appreciation of productive work, respect of manual work, perfection of work, legitimate earning) came in the fourth and last rank " with a percentage of 11.2% of the content of animation programs.

**Results pertaining to the first sub-study question:**

What scientific values are presented in the animation programs for the primary school child?

**Table (3): Arrangement of elements of scientific values in the study sample**

S/N	Values	Repetition	Percentage	Ranking
1	Creative Thinking	368	19.36%	1
2	Curiosity	272	14.31%	2
3	Interest in Natural Phenomena	266	14%	3
4	Scientific Planning	220	11.58%	4
5	Proving Scientific Facts	210	11.05%	5
6	Answering Questions	200	10.53%	6
7	Respect for Science	190	10%	7
8	Love of Reading	66	3.48%	8
9	Appreciation of Science	58	3.05%	9
10	Respect of Scholars	50	2.64%	10
Total		1900	100%	

In answering the study question “What scientific values are presented in the animation programs of the primary school child?”, the percentage of each scientific value has been extracted and the total (1900) scientific values with a prevalent rate of 26.2% are arranged according to the frequency and percentage as follows:

The value of creative thinking came in the first rank with a percentage of 19.36%, followed by the value of curiosity in the second rank with a percentage of 14.31%. Interest in natural phenomena was in the third rank with a percentage of 14.00%, and then the value of scientific planning came in the fourth rank with a percentage of 11.58%, followed by the value of proving scientific facts in the fifth rank with a percentage of 11.05%, and then the value of answering the questions in the sixth rank with a percentage of 10.53% and the value of respecting the ethics of science in the seventh rank with a percentage of 10.00%. Love of reading came in the eighth rank with a percentage of 3.48%, followed by the value of science estimation in the ninth rank with a percentage of 3.05%. Finally, the value of respect of scholars came in the tenth rank with a percentage of 2.64%.

**Results related to the second sub-study question:**

What social values are presented in the animation programs for the primary school child?

**Table (4):  
 Arrangement of elements of social values in the study sample**

S/N	Values	Repetition	Percentage	Ranking
1	Participation	543	19.05%	1
2	Friendship	526	18.46%	2
3	Cooperation	520	18.25%	3
4	Thankfulness	404	14.17%	4
5	Responsibility	343	12.03%	5
6	Permission	166	5.83%	6
7	Apology	136	4.78%	7
8	Volunteerism	98	3.44%	8
9	Filial Piety	88	3.08%	9
10	Sacrifice	26	0.91%	10
Total		2850	100%	

In answering the study question “What social values are presented in the animation programs for the primary school child?”, the percentage of each social value has been extracted and the total 2850 with a prevalent rate of 39.36% are arranged according to the frequency and percentage as follows:

The value of participation came in the first rank with a percentage of 19.05%, followed by friendship in the second rank with a percentage of 18.46%, and the third was cooperation with a percentage of 18.25%, and then thankfulness came in the fourth rank with a percentage of 14.17%, followed by responsibility in the fifth rank with a percentage of 12.03%. Permission came in the sixth rank with a percentage of 5.83% , apology in seventh rank with a percentage of 4.78% , volunteerism in eighth rank with a percentage of 3.44%, filial piety in ninth rank with a percentage of 3.08%, and and sacrifice came in the tenth and last rank with a percentage of 0.91%.

**Results related to the third sub-study question:**

What economic values are presented in the animation programs for the primary school child?

**Table (5): Arrangement of elements of economic values in the study sample**

S/N	Values	Repetition	Percentage	Ranking
1	Estimation of Time	208	25.68%	1
2	Work perfection	188	23.21%	2
3	Love of Productive	173	21.36%	3
4	Respect of Manual Work	162	20.00%	4
5	Legitimate Earning	24	2.97%	5
6	Public Property Preservation	21	2.59%	6
7	Savings	14	1.73%	7
8	Private Property Preservation	12	1.48%	8
9	Expenditure in Moderation	8	0.98%	9
Total		810	100%	

In answering the study question “What economic values are presented in the animation programs for the primary school child?”, total economic values in the study sample for research during the period of its analysis reached 810 economic values with a prevalent rate of 11.2%, arranged according to the frequency and percentage as follows:

The value of estimation of time came in the first rank with a percentage of 25.68%, followed by work perfection in the second rank with a percentage of 23.21%, and the third was love of productive work with a percentage of 21.36%, and then came respect of manual work with a percentage of 20.00%, followed by legitimate earning in the fifth rank with

a percentage of 2.97% public property preservation in the sixth rank with a percentage of 2.59%, saving in the seventh rank with a percentage of 1.73%, private property preservation in the eighth rank with a percentage of 1.48%, and moderate expenditure came in the ninth rank with a percentage of 0.98%.

**Results pertaining to the forth sub-study question:**

What aesthetic values are presented in the animation programs for the primary school child?

**Table (6): Arrangement of elements of aesthetic values in the study sample**

S/N	Values	Repetition	Percentage	Ranking
1	Using Good Words	501	29.65%	1
2	Gaiety and Smiling	278	16.45%	2
3	Love of Plastic Art	158	9.35%	3
4	Cleanliness	154	9.12%	4
5	Arrangement and Coordination	145	8.58%	5
6	Love of Order	140	8.28%	6
7	Elegance	120	7.10%	7
8	Environmental Conservation	100	5.91%	8
9	Plant and Flower Arranging	94	5.56%	9
Total		1690	100%	

In answer the study question “What aesthetic values are presented in the animation programs for the primary school child?”, the total aesthetic values in the study sample of the research during the period of its analysis reached 1690 with a prevalent rate of 23.3%, arranged according to the frequency and percentage as follows:

The value of using good words came in the first rank with a percentage of 29.65%, followed by gaiety and smiling in the second rank with a percentage of 16.45%, and the third was love of plastic art with a percentage of 9.35%, and the fourth was cleanliness with a percentage of 9.12%, followed by arrangement and coordination in the fifth rank with a percentage of 8.58%, love of order in the sixth rank with a percentage of 8.28%, elegance in the seventh rank with a percentage of 7.10%, environmental conservation in the eighth rank with a percentage of 5.91%, and plant and flower arranging in the ninth rank with a percentage of 5.56%.

### **Recommendation:**

In light of the study results, the following recommendations were formulated:

1. The need to produce animation programs depicting positive values that are reflected in the primary school child and the need to select imported programs that correspond to the child's educational composition.
2. Taking care of all the child's television media activities by providing specialized media on children in order to create a future generation armed with science and knowledge.
3. Observing what is presented to the child on television channels through specialists in children's culture, education and information.
4. Establishing standards for the adoption of a value system in various media institutions and developing them to produce animation programs that suit the children's world.
5. The need for doing research studies discussing the value analysis of animation programs addressed to different stages of childhood.
6. Emphasizing doing studies discussing the value analysis of children's programs in different channels.
7. The need to conduct field studies on children's first-stage schools to determine the impact of animation programs on their behavior, personality, and values.

### **Conclusion:**

The results of the study proved that the main values that the programs of “*Baraem*” TV channel for children focused on were social values, ranked first; scientific values, coming second, aesthetic values, coming third, and economic values coming fourth and last.

Among the most prominent sub-values that the programs focused on are creative thinking, participation, time appreciation and the use of good words.

It is worth noting that the quality of the animation in the programs of “*Baraem*” TV contributes to the consolidation of values among children, as it draws their attention towards following them in order to enhance their values.

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