



Available online at <http://www.bedujournal.com/>

BASE FOR ELECTRONIC EDUCATIONAL SCIENCES

ISSN: 2718-0107

Base for Electronic Educational Sciences, 5(1), 64-80; 2024

Gender Factor in Cartoons for Basic Education Students

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APA Citation:

Aydın, K. & Savaş, B. (2024). Gender Factor in Cartoons for Basic Education Students. *Base for Electronic Educational Sciences*, 5(1), 64-80.

Submission Date: 05/01/2024

Acceptance Date: 21/03/2024

Abstract

The research is aimed to examine the cartoons for early childhood in terms of gender roles. The data of the research, which was carried out using the qualitative research method, are “Keloğlan”, “Dört x 4’ü”, “Elif ve Arkadaşları”, “Rafadan Tayfa”, “Elif’in Düşleri”, “Kardeşim Ozi” and “Aslan” broadcast on TRT Çocuk channel. By watching seven episodes of seven cartoons examined within the scope of the research, the total of 49 episodes were evaluated within the scope of the “Cartoons for Preschool Children’s Evaluation Form in terms of Gender”. The determined items are presented in tables. Some of the findings are that in the cartoons examined within the scope of the research, male characters are more common than female characters, mostly female characters are more involved in housework, male characters are more in repair and gardening. It shows that the colors preferred in the clothes of the characters are gendered and there are color preferences in accordance with the stereotypes and the female characters have fewer professions. In line with the examinations, it shows that the cartoons contain gender stereotypes. As the result, it is expected that the characters in cartoons will be equally represented in terms of gender equality. Characters should not be limited to features that characterize gender stereotypes, the value given to male and female characters in the designed events should not be different, the content and visuals of cartoons should be designed away from stereotypes.

Keywords: Media, cartoons, gender roles



Introduction

The concept of gender is used when considering the concepts of men and women existing in society and generally when talking about biological differences (Krijnen & Van Bauwel, 2021; Siann, 2013; Stoeltje, 2015). Gender is an important part of the way an individual organizes their social world and its development begins in early childhood (Myint & Finelli, 2020; Zosuls, Lurye & Ruble, 2008). Gender is not a natural given but is constructed through interactions between people in a particular society. Gender is dynamic and open to change, as social relations within society change (Krijnen & Van Bauwel, 2021). While biological sex is determined at birth, gender is determined and realized through multiple forms of expression, as performed through words and actions (Webb & Temple, 2016).

According to Steiner, Vescio and Adams (2022), gender roles, men and women, are opposites that complement each other, coming together to form a complete and complete whole in the mutually formed relationship. There are gender stereotypes in gender roles. Stereotypes are attitudes about members of a group and the behaviors of people include the characteristics, qualities and positions they hold in a society (Blakemore, Berenbaum & Liben, 2013). Most children are born in a society where gender roles are socially constructed and grow up in such a gendered environment (Saygan & Uludağlı, 2021).

Theoretical Framework

There are different developmental theories about the effect of the family on gender role development and the definition of gender role (Cobb, Walsh & Priest, 2009). According to psychoanalytic theory, gender development in children takes place after the "oral", "anal" and "phallic" stages are completed (Kingsbury, 2009). Between the ages of three and five, men and women identify with their same-sex parent. It is assumed that by identifying with the parent of the same sex, the children resolve the conflict in the state of jealousy against the parent of the same sex, which develops as a result of erotic attachment to the opposite-sex parent (Cobb, Walsh & Priest, 2009). Social learning theory suggests that gender identity and gender roles are learned through observation, imitation, punishment and reinforcement (Freedman, 1993, p. 5). It is assumed that children internalize other people's attitudes, beliefs and behaviors about gender through interpersonal interactions, role modeling, reinforcement and validation (Leaper, 2002). Socio-cognitive theory, on the other hand, is defined as the extraordinary symbolization ability. Environmental conditions in every part of life are key to learning (Bussey & Bandura, 1999).

Cognitive development theory is a theory that provides understanding of gender and emphasizes cognitive developmental stages (West, 2015). It suggests that the child cannot learn the concept of gender until he reaches a certain stage of development (Freedman, 1993). Gender schema theory is a social-cognitive theory that argues that people in society are classified with the concept of gender from an early age and that the classification of gender affects cognitive and categorical processes throughout life. From an early age, children develop ideas and theories about what it means to be masculine or feminine and use these theories to categorize information, make decisions and regulate behavior (Starr & Zurbriggen, 2017).

Biological theory emphasizes that hormones such as testosterone and estrogen affect the development of the brain and lead to gender differences in people's behavior. Biological theory predicts inter-individual gender differences in people's psychological characteristics such as exposure to sexual hormones both during prenatal development and throughout life, their vital activities, interests, gender role identities and sexual orientations (Priess & Hyde, 2011). Social role theory reveals an important explanation of gender differences in behavior (Croft et al. 2020). Social role theory deals with behavior patterns and roles, which are one of the most important features of social life. It explains the roles by assuming that people are members of social positions and expectations. The theory assumes that individuals have various roles they play in daily life (Biddle, 1986).

Gender Stereotypes and the Media

Gender stereotypes are largely shaped by the way people make sense of gender differences (Saguy, T., Reifen-Tagar, M., & Joel, 2021, p. 1). These judgments are shaped by social norms related to masculinity and femininity ideals and practices (e.g., physical qualities, temperament, suitability for profession/role, etc.) that are subject to the influence of culture and time (Lamontagne-Godwin, et al. 2019). Cultural gender stereotypes shape norms and expectations about what men and women should or should not do and constrain people's behavior, motivations and their own views and desires (Croft et al. 2020; Golden & Jacoby, 2018).

Children learn gender roles by socializing. Since we are in the age of technology, children are more socialized through the media (Dogutas, 2021, p. 648; Azılioğlu & Yılmaz, 2018: 244; Sadioğlu et al. 2018). Children growing up today have a qualitatively different childhood experience than children of previous generations. Change in how children spend their time, greater access to a larger world and reshaping of the home environment are associated with the introduction of new and widely available media technologies (Jordan, 2004). Cartoon animation programs have a great impact on children's behavior because children prefer watching cartoons rather than doing any physical activity (Zaheen & Khan, 2019, p. 364). For this reason, it is important to investigate what is dominant in the gender-specific elements depicted in the media (Popa & Gavrilu, 2015, p. 1199). Because gender stereotypes are culturally defined expectations about gender that begin to develop early in life and become more comprehensive as children grow and can be learned from the age of four to five (Martin & Dinella, 2001; Şıvgın, 2015).

Regular exposure to messages on television causes children to develop social attitudes or adopt messages that are compatible with the content presented (Ward & Grower, 2020, p. 181). The relationship between television and children is largely provided by cartoons. Cartoons, which can be accessed 24 hours a day, open the doors of hundreds of different worlds to children (Şahin & İlhan, 2019, p. 26; Kaya & Uzoğlu, 2020, p. 6194). The innocent look of cartoons, which give a lot of secret messages, contains unwanted features. One of the undesirable features of the messages is the gender roles of the characters (Gökçearsan, 2010, p. 5202). Television cartoons reflect and shape the social values that children can learn about behavior (Gans-Segrera, Molina-García, & Martínez-Bello, 2018, p. 14). Such cartoons often contain stereotypes about gender roles (Wille, et al. 2018, p. 1).

Children who repeatedly watch cartoons that support gender stereotypes are expected to be more inclined to directly accept stereotypes and reflect these judgments on their own lives (Ward & Grower, 2020, p. 181). Children rely on different explicit and implicit clues to decipher which objects in their environment are related to their gender (Skočajić, et al. 2020, p. 163). The dominant gender-based discourses on television inevitably affect children's perceptions of masculinity and femininity (Gultekin-Akcaay, 2021, p. 57). In cartoons, clothes and gestures can be presented as visual expressions of animated characters. First of all, clothing is an important element that conveys the characteristics and information of the character to the audience and helps the development of the story. Clothing as a symbol of visual communication becomes a clue that can be used to evaluate a person's status, occupation and personality within social structure, including gender (Misook Kim, 2014).

Douglas, Tang and Rice (2022) stated that stereotypical gender roles and relations continue in sixteen different children's programs broadcast on Canadian televisions for children aged 0-5. In the scenes presented to the audience, it has been determined that mothers take on more feeding and child-rearing responsibilities and fathers have more screen time than mothers. When the representations discussed are examined in the context of the equal and balanced role of women and men in society, it is thought that it is most likely that children have wrong ideas about gender roles in real life. In the study of Yousaf, Shehzad and Hassan (2015), it was stated that cartoons significantly affect children's daily speech and general behaviors. The fact that female characters in cartoons are not represented, underrepresented or represented by gender stereotypical events and situations causes misleading messages to children. According to the study of Baker and Raney (2007), children bond with television characters and personalities that they perceive as similar to themselves, especially in terms of gender, ethnicity, social class and age (p. 38).

Children reveal the wrong ideas and gender stereotypes about their gender roles in the games they play or in the choice of toys. Gender-based trends in children's toy interests potentially narrow their early play experiences, resulting in the development of gender-based play patterns. The fact that children are repeatedly exposed to gender-based stereotypes during these important developmental years raises concerns with the thought that it causes gender differentiation (Dinella & Weisgram, 2018).

Purpose of the Research

In the study, it is aimed to examine the most watched cartoons on the TRT Çocuk Youtube Channel in terms of gender roles. The research problem is, "What are the gender roles of early childhood cartoons?" specified as. The questions of the research are formulated as follows: "Keloğlan", "Dört x 4'lü", "Elif ve Arkadaşları", "Rafadan Tayfa", "Elif'in Düşleri", "Kardeşim Ozi" and "Aslan".

1. What is the distribution of male and female characters?
2. What are the external appearances of the male and female characters?
3. What is the occupational distribution of male and female characters?
4. What is the distribution of the activities performed by the male and female characters inside and outside the home?

5. What are the personality traits of male and female characters?
6. What are the games played by male and female characters?
7. What toys do female and male child characters play?

With the questions above, the findings were discovered by using the "Cartoons for Preschool Children's Evaluation Form in terms of Gender".

Importance of Research

Children begin to learn the facts about gender from the age of four or five (Şıvgın, 2015, p. 75). The presence of stereotyped and wrong messages about gender in cartoons that appeal to the early childhood period causes children's understanding of social reality to deteriorate and creates stereotypes about gender (Gerding & Signorielli, 2014, p. 53). The messages given by the cartoon characters shape the ideas of individuals in early childhood about gender roles and form the basis of behavior. The behaviors and attitudes of the characters in cartoons containing gender roles are unconsciously accepted by children. Children take their favorite characters as role models in their daily lives. Characters can shape children's clothing style, speech style and behavior. In this context, it is important to examine cartoons in terms of gender roles by doing the research.

Assumptions of the Research

It has been assumed that the cartoons examined are for early childhood and they reflect gender roles.

Limitations of the Research

The research is limited to the findings obtained from the "Cartoons for Preschool Children's Evaluation Form in terms of Gender". The cartoons of the TRT Çocuk channel, which were included in the research, were accessed from the TRT Çocuk Youtube channel. A total of 49 episodes were included in the scope of the research, by taking seven episodes of the seven most watched cartoons.

Method

Model of the Research

Since it is aimed to examine early childhood cartoons in terms of gender roles, the research was carried out using qualitative research method. In basic qualitative research, data can be obtained through interview, observation or document review. The data collection method to be used within the scope of the research is determined in accordance with the purpose of the research (Merriam & Tisdell, 2015). In the study, document analysis technique, one of the qualitative research methods, was used. In the document analysis method, both written sources can be examined and visual materials such as films, videos or photographs can be analyzed.

Source of Data

The data source of the research is the cartoons "Keloğlan", "Dört x 4'lü", "Elif ve Arkadaşları", "Rafadan Tayfa", "Elif'in Düşleri", "Kardeşim Ozi" and "Aslan" published on TRT Çocuk Youtube channel. The universe of the research consists of a total of 3176 (2022, December) cartoon episodes on TRT Çocuk Youtube Channel. The sample was determined by purposive sampling and consisted of seven episodes of seven cartoons. There are two reasons for this; The first is that there are no major changes in the male

and female characters in the cartoon episodes (the addition of new characters to the episodes or the difference in appearance, profession, appearance, etc. in the existing characters) and the second is that all episodes of the cartoons cannot be accessed on Youtube and TRT Çocuk web page. The episodes within the scope of the research were included in the research by selecting the seven most watched episodes in the ranking of the viewing rates. The reason for considering the viewing rates is that as the number of views increases, the number of children reached by the messages increases.

All of the cartoon episodes included in the study group were watched until the end and evaluated according to the current form. Cartoons and episode names are listed in [Table 1](#).

Data Collection Tools

"Cartoons for Preschool Children's Evaluation Form in terms of Gender"

The form developed by Şen (2020) was used in the research. The form has been prepared in order to evaluate the characters in the cartoon in terms of gender roles. In the form, there are categories for the detailed examination of the characters' appearances, clothes, professions, task sharing inside and outside the home and personality traits of the characters in the cartoon. There are also categories of games and toys played by male and female characters. In the categories, information about how the male and female characters are detailed in the cartoon is obtained.

Collection of Data

In the research, first of all, a field survey was conducted in order to determine the gender roles in cartoons for early childhood. Seven chapters for each of the seven cartoons examined within the scope of the research, a total of 49 chapters, were evaluated as documents. The cartoon episodes examined were accessed via the TRT Çocuk Youtube channel and 49 episodes were watched and evaluated within the scope of "Cartoons for Preschool Children's Evaluation Form in terms of Gender".

Analysis of Data

The data obtained through the "Cartoons for Preschool Children's Evaluation Form in terms of Gender" were evaluated in different categories for each examined cartoon. These categories are the characters and their genders in the cartoon, the clothes of the characters and the colors in the clothes, their occupations, the jobs they do inside the home, the jobs they do outside the home, the personality traits, the games and toys played by the child characters. The cartoon episodes in the study group were watched by the researcher twice with one-day intervals. The analysis was done by pausing and reviewing the video recordings. The total duration of the 49 cartoon episodes examined is 630 minutes. Each episode is an average of 13 minutes. But each of the episode was studied in about 60 minutes, paused and rewatched. Therefore, the total review and analysis time of the episodes is approximately 49 hours.

Results and Conclusion

Many studies have explored how mass media for children often portray rigid and traditional gender roles (Coyne et al. 2016; Doğutaş, 2021; Gerding & Signorielli, 2014; Hamlen & Imbesi, 2020; Huesmann & Taylor, 2006; Seitz, Lenhart & Rubsam, 2020; Walsh & Leaper, 2020). In the

study, it is aimed to examine the cartoons for early childhood in terms of gender roles. The influence of the media on children's meanings of the world, including their emerging beliefs about gender roles, is an undeniable fact (Walsh & Leaper, 2020). Television is considered one of the most influential and powerful media elements, as it contributes greatly to the determination of children's views on gender roles (Zaheen, Manzoor, & Safdar, 2020). Children's programs broadcast on television offer young viewers characters with different characteristics, including stereotypical expectations of gender or behaviors that can counter them (Hentges & Case, 2013).

Children, who are in the first years of their social development and are open to all kinds of influences, become the audience of children's programs in a vulnerable way. Children who start to imitate those around them acquire behavioral patterns and identify with the characters in television programs through imitation. Cartoons, one of the children's programs, significantly affect the social and behavioral development of children (Yakar & Yazar). Early childhood is a fertile ground for children to develop a negative and stereotypical understanding of their environment (Laskar, 2021, p. 213). According to the results obtained from the "Cartoons for Preschool Children's Evaluation Form in terms of Gender"; It is supported by the findings that the cartoons examined reflect the social structure, that the characters adopt certain social roles and that their behavior, color selection, daily tasks and clothes convey various messages. According to the findings, it shows that cartoons a and b contain ideas in Turkish culture and stereotypical depictions in many respects.

It is seen that the number of male characters is more than the number of female characters in most of the examined cartoons. In particular, in the cartoon "Rafadan Tayfa", it is striking that all the main characters are male. In addition, when all the characters are examined, the female characters in the mentioned cartoon are less than the male characters. Likewise, in the study of Walsh and Leaper (2020, p. 343), thirty-four children's television programs with gender representations were examined and it was concluded that the number of male characters was more than the number of female characters. In life, men and women exist equally in social life. Therefore, they are expected to have an equal presence in media elements aimed at children.

The distinction between "good and bad" characters is clearly seen in Keloğlan cartoons (Uçan, 2018, p.1141). This distinction can be made easily even from the facial expressions, names and tones of the characters. The "good" characters often speak in a soft tone, while the bad characters often speak in a harsh tone. In addition, the names of the 'evil' characters are seen as "Grumpy, Witch and Black Queen". Even the names of the characters can be easily distinguished from good or bad. Good or bad characters are depicted in both sexes without being grouped into a single gender group. According to Habib and Soliman (2015), cartoons are a powerful tool that can be dangerous like a double-edged weapon but can also be useful. Characters who do good deeds should be used in a positive way to direct the child's mind to think positively about society and its environment.

There is a strong connection between cartoons and children's imagination and the cultural function of cartoons is important (Akbay, 2019, p. 43). It has been determined that cultural elements are at the forefront in Keloğlan

cartoon, which is one of the cartoons examined. According to Çetiner and Asutay (2021), Keloğlan tales are a Turkish mythology that reflects the traditions and customs of Turkish society. Keloğlan cartoon is based on Keloğlan tales. In this context, it is striking in other studies that Keloğlan tales have cultural characteristics. Turkish culture is intensely depicted, such as the character of Keloğlan calling his mother "Mother", the fact that many characters wear shalwar in the cartoon, the characters prefer belts as accessories, the female characters mostly use scarves and so on. Similarly, in Akbay's (2019) study, cultural elements were included in the cartoon "Pepee". In this context, the function of cartoons in transferring culture from generation to generation is effective.

In the cartoons "Elif'in Düşleri", "Kardeşim Ozi" and "Elif ve Arkadaşları", there is a clear difference in the color choices preferred by the male and female characters. While mostly pink and purple colors were emphasized in the rooms and clothes of the female characters, pink and purple colors were not found in the rooms and clothes of the male characters. In the study conducted by Uyar and Genç (2017), it was concluded that the colors preferred by the female characters are pink toned. Thus, children may reach the stereotype that pink and purple colors will be preferred more by women. In the cartoons "Aslan, Elif'in Düşleri and Kardeşim Ozi", it is seen that the clothes of the female characters in the role of mother are pink and pink tones. The characters in the "mother" role are the most prominent of the female characters. The depiction of the mother character, the most prominent female character, with clothes in pink tones similarly in different cartoons may lead to stereotypes in the child.

In the cartoons "Keloğlan, Kardeşim Ozi and Elif'in Düşleri", it is seen that the domestic work is mostly done by women. Kitchen chores are mostly done by the female character who plays the role of the mother of the house. According to Pehlivan (2019, p. 25), the roles of men and women on television shape children's behaviors and affect their view of the world. According to Duman and Koçtürk (2021), the fact that female characters in cartoons are mostly shown at home and in the kitchen causes the child to think that the kitchen work is under the responsibility of the mother. Children who watch these cartoons get the idea that the kitchen work belongs to the woman in their future life. Therefore, making kitchen work only by female characters is a stereotype that has a great impact on children, who are the audience of cartoons.

In the examined cartoons, the father character is seen in the kitchen. However, this image is mostly in the form of waiting for food at the table or reading a book/newspaper. The involvement of the father character in the kitchen is only seen in the cartoon named "Elif'in Düşleri". Similarly, in the promotional images of the cartoon examined in the study conducted by Uyar and Genç (2017, p. 703), it was determined that the mother character was seen in the kitchen, but the father character was less frequently seen in the kitchen. In addition, in the study conducted by Özkar and Aytaş (2021, p. 55), it was determined that female characters were mostly seen while cooking in the kitchen. Therefore, the duties of the female characters in the role of mother in cartoons related to kitchen work appear as a stereotype in this way.

It has been observed that the female character in the role of mother in the cartoon "Dört x 4'lü" has duties such as "cooking, setting the table, serving the household" in housework. It is seen that the character in the role of

father does not help with housework. While the character in the role of the mother is doing these things, the character in the role of the father is reading the newspaper on the sofa or at the table in the living room. Similarly, in the study conducted by Duman and Koçtürk (2021), it was determined that the character in the role of mother is mostly seen in the kitchen while cooking and setting the table, while the father is seen reading the newspaper. It is a stereotype that the character in the role of the mother takes care of the kitchen work, while the father waits at the table or on the sofa while reading the newspaper. However, male characters are expected to fulfill these duties, which are under the name of life responsibilities and appropriate depictions should be seen in cartoons.

In "Keloğlan" cartoon, it is seen that the tasks related to baby or childcare are mostly performed by female characters. It is seen that male characters undertake more auxiliary and temporary tasks in these tasks. Similarly, in the study of Zaheen, Manzoor and Safdar (2020), in which they analyzed 12 different cartoons, it was observed that women were shown as characters engaged in raising children in cartoons. Responsibility for the care of children is a duty that should be shared equally by the parents. For this reason, the male and female characters in cartoons should fulfill these duties equally, regardless of gender, so that they do not convey stereotypical thoughts.

In the cartoons "Keloğlan, Rafadan Tayfa and Dört x 4'lü", it has been determined that the responsibilities of "drawing water from the well, hanging clothes and knitting" are done by female characters. It was not found that male characters did these jobs in the examined sections. In the cartoons "Rafadan Tayfa" and "Keloğlan", it is seen that the male characters act outside of gender stereotypes in some parts and take on similar duties with the female characters. It can be said that the depictions, which are seen as beneficial in terms of gender roles, give children a positive perspective on equality.

It has been observed that the male character in the roles of grandfather and father in the cartoons "Aslan" and "Kardeşim Ozi" deals with repairs outside the house. It is seen that the repair works are not done by female characters, these works, which are mostly related to power, are performed by male characters. In the cartoons that Şen and Deniz (2019) examined, it is among the findings that male and female characters carry out activities in the house together and the repair of furniture is done only by male characters. Similarly, in the cartoons examined in the study conducted by Özkar and Aytaş (2021), it was determined that the characters outside the house or dealing with repair works are male characters. Therefore, it can be said that the roles inside and outside the home in cartoons are separated from each other and that the characters are assigned duties in accordance with gender stereotypes.

In all the cartoons examined, the occupations of the male characters were more prominently included. While the male characters took place in the "shoemaker, inventor, tradesman, doctor, greengrocer" occupational groups, the female characters took place only in the "teacher, doctor and tradesman" occupational groups. It is seen that other female characters in cartoons are portrayed as housewives. In the study of Karabekmez et al. (2018), it was determined that preschool children have the judgment that a woman or a man can do the teaching profession. Children's stereotypes

about occupational groups may change depending on their own experiences.

In the "Keloğlan" cartoon, it was seen that the child characters did not play with the toy. In other cartoons examined, it was observed that the characters mostly played with "ball and car" toys. While the toy that male characters play the most is "ball", the toys most preferred by female characters are "ball and teddy bear". Similarly, Duman and Koçtürk (2021), in their study, found that male characters spent more time with "ball" toys than female characters in a cartoon called "Pırlı" and the toy choices of the characters continued their traditional gender roles.

As a result, it has been concluded that the number of male characters is more than the number of female characters in the cartoons examined within the scope of the research. Only in the cartoon "Elif ve Arkadaşları" the number of female characters was determined as nine, while the number of male characters was determined as five. While it is seen that mostly female characters play an active role in domestic activities, it is seen that male characters play an active role in activities performed outside the home. It is seen that female characters are more active in "cooking or cleaning" jobs inside the house than male characters, while male characters are more active in "repair and gardening" jobs that require physical strength outside the home than female characters. While it is seen that the colors "pink, purple and white" are dominant in the clothes of the female characters, the color "blue" is seen as the dominant color in the clothes of the male characters. It is seen that the colors in the clothes of the characters are gendered and the color preferences in the clothes are stereotypes.

It has been observed that the female characters in the examined cartoons have less occupations than the male characters. In the analyzed cartoons, it is striking that there are stereotypes in the participation of women in the workforce. It is seen that female characters are characterized by more positive personality traits than male characters in cartoons. It has been observed that the games in the examined cartoon are mostly played by female and male child characters and the game preferences do not differ according to gender. When the toys played by male and female characters are examined, it is seen that female child characters mostly play with "baby and teddy bears" and boy characters mostly play with "toy car and ball". Contrary to stereotypes, only in the cartoon "Elif ve Arkadaşları", female child characters are seen playing with a "toy car". In line with the examinations, it is seen that the cartoons within the scope of the research contain stereotypes about gender in many respects.

Suggestions

- Character representations in cartoons should be of equal number and importance. Female or male characters should not be limited to features that characterize gender stereotypes. It should be expected that individuals who exist at an equal level in the society will be represented on an equal level.
- The activities of the characters in the cartoons at home and outside the home should not be limited by gender, it is necessary to ensure that the characters assume an equal role in life. The participation of all the characters in the cartoon should be ensured in the cooking and cleaning of the house. Similarly, male and female characters

should work together in repair and gardening works that require physical strength. Individuals in early childhood who are cartoon watchers easily adopt these messages at a young age.

- The outward appearance of the characters in the cartoon is attractive to children and they sometimes imitate these appearances. For this reason, it is expected that the color preferences in the appearance and clothes of the characters will be free from stereotypes. The message that it is normal for pink to be preferred by the male character or the blue color to be found in the clothes of the female character and that the colors have no gender should be conveyed to the children through the media.
- It is expected that the participation of the characters in the cartoons in business life will be equally represented. The occupation or going to work activities of female characters are like male characters and occupational groups should be preferred away from stereotypes because children need to develop career choice processes that are free from stereotypes.
- It is not appropriate to attribute the games and toys played in cartoons to male or female characters. The game is universal for children. No game or toy is gender specific. The toys of the characters must be gender neutral. While creating fiction, media organs should receive support from child development experts in this sense.
- Children should not be left alone while watching cartoons. When the parents think that the situation or event faced by the children is not appropriate, they should be able to talk to the children about this situation. It should be talked about how the truth is and how to solve a problem that one may encounter in daily life.
- Cartoons for early childhood were included in the research. Cartoons on different channels that appeal to different age groups can also be searched. Thus, the messages in the cartoons that appeal to different age groups can be examined and researched in depth.
- Seven cartoons were analyzed within the scope of the research. This number can be increased with different studies.

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Table 1. List of cartoon episode names in the study group

NO	Cartoon	Episode	Views (Million)	Time (minutes)
1.	Keloğlan	Korkuluk	38	21
2.	Keloğlan	Yemek Yarışması	28	13
3.	Keloğlan	Kayıp Bebek	27	22
4.	Keloğlan	Alışveriş Merkezi	19	14
5.	Keloğlan	Uzun Yaver'e Karşı	17	20
6.	Keloğlan	Gençlik Kupası	14	21
7.	Keloğlan	Kargalar Padişahı	13	21
8.	Dört x 4'lü	6. Bölüm	20	13
9.	Dört x 4'lü	10. Bölüm	10	13
10.	Dört x 4'lü	5. Bölüm	6,3	13
11.	Dört x 4'lü	11. Bölüm	5,8	13
12.	Dört x 4'lü	12. Bölüm	5,8	12
13.	Dört x 4'lü	1. Bölüm	5,1	13
14.	Dört x 4'lü	7. Bölüm	5,1	13
15.	Elif ve Arkadaşları	Boncuk	15	11
16.	Elif ve Arkadaşları	Küçük Aşçılar	8,7	11
17.	Elif ve Arkadaşları	Bando Takımı	8,3	12
18.	Elif ve Arkadaşları	Öfkeni Nereye Sakladın?	6	12
19.	Elif ve Arkadaşları	Yeni Arkadaş	5,9	11
20.	Elif ve Arkadaşları	Sıkı Dostlar	5,4	11
21.	Elif ve Arkadaşları	Tekerlemeni Söyle	5,4	11
22.	Rafadan Tayfa	Rafadan Rafadana Karşı	14	15
23.	Rafadan Tayfa	Bayrak Kapmaca	8,7	16
24.	Rafadan Tayfa	Grup Rafadan	6,3	13
25.	Rafadan Tayfa	Hıçkırık	6,2	13

2'	Rafadan Tayfa	Çöl Sıcağı	5,7	14
2'	Rafadan Tayfa	Köfte Tarifi	5,1	14
2'	Rafadan Tayfa	Robot Kâmil	4,7	15
2'	Elif'in Düşleri	Kutuptaki Patlıcan	13	10
3'	Elif'in Düşleri	Okul Üzümü	9,5	10
3	Elif'in Düşleri	Bayram	7,4	11
3:	Elif'in Düşleri	C Vitamini Kaynağı	4,8	10
3:	Elif'in Düşleri	Bisiklet	3,4	11
3:	Elif'in Düşleri	Kiraz Kardeşler	2,5	11
3:	Elif'in Düşleri	Hoş geldin Nar	1,9	10
3'	Kardeşim Ozi	Ozi Taklit Ediyor	11	10
3'	Kardeşim Ozi	İnatçı Ozi	4,8	11
3:	Kardeşim Ozi	Ozi Islık Çalıyor	3,1	11
3'	Kardeşim Ozi	Ozi ve Yaralı Kuş	3,1	10
4'	Kardeşim Ozi	Ozi çözüm Üretiyor	2,9	13
4	Kardeşim Ozi	Ozi Hayvanat Bahçesinde	2,7	10
4:	Kardeşim Ozi	Ozi Ablasıyla Okul Gezisinde	2,7	10
4:	Aslan	Işıldayan Kamp	6,8	14
4:	Aslan	Eldiven	6,2	12
4:	Aslan	Çizgi Makinesi	4,7	11
4'	Aslan	Havuz Partisi	3,3	11
4'	Aslan	Mahalle Bandosu	3,1	11
4:	Aslan	Hacıyatmaz Diş Fırçası	1,7	11
4'	Aslan	Pati'nin Kulübesi	1,6	11

Date of access: 18/04/2022
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