



BSc. Thesis

UNDERSTANDING CAUSES & BEHAVIORAL FACTORS OF WATCHING
JAPANESE ANIME ON BANGLADESH'S PERSPECTIVE: A CROSS-
SECTIONAL STUDY

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A thesis submitted in partial fulfillment of the requirement for the degree
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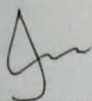
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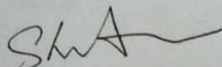
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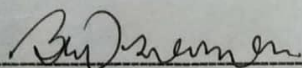
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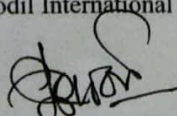
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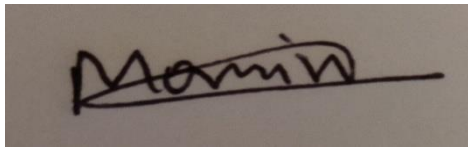


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ACKNOWLEDGEMENT

First, I am thankful to the almighty Allah for giving me chance to complete this thesis. I would like to consider my gratefulness to my supervisor **Musabbir Hasan Sammak** sir, **Lecturer, Department of Software Engineering** for the invariable help of my research work. His command helped me to find the solution of my thesis work.

I would like to be grateful to my teachers in **Software Engineering** department specially our beloved department head **Md. Imran Mahmud** sir, my advisor **Md. Shohel Arman** sir and my mentor **Khalid Been Badruzzaman Biplab** sir, for their support during my study. I am also thanks to my gratitude to all of my friends, senior, and junior who directly or indirectly helped me with the survey of the research.

At last, I would like to thank my family, my parents and my precious ones for supporting me piously all over my life

Md. Momin

ABSTRACT

In this 21st century the consumption of digital multimedia contents is at its peak. Japanese Anime also known as Anime, has been globalizing since early 1980s but it has seen its biggest rise in the 2000s. Nowadays people of all ages and cultures finds this amusing. Bangladesh is no different to this wave of Anime. Though there has been research on the consumption of other multi-media contents such as K-drama, Netflix series mostly on the behavioral impacts on the watchers, no proper work has been found regarding Japanese anime, the causes of watching & its impacts on the watchers of Bangladesh. We focused to understand how watching Japanese anime may influence one's behaviors such as cosplaying, buying anime merchandises, learning Japanese, influencing others, visiting Japan and relationship with loving Japanese culture, knowing Japanese history and culture. We also tried to identify whether or not the anime watchers show signs of coping/escapism, emotional, social & enrichment motives of watching any media, the results show there's an association between coping, social and emotional motives with watching anime. As for our post-acceptance behaviors, we found significant relationship with most of factors. We have thoroughly used statistical tests to answer our research questions. We also identified significant answers to some of our secondary research questions which is the relationship of other behavioral factors with cosplay and loving Japanese culture. We concluded that if one gets too lost watching anime, he/she might show signs coping/escapism motives along with the wishes to buy anime products, cosplaying, learning Japanese and others. This research opens up future possibilities to dig into several parts of behaviors of Anime watchers in future.

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CHAPTER-1

INTRODUCTION

1.1 BACKGROUND

The trend of Japanese Animation in Bangladesh is going up regardless of the fact that airing Japanese Animation is banned in Bangladesh. The recent trend is highly influenced by the availability of the anime content on various internet platforms. And the spread of the anime is mostly concerned with the peer influence factors. Cosplaying anime characters, wanting to go Japan or learn Japanese are some of the by-product behaviors of watching anime.

In recent times, Binge-Watching phenomenon is so common amongst people. Physiologists and researchers are studying the motives and post-behavioral events of this phenomenon. Then there's a concept of heavy watchers who are identified as those people who watch any media content for over 4 hours a day. Both these phenomena are argued whether they are good or bad habit and how much consequences they may have on someone's day to day life.

Japanese Animation are originated from the Japanese comic book known as "Manga", light-novel, novel etc. According to the biggest Anime database platform AniDB, more than 100000 anime series are televised and marketed globally. Each series comes up with several seasons or arcs or cours and every season consists many episodes where the duration of a single episode is on average 24 mins without any ad-breaks. For example, we can use the biggest Anime series One Piece which aired more than 1030 episodes since 2002 and still airing new episodes every week. So for a person who wants to complete one piece it would cost 412 hours. This example signifies the amount

of anime content made and available and how much time people are spending watching anime. Gen Z are the prime viewers of anime, because of the high availability of the content usually viewers do Binge-Watching.

As the name “Japanese Animation” might sound new to many, knowing the brief history will help to get familiar. Anime is one of the most important modern cultural facets of modern Japan. The word ‘anime’ comes from the English word ‘animation’. Within Japan, it is used to refer to any kind of animation. In the rest of the world, it refers only to content produced in the land of the rising sun. Its history goes back all the way to the early 20th century. How did Japan develop its own version of cartoons? And how do they differ from Western-style cartoons?

The historical backdrop of anime returns to 1907. As of now, numerous Japanese artists were impacted by Western animation and chose to make explicit public substance for Japan. This was extremely challenging on the grounds that materials were costly and Japan experienced a few monetary emergencies because of cataclysmic events and later due to WW2.

During the 1940s, Japan debuted the main enlivened film which was supported by the public authority. At the point when the conflict finished, over the course of the years the manga (Japanese comics) were conveyed to the populace. They filled in as an interruption from the brutal real factors that Japanese individuals needed to look after the conflict.

Today there are a plenty of anime titles focused on a wide range of crowds, and it has developed to become one of the main commodity items for the Japanese economy. Anime's attributes are having genuine inclination plots, brimming with emotions and show. Now and again, solid distortion of the activities performed by the characters is

utilized. Normal anime will in general have characters with huge, oval eyes, preposterous hair styles, and extremely acculturated bodies.

Anime ought not be taken similar to kids' diversion just, it is more running against the norm. Most titles are focused on a full grown crowd. There are anime organizations that have figured out how to make content to fulfill the two crowds, like Studio Ghibli, perhaps of the most impressive organization in the realm of animation.

Given the rising popularity of Anime, Bangladesh is no different. Nowadays cosplaying anime characters, selling or buying anime merchandises, learning Japanese language, following Japanese culture etc. behaviors are on the rise. It wasn't the case five years ago so what caused these changes among youngsters? Obviously one answer can be the technological advancement and the availability of the anime contents. Understanding these behavioral changes among people is important, but what we truly want to find out is the motives for watching anime. That is the purpose of doing this research.

1.2 MOTIVATION OF THE RESEARCH

The motivation of this research is also backed by some of the existing psychological theories regarding watching multi-media contents. These theories help to understand this phenomenon better and we will be drawing our conclusion based on them.

Since, this study aims to find the motivation to watch and influence of Japanese Anime on imitation behavior use of certain theories such as cultivation theory, social learning, and uses and gratification theories will be useful to guide this particular study.

The cultivation theory proposed by George Gerbner is a media theory that examines the impacts of long openness to specific media in the part of perspectives, mentalities, and conduct of the crowd. This theory expresses that contrasted with light watchers, weighty watchers who sit in front of the TV frequently, regularly and extreme focus of survey will cause crowds to see social reality like what was introduced by media (Kusumasari, 2017). There is plausible that the transnational crowd could foster an alternate mentality, picture, and philosophy about things depicted in the drama like Korean culture, Koreans, and Korea. For instance, a positive picture of Korea is built among the watchers of Japanese Anime makes them purchase Korean items, attempt to act like Korean, and inspire them to visit Korea (Ganghariya and Kanozia, 2020).

Social learning theory by Bandura proclaims that people learn through direct insight or through perception demonstrating of others or vicarious learning result to the subsequent presentation of conduct, for example, copying and copy from media. For example, individual will get data about occasions and entertainers through demonstrating them, displaying happens when the consideration of watchers is been much of the time pulled in by the looks and appeal of the model or stars, this noticed conduct has been changed over into proper activities like the first model way of behaving (Ramadhani and Linadi, 2012).

Further, the purposes and gratification theory by Katz, Blumler, and Gurevitch in 1973 is a crowd of people focused way to deal with mass correspondence, which expects individuals effectively look for media to delight their social, mental, and social requirements. The purposes and gratification theory are about how the watchers use media to fulfill their mental and full of feeling needs (Jiang, 2010). This theory investigates the gratifications that draw in and hold crowds to the sorts of media and the kinds of content that fulfill their requirements or needs. There is no single or fixed

rundown of gratifications got from media use, individuals watch or use media for learning, sociality, unwinding, escape, and leisure activities (Rubin et al., 1994).

Subsequent to going through a few examinations, the greater part of the investigations manage the Korean wave all in all and its effect on social and monetary or shopper conduct by the Korean wave. These examinations contend with one another on the current distinction in orientation viewership of Japanese Anime and different scientists notice various variables that lead to watching Japanese Anime. Nonetheless, seldom do these investigations discuss K-drama and its connected impact on imitation way of behaving. Additionally, these examinations are directed in East Asian districts that are topographically, mechanically advance and social closeness exist with Korea. Subsequently, it causes me to do this learn about the developing prominence of Korean styles and patterns among the Bhutanese youth as up until this point the examinations are generally not completed in Bhutan about Japanese Anime and its effect on emulating conduct. Subsequently, this paper has estimated that there is a connection between time spent watching Japanese Anime and result in imitation way of behaving. Further, it checked that there is a connection among orientation and time spent watching Japanese Anime.

As identified earlier, we want to understand the motives of watching Japanese anime. Is watching Japanese anime related to any psychological conditions such as depression, loneliness, escapism or it is just for the purpose of entertainment. For the post behavioral effects we are looking forward to the phenomena of cosplaying anime characters, learning Japanese language, buying anime merchandises etc.

1. Motivation: For quite some time, instructive clinicians have perceived the significance of motivation for supporting understudy learning for effective second

language learning. In spite of the unchallenged place of motivation in learning extra dialects, there is, truth be told, no settlement on the specific meaning of motivation (Oxford and Shearin, 1994). However, there are a few delegate meanings of motivation, for example, "some sort of inside drive which pushes somebody to get things done to accomplish something" (Harmer, 2001, p.51), "the main thrust in any situation that prompts action" (Richards and Schmidt, 2002: 343), and "why individuals choose to follow through with something (why), how long they will support the movement (how long) and how hard they will seek after it (how hard)" (Dörnyei, 2001, p.8).

2. Instrumental and Integrative Orientation Gardner and Lambert (1959, 266-272; 1972) did pioneering work to explore the nature of motivation specific to language study, and it is assumed that language learners' goals fall into two broad categories.

1) Integrative orientation, which mirrors a positive demeanor toward the L2 bunch and the longing to cooperate with and, surprisingly, become like esteemed individuals from that community.

2) Instrumental orientation, where language learning is basically connected with the possible down to earth gains of L2 capability, for example, finding a superior line of work or a more significant pay. The underlying outcomes got by Gardner and Lambert were adequately strong to work up a global interest, and very before long investigations of a comparative vein were directed from one side of the planet to the other.

3. Self-Determination Theory, Intrinsic and Extrinsic Motivation In Self-Determination Theory, which is one of the advanced motivation speculations in brain science, Deci and Ryan (1985) hypothesized three widespread, natural mental needs, which must be fulfilled for people to prosper the needs for independence "The desire to be the

beginning of one's behavior', skill 'The desire to collaborate successfully with the climate', and relatedness 'The desire to be associated with soul mates in one's interaction with the climate'. It is estimated that assuming these all-inclusive needs are met, the theory contends that individuals will work and develop ideally. It implies that intrinsic motivation will be improved. In Self-Determination Theory, they recognize various kinds of motivation in light of the various reasons or objectives that lead to an action. The most fundamental qualification is between intrinsic motivation and extrinsic motivation.

1) Intrinsic motivation is defined as the doing of an activity for its inherent satisfactions rather than for some separable consequence.

2) Extrinsic motivation is a construct that pertains whenever an activity is done in order to attain some separable outcomes. (Deci & Ryan, 2000, p.60).

As for understanding motivational factors of watching Japanese anime Falyelle's WTSMQ is the best option, The WTSMQ (Flayelle et al., 2019) is a 22-item scale assessing TV series watching motivations with four core dimensions: social (e.g., "I watch TV series to relate to others more easily, because TV series give me something to discuss."), emotional enhancement (e.g., "I watch TV series to be captivated and experience extraordinary adventures by proxy."), enrichment (e.g., "I watch TV series to develop my personality and broaden my views."), and coping/escapism (e.g., "I watch TV series to escape reality and seek shelter in fictional worlds."). Items are scored on a 4-point Likert scale ranging from 1 (not at all) to 4 (to a great extent), with an average score calculated for each subscale.

Bangladesh and Japan have a very strong economical bond. Japan is part of many developmental projects of Bangladesh government. Also, Japan offers many programs

where they take Bangladeshi students or workers which helps Bangladesh government to earn remittance. Now how does Anime fit in this equation? We are trying to see if watching anime triggers any of the incidents of going to Japan for study or work.

As for economically speaking, Bangladesh wants to broaden the relationship with Japan, can Anime contribute in this field? So far Bangladesh has a ban on airing Japanese anime contents on Bangladesh television cable systems. But figures say that one of the biggest earning of Japan comes from distributing anime contents all over the world. In this case, Anime can somewhat help to develop the relationship between these countries if the government of Bangladesh fully allows airing Anime and also takes part in organizing anime festivals. As the recent festival in Dhaka was organized by Japanese foreign ministry, while doing so may improve the diplomatic relationship between Japan and Bangladesh but it might cause a great harm to the culture of Bangladesh.

1.3 RESEARCH QUESTIONS & OBJECTIVES

We have been able to find several problems to work upon for our research but the key research question is to understand the motives behind watching Japanese anime. Our second objective is answering how much influence Anime has on the behaviors of the viewers or fans of Japanese anime in Bangladesh.

For our research we have mainly focused on understanding the causes and some of the behavioral phenomenon's. It leaves a wide range of scope to work further into this topic. Depending on the results one may want to work further into questions such as

- Detect whether Anime is related to Pre acceptance behavior such as 'Escapism', 'Enrichment', 'Social', 'Emotional'?
- What kind of post acceptance behavior they show i.e., wanting to learn Japanese language, cosplaying etc. ?
- Determining what kind of psychological and behavioral effect Anime has on Bangladeshi young people

The above questions are our primary research questions. Based on the available theories & data, we have also identified some secondary research questions, which is as follows:

- Determining whether or not “Cosplaying Anime Characters” is related to Pre/Post acceptance behaviors.
- Determining whether or not “Loving Japanese Culture” is related to Pre/Post acceptance behaviors.
- Is “Educational level” is related with “Learning JP history” or any other factors.
- Are Demographic variables shows any relation with our independent variables or variables of interests.

1.4 RESEARCH SCOPE

The majority of the technique described in this work has never been used in any other study. Using a real-world questionnaire dataset, the goal is to determine either the problem statements are true or not. Instead of using a dataset designed to demonstrate

the method's properties, we utilize a dataset that is regularly used in the statistical and machine learning area. The area under the curve for a test sample of Bangladeshi anime watchers.

1.5 THESIS ORGANIZATION

This paper includes five sections: Introduction, Literature Review, Research Methodology, Result and Discussion, and Conclusions.

Introduction section discuss about the research background, research objective, problem statement, research question and research scope.

Literature review section discuss about the related work of this research and research gap.

Research methodology section, shown a proposed model for the research and discuss about the research methodology.

Result and Discussion section, shown the result of the methodology with discussion.

Conclusion section, discuss the final output of the result and future recommendations

CHAPTER-2

LITERATURE REVIEW

2.1 INTRODUCTION

With the growth of the consumption of Japanese anime contents around the world, the research on this topic is very little. A very large portion of research is done on movies and television or web series. Recently the hot topics of multimedia research consists of Japanese Anime, Netflix series or web series and movies. Comparing to them, there is only a handful of prior works on Anime. And not every work is upon the psychological factors of watching anime such as the motives or the behavioral incidents. It is notable that there has no related work done in Bangladesh considering Japanese anime as the base multimedia consumption. Though there has been works on movies, K-drama, C-drama. This leaves us with a very few related works from other countries to gaze upon.

2.2 RELATED WORK REVIEW

As there was little or no related papers, we choose some similar papers focusing on Korean series along with papers focusing on Japanese anime.

A Study On Anime and Its Impacts Among College Understudies in Malaysia - The discoveries has shown that understudies have more positive attitude towards anime as opposed to negative.

From Disney to Doraemon: Japanese Anime substitute American Animation on Indian Youngsters' TV: A Pattern Study - This paper has featured extremely succinct

correlation on the Japanese and American anime kinds and examined why Japanese anime is getting more famous in India step by step.

Japanese Animation In Singapore: A Historical And Relative Study - This study has shown how Japanese Anime has assumed control over Singaporean Anime TV slots contrasting with American animations/kid's shows.

Korean drama and Imitation behavior in Bhutan - it was found that most of ladies spent additional time contrasted with males. Further, through connection test, it was observed that there is a positive connection between time spent watching Korean drama and imitation behavior.

The Impact of Addiction of Watching Korean Drama Series on Imitation Behavior of Youths The outcome on the watching addiction variable had the most noteworthy aspect, to be specific the consideration aspect. This assertion is fortified in light of the T-test results that survey addiction (X) essentially affects imitation behavior (Y)

The Impact Of Korean Drama Towards The Behavior And Punctuation Of Age Z In Indonesia - it was found that Korean dramas really do impact age Z residents to have a way of life and language style as in Korean dramas. The presence of terrible behavior and new sentence structure that roll in from Korean dramas that are utilized as a way of life lead to the need for answers for forestall age Z who abhorrence culture and protect neighborhood culture and language.

Motivational Elements of Manga and Anime for Thai Students of Japanese in Thailand - The point of this study was to survey the impact and motivational variables of Japanese well known media explicitly 'Manga and Anime', on Thai students of Japanese. The study uncovered that 71.2% of the understudy respondents communicated an exorbitant interest in Manga and Anime.

The Instance of Bangladesh Government Forbidding Japanese Manga Animation Show Doraemon: The Forerunners of Shoppers' Evasion (2014) - Because of over openness and the apparent adverse consequence of this show by the guardians and watchmen on the children of Bangladesh, as of late Bangladeshi government restricted the broadcast of Doraemon Animation Show in Bangladesh. Through top to bottom meetings and establishing theory, this paper thought of three significant subjects or precursors for guardians' aversion towards this specific animation show.

Ontological Development of the Otaku Subculture and Subjects in Bangladesh - This paper goes for the gold comprehension of assimilation characterized by Powell as "the mental changes actuated by culturally diverse imitation" through allocation Running head: of Japanese otaku subculture in the Bangladeshi setting. Notwithstanding the appearing to be philosophical incongruencies or inconsistencies.

The Developing Impact of Japanese Mainstream society on the Youthful Buyers of Bangladesh - . Study work uncovers that Japanese mainstream society is getting ubiquity in all over Bangladesh as a type of anime and manga; in couple of cases, Japanese film and J-mainstream society likewise playing interest of the general public. The examination likewise sums up an idea that we need to clarify cognizance to the Bangladeshi community to comprehend the positive and adverse impact of the diverse stream so we could proceed with firm cultural security and better society.

Captioned Versus Named Anime: Watcher Impression Of Japanese Culture - Examinations showed distinction in cultural learning between captioned anime watchers and anime non-watchers, with watchers scoring higher on the test. There are clear deductions that consuming a type of deciphered unfamiliar media might improve multifaceted learning between various people groups. This study contends that

globalized unfamiliar media should be focused on more consideration because of its academic significance regarding cultural correspondence and learning.

Japanese Animation In Singapore: A Historical And Near Study - Through a historical outline of Japanese animation in Singapore, this article means to extend how we might interpret the continuous promotion and confinement of Japanese mainstream society in Asia.

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CHAPTER-3

RESEARCH METHODOLOGY

3.1 THE PROPOSED METHODOLOGY

The research will be conducted with a quantitative approach. A simple random sampling method will be used in this study in order to understand the motivation and impact of Japanese Anime among the audience in Bangladesh.

3.2 RESEARCH DESIGN

The research follows an exploratory design, as the concept of the watching motivation and impact of Japanese Anime among the Bengali audience is a relatively new topic wherein no studies specific to the same have been conducted previously.

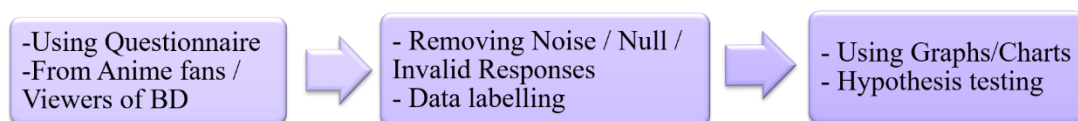


Fig 3.1 Research Methodology

3.3 RESEARCH TOOL

Questionnaire that was created and circulated serves as the researches main tool for primary data collection. Statistical Package for the Social Studies (SPSS), PowerBI,

and Jupyter Notebook are some of the tools that the researcher uses which will help establish the statistical mean of the recorded data.

3.4 RESEARCH TECHNIQUE

The research will use a quantitative technique. A survey of as many participants living in Bangladesh will help provide the data for the study.

3.5 RESEARCH QUESTIONNAIRE

Our research questionnaire consists of several parts.

The demographic part focuses on the gender, age, living place in Bangladesh and whether they watch anime or not.

Based on the answers, respondents were diverted to their sections. For those who don't watch anime we wanted to learn the reason behind it. The alternative respondents were our main audience for this.

Those who watch anime were asked 30 questions. While 22 of these questions were related to understanding the motives of the viewers of Anime. These 22 questions were based upon the WTMSQ questionnaire developed by the Flayelle et. Al. to identify the four factors related to the motives of watching any multimedia contents. The four factors were

Apart from these four factors, the respondents were asked how much time they spend watching anime in a day, whether or not they watch other media contents such as movie, series etc. besides anime. One of the most important factors of spreading Anime in Bangladesh, Peer pressure or recommendation was asked as a question as well. We also tried to identify the several behavioral factors related to cosplaying the anime characters, buying anime merchandises, the wish to learn Japanese language and the wish to visit Japan and the reason behind it. Apart from this whether anime watchers call themselves "otaku", whether they read "Manga", whether they are interested in Japanese culture and how much they know of it - are some of the side questions asked which give us the scope to work upon and draw conclusions. As mentioned earlier, there is a ban on airing the Japanese anime on Bangladeshi Television cables platform. So we were looking into the mediums by which Anime fans or viewers of Bangladesh watches anime. Besides the questions of the four factors of motives, all the other mentioned questions were asked to find out the behavioral phenomena related to watching Japanese anime. The outcome of the aforementioned side questions will give us the scope to further work upon each behavioral, social, cultural, linguistic and even economic factors related to Japanese anime in future.

3.6 DATA PREPROCESSING

After collecting the data, we get some missing data, categorical data, and text data. Then we decide that through data processing, we will make this data suitable for algorithms. Data processing is the ability to transform data into a suitable format

after collecting data. Processing information or data in a specific format that helps to easily output.

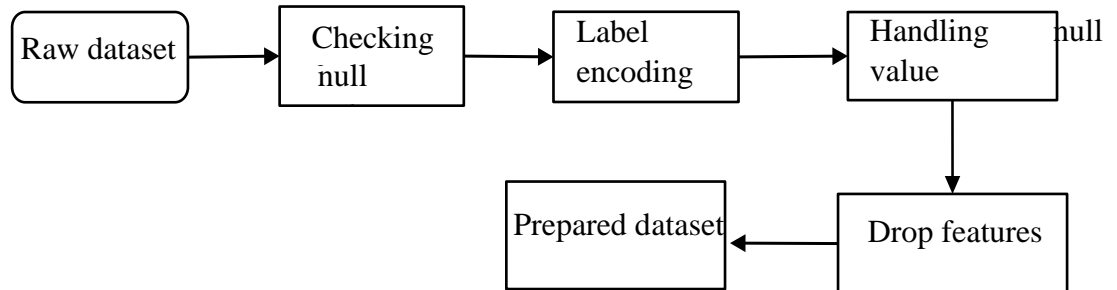


Fig 3.2: Steps Of Data Preprocessing

3.7 NULL VALUE CHECKING

At first from the collect data set we check if there has any null value or not. If there is null value, we ignore those.

3.8 LABEL ENCODING

Label encoding implies, take noted which text are switched over completely to which number. These resemble a proof of literary worth transformation. Further, effectively take a choice from the proof document. However mathematical qualities are more effective for AI yet envisioning or comprehend the outcome need these label coding proof. Consequently, if they are at this point numbers, by then we can use them explicitly to start planning. Anyway, this isn't by and large the case. As a general rule,

names are as words, since words are comprehensible. We name our planning information with words so the planning can be followed. To change over word names into numbers, we need to use a name encoder. Name encoding implies the way toward changing the word names into mathematical edge. I convert it as an ostensible worth.

3.9 DROP FEATURE

In our data base we don't need all feature to predict our result so we drop some feature which we don't need.

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CHAPTER - 4

STATISTICAL ANALYSIS & FINDINGS

4.1 IDENTIFYING RESEARCH VARIABLES & TYPES

RV	Label	Level of Measurement	Note
Gender		Nominal	Male or Female
Division	What division you live in		8 Divisions of Bangladesh
Age Group		Ordinal	17 and Under, 18-24, 25-32, 33-38
Edu Level	Educational Level		High School, College, Undergrad, Grad/Post Grad
Time Spent	Time Spent Watching Anime		Less than an hour, 1-2 hours, 3-4 hours, More than four hours
Coping Factor	Coping/escapist behavior	Ordinal in general (Mean – Continuous scale)	8 questions on a scale of 1-4
Enrichment Factor	Watching Anime to enrich oneself		5 questions on a scale of 1-4
Emotional Enhancement Factor	Watching Anime to feel the emotional attachment		5 questions on a scale of 1-4
Social Factor	Watching anime to feel socially active or connected		4 questions on a scale of 1-4

Influence Others	Influence others to watch anime	Nominal (Dichotomous Variable)	Yes/No
Use Subs	Watch anime using subtitles		
Read Manga?	Do you read Manga?		
Cosplay?	Do you cosplay anime characters?		
Otaku?	Do you like to call yourself otaku/weeb?		
Buy Anime?	Do you buy anime merchandises?		
Visit Japan?	Do you want to visit Japan?		
Learn Japanese?	Are you learning or want to learn JP?		
Love Culture	How much you love JP culture?	Ordinal	On a scale of 1 to 5, where 1 is the lowest and 5 is the highest.
Know Culture	How much you know JP culture?		
Know History	How much you know JP history?		

Table 4.1: Research Variables

4.2 FACTOR'S QUESTIONNAIRE RELIABILITY SCORE

Reliability Statistics			
Factors	Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
Coping/Escapism Factor	.842	.839	8
Emotional Enhancement Factor	.735	.740	5
Enrichment Factor	.768	.770	5
Social Factor	.792	.793	4

Table 4.2 Reliability Score

Comment: Reliability score shows how well are questions performs as a group to generalize or construct a factor. The Cronbach's Alpha value signifies the strength of the questions to construct the factor. ($\alpha > 0.70$ = Appropriate., $\alpha > 0.80$ = Good & $\alpha > 0.90$ = Excellent)

4.3 DEMOGRAPHIC VARIABLES ANALYSIS

4.3.1 GENDER FREQUENCY

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	194	66.2	66.2	66.2
	Female	99	33.8	33.8	100.0
Total		293	100.0	100.0	

respondents who watches anime are male. While studies suggest that young girls nowadays are more attracted to Korean pop culture or Japanese Anime, but it doesn't exclude them from

Comment: Gender demographic represents that major portion of our

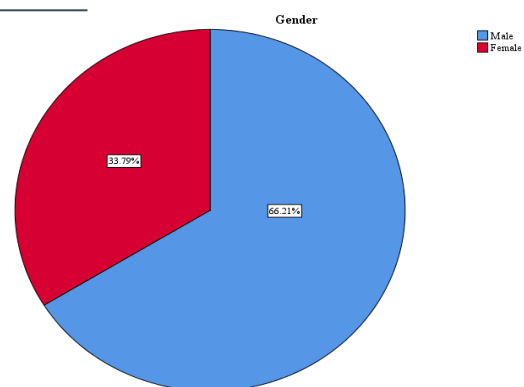


Fig 4.1.1 Gender Freq

watching Japanese anime as well because above 30% of the respondents are female as well.

4.3.2 AGE GROUP FREQUENCY

		Age Group			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17 and under	30	10.2	10.2	10.2
	18 - 24	208	71.0	71.0	81.2
	25 - 32	51	17.4	17.4	98.6
	33 - 38	4	1.4	1.4	100.0
	Total	293	100.0	100.0	

Comment: Over 80% of our respondents were age of under 24 indicating that they are the Gen-Z, which supports the theory that gen-z are the most

likely of all generations to get attracted to different types multi-media platforms such as series, movies and anime. It is notable that the majority of the part ages between 18 to 24 which is the adulthood period of an individual.

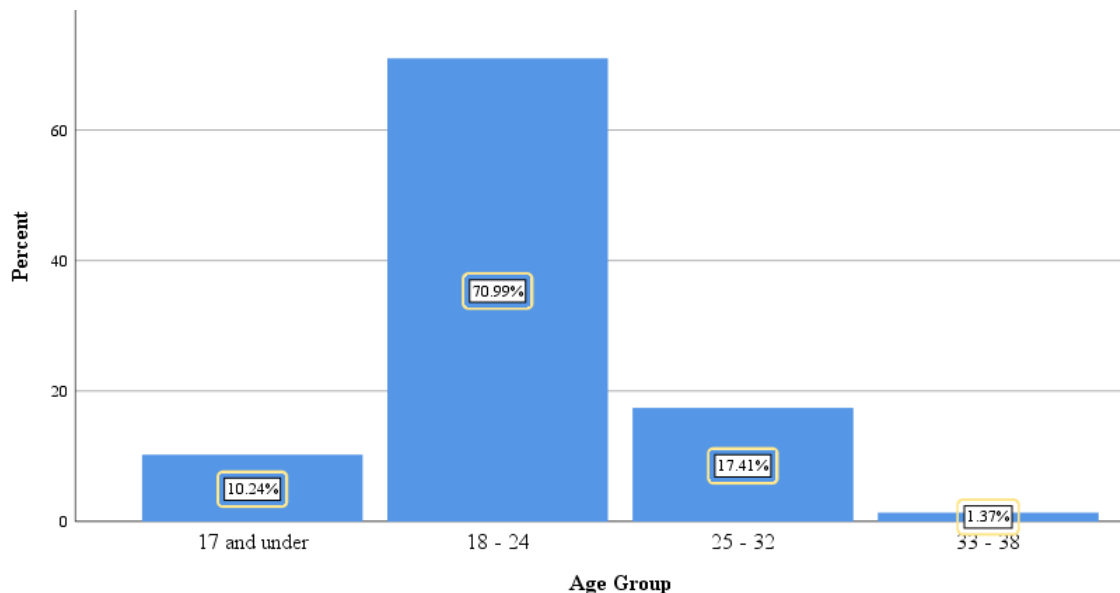
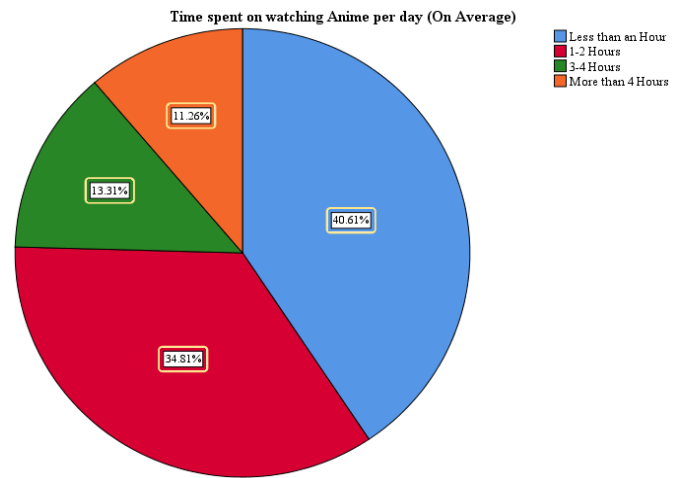


Fig 4 1.1: Age Group Freq

4.3.3 TIME SPENT FREQUENCY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than an Hour	119	40.6	40.6	40.6
	1-2 Hours	102	34.8	34.8	75.4
	3-4 Hours	39	13.3	13.3	88.7
	More than 4 Hours	33	11.3	11.3	100.0
	Total	293	100.0	100.0	



Comment: Majority of the respondents watches anime less than hour and (1-2 hours) group is next major. It is notable, the other groups are “heavy watchers”

Fig 4.1.3 Time Spent Freq

4.3.4 EDUCATION LEVEL FREQUENCY

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	High School Student	40	13.7	13.7	13.7
	College Student	38	13.0	13.0	26.6
	Undergrad Student	188	64.2	64.2	90.8
	Graduate / Post-Graduate	27	9.2	9.2	100.0
Total		293	100.0	100.0	

Comment: As for the education level of our target respondents, over 63% are studying at an Undergraduate level. While high school and

college level students share very closer percentage, indicating again that among the anime watchers of Bangladesh, most of them are the youth of gen-z as well as Undergrad students or more likely college or high school students,

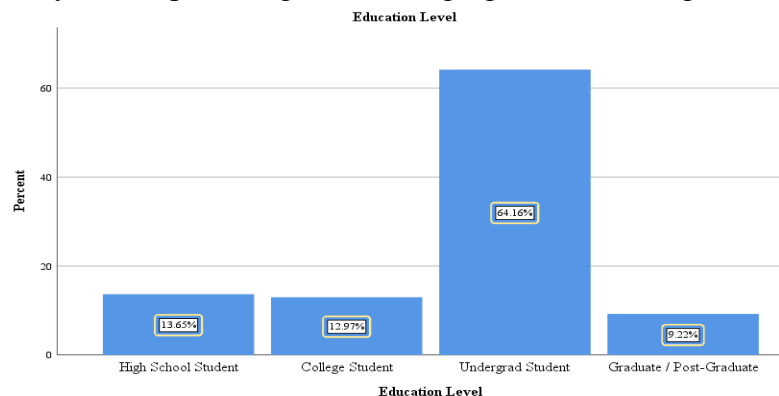


Fig 4.1.4 Edu Level Freq

signifying the change of watching behavior of students at different stages of their study life.

4.3.5 LIVING DIVISION FREQUENCY

Living Division in Bangladesh					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Barishal	4	1.4	1.4	1.4
	Chattogram	32	10.9	10.9	12.3
	Dhaka	196	66.9	66.9	79.2
	Khulna	28	9.6	9.6	88.7
	Mymensingh	5	1.7	1.7	90.4
	Rajshahi	18	6.1	6.1	96.6
	Rangpur	6	2.0	2.0	98.6
	Sylhet	4	1.4	1.4	100.0
	Total	293	100.0	100.0	

Comment: As we have collected data from online sources, we were able to get some data from all the divisions of Bangladesh. Evidently it shows that division of Dhaka has highest number of Anime watchers, as it should be, given that Dhaka is the capital of Bangladesh. Young inhabitants of other divisions are also getting attracted to anime day-by-day because of the peer-pressure, social media influence and trend of watching anime.

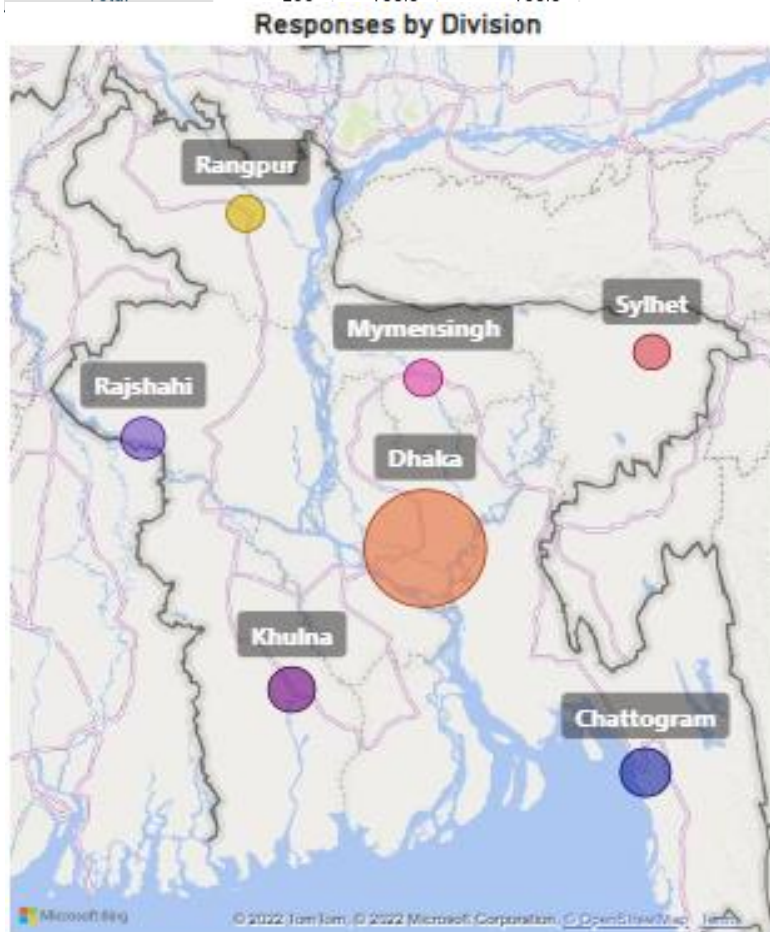


Fig 4.1.5 Division Freq

4.4 BEFORE STATISTICAL TEST

4.4.1 NULL VALUE CHECKING

Out of 370 responses, 297 responses said “Yes” to watch Anime and they are our research. From there, 293 responses have no Missing values. The other 4 consisted invalid or missing responses.

		Statistics							
		Coping/Escape Factor Mean	Enrichment Factor Mean	Emotional Enhancement Factor Mean	Social Factor Mean				
N	Valid	293	293	293	293				
	Missing	0	0	0	0				
		How much you love Japanese Culture?	How much you know about Japanese Culture?	How much you know about Japanese History?	Gender	Age Group	Education Level	Living Division in Bangladesh	Time spent on watching Anime per day (On Average)
N	Valid	293	293	293	293	293	293	293	293
	Missing	0	0	0	0	0	0	0	0
		Do you watch Anime using Subtitles?	Do You Read Manga?	Do You Influence Others to Watch Anime?	Do You Like to Call yourself an Otaku/Weeb?	Do You Cosplay / Want to Cosplay Anime Characters?	Do You Buy / Want to Buy Anime Merchandise s?	Do you wish to visit Japan?	Are you learning or Want to learn Japanese Language?
N	Valid	293	293	293	293	293	293	293	293
	Missing	0	0	0	0	0	0	0	0

Fig 4.2 Null Value Check

4.4.2 DATA ENCODING

1. Maximum Nominal Variables were dichotomous. We encoded by following – **Yes – 1, No – 0 & Male – 1, Female – 2**
2. Divisions were encoded from **1 to 8, alphabetically** i.e., Dhaka – 3, Barishal – 2 etc.
3. Ordinal Variables such as Age groups were recoded into: **17 and under – 1, 18 to 24 – 2, 25 to 32 – 3 & 33 to 38 – 4**
4. Ordinal Variables such as Time spent watching anime were recoded into: **less than an hour – 1, 1 to 2 hours – 2, 3 to 4 hours – 3 & more than 4 hours – 4.**
5. **22 questions of 4 factors** were ranged from 1 to 4. where, **1 = Not likely, 2 = Very Little, 3 = Somewhat & 4 = To a great extent.** The mean values were calculated after grouping the questions into factors.

6. Other ordinal data was collected in a score from 1 to 5, **where 1 is the lowest & 5 is the highest** for questions like loving Japanese culture, knowing culture and history.

4.4.3 NORMALITY CHECK

Normality Check Procedure for the tests

- a) **Check the P-Value of Shapiro-Wilk test of Normality:** If $p < 0.05$ then Null Hypo. Rejected meaning the data is skewed/not normally distributed.
- b) **Check the Z-Value of Skewness & Kurtosis:** If $-1.96 < z < +1.96$, then Null Hypo. Accepted meaning the data is normally distributed. $z\text{-value} =$
(Value/S.E)
- c) **Check the Histogram:** If it looks bell shaped, then normally distributed.
- d) **Check the Normal Q-Q Plot:** If the data fits the curve line, then normally distributed

4.5 STATISTICAL TEST DESIGNS & RESULTS

4.5.1 ANIME WATCHERS GROUP & PRE-FACTORS

I.V.	D.V.	Normally Distributed ?	Parametric Test?	Test Type	Test Name	Result
Time Spent	Coping	X	X	Mean Difference	Kruskal Wallis-H test	H0 = Rejected
	Enrichment	X	X			H0 = Accepted
	Emotional	X	X			H0 = Rejected
	Social	X	X			H0 = Accepted
	Coping	X	X	Relationship or Association	Spearman Rank Correlation	H0 = Rejected
	Enrichment	X	X			H0 = Rejected
	Emotional	X	X			H0 = Rejected

Table 4.3: Time Spent vs Pre-Factors

Time Spent vs Coping – Kruskal Wallis H test

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Coping/Escapism Factor Mean is the same across categories of Time spent on watching Anime per day (On Average).	Independent-Samples Kruskal-Wallis Test	.020	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

Independent-Samples Kruskal-Wallis Test Summary

Total N	293
Test Statistic	9.797 ^a
Degree Of Freedom	3
Asymptotic Sig.(2-sided test)	.020

a. The test statistic is adjusted for ties.

Fig 4.3.1 Time Spent vs Coping

Comment: There is mean difference between the groups of anime watchers & coping behavior factors

Time Spent vs Enrichment – Kruskal Wallis H test

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Enrichment Factor Mean is the same across categories of Time spent on watching Anime per day (On Average).	Independent-Samples Kruskal-Wallis Test	.069	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

Independent-Samples Kruskal-Wallis Test Summary

Total N	293
Test Statistic	7.098 ^{a,b}
Degree Of Freedom	3
Asymptotic Sig.(2-sided test)	.069

a. The test statistic is adjusted for ties.

b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

Fig 4.3.2 Time vs Enrichment

Comment: There is NO mean difference between the groups of anime watchers & enrichment behavior factors

Time Spent vs Emotional – Kruskal Wallis H test

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Emotional Enhancement Factor Mean is the same across categories of Time spent on watching Anime per day (On Average).	Independent-Samples Kruskal-Wallis Test	.002	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

Independent-Samples Kruskal-Wallis Test Summary

Total N	293
Test Statistic	15.013 ^a
Degree Of Freedom	3
Asymptotic Sig.(2-sided test)	.002

a. The test statistic is adjusted for ties.

Fig 4.3.3 Time Spent vs Emotional

Comment: There is mean difference between the groups of anime watchers & emotional behavior factors

Time Spent vs Social – Kruskal Wallis H test

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Social Factor Mean is the same across categories of Time spent on watching Anime per day (On Average).	Independent-Samples Kruskal-Wallis Test	.349	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

Independent-Samples Kruskal-Wallis Test Summary

Total N	293
Test Statistic	3.290 ^{a,b}
Degree Of Freedom	3
Asymptotic Sig.(2-sided test)	.349

a. The test statistic is adjusted for ties.

b. Multiple comparisons are not performed because the overall test does not show significant differences across samples.

Fig 4.3.4 Time Spent vs Social

Comment: There is NO mean difference between the groups of anime watchers & social behavior factors

Time Spent vs Coping – Spearman’s Rho

Correlations

			Time spent on watching Anime per day (On Average)	Coping/Escape Factor Mean
Spearman's rho	Time spent on watching Anime per day (On Average)	Correlation Coefficient	1.000	.160**
		Sig. (2-tailed)	.	.006
		N	293	293
	Coping/Escape Factor Mean	Correlation Coefficient	.160**	1.000
		Sig. (2-tailed)	.006	.
		N	293	293

** . Correlation is significant at the 0.01 level (2-tailed).

Fig 4.3.5 Time Spent vs Coping - Spearman

Comment: There is a significance association / relationship between coping behavior & anime watcher’s groups

Time Spent vs Enrichment – Spearman’s Rho

Correlations

			Time spent on watching Anime per day (On Average)	Enrichment Factor Mean
Spearman's rho	Time spent on watching Anime per day (On Average)	Correlation Coefficient	1.000	.156**
		Sig. (2-tailed)	.	.008
		N	293	293
	Enrichment Factor Mean	Correlation Coefficient	.156**	1.000
		Sig. (2-tailed)	.008	.
		N	293	293

** . Correlation is significant at the 0.01 level (2-tailed).

Fig 4.3.6 Time Spent vs Enrich - Spearman

Comment: There is a significance correlation between enrichment behavior & anime watcher’s groups

Time Spent vs Emotional – Spearman’s Rho

Correlations

			Time spent on watching Anime per day (On Average)	Emotional Enhancement Factor Mean
Spearman's rho	Time spent on watching Anime per day (On Average)	Correlation Coefficient	1.000	.226**
		Sig. (2-tailed)	.	.000
		N	293	293
	Emotional Enhancement Factor Mean	Correlation Coefficient	.226**	1.000
		Sig. (2-tailed)	.000	.
		N	293	293

** . Correlation is significant at the 0.01 level (2-tailed).

Fig 4.3.7 Time Spent vs Emotional-Spearman

Comment: There is a significance association / relationship between emotional behavior & anime watcher’s groups

4.5.2 ANIME WATCHERS GROUP & POST-FACTORS

I.V.	D.V.	Normally Distributed?	Parametric Test?	Test Type	Test Name	Result
Time Spent	Read Manga	X	X	Relationship or Association	Chi-Square test for Independence (Phi & Cramer's V)	H0 = Accepted
	Influence Other	X	X			H0 = Accepted
	Cosplay	X	X			H0 = Accepted
	Buy Merch	X	X			H0 = Rejected
	Otaku	X	X			H0 = Rejected
	Learn JP	X	X		H0 = Rejected	
	Love JP cul	X	X		Spearman Rank & Kendall Tau-b Correlation	H0 = Rejected
	Know JP cul	X	X			H0 = Rejected

Table 4.4: Time Spent vs Post-Factors

Time Spent vs Read Manga – Chi Square Test

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.878 ^a	3	.181
Likelihood Ratio	4.955	3	.175
Linear-by-Linear Association	4.447	1	.035
N of Valid Cases	293		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 14.53.

Comment: There is NO association between the groups of anime watchers & groups reading manga.

Fig 4.4.1 Time Spent vs Manga

Time Spent vs Influence Others – Chi Square Test

Comment: There is NO association between the groups of anime watchers & groups influencing others.

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.280 ^a	3	.233
Likelihood Ratio	4.429	3	.219
Linear-by-Linear Association	4.145	1	.042
N of Valid Cases	293		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.87.

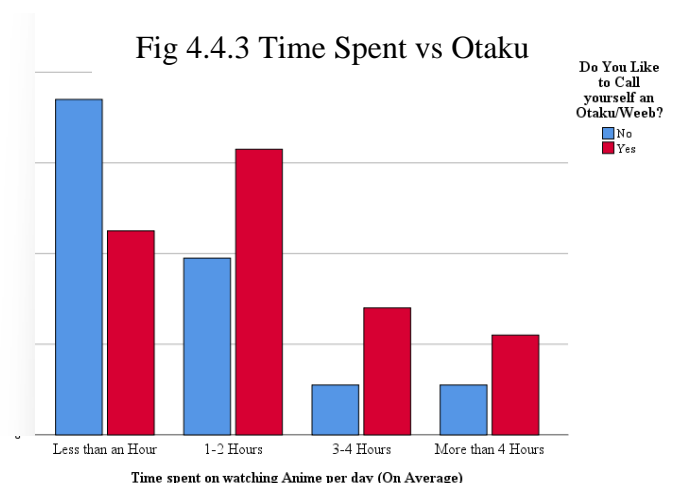
Fig 4.4.2 Time Spent vs Influence

Time Spent vs Calling Otaku – Chi Square Test

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	22.122 ^a	3	.000
Likelihood Ratio	22.435	3	.000
Linear-by-Linear Association	16.548	1	.000
N of Valid Cases	293		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 15.20.

Symmetric Measures			
		Value	Approximate Significance
Nominal by Nominal	Phi	.275	.000
	Cramer's V	.275	.000
N of Valid Cases		293	



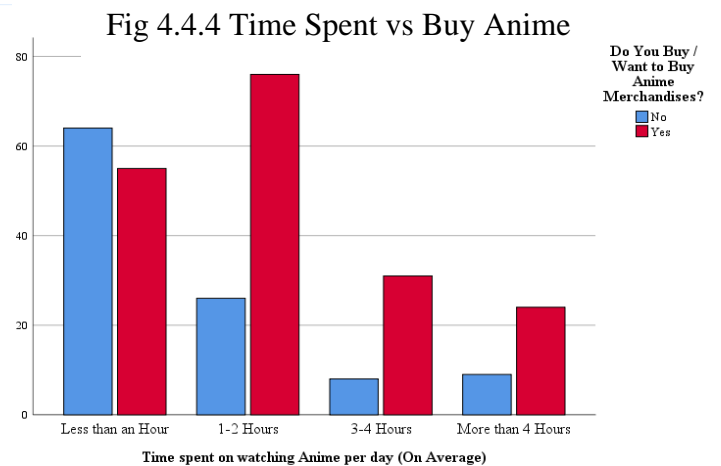
Comment: There is An association between the groups of anime watchers & groups calling themselves “Otaku”. The strength of the association is higher as shows the Cramer’s V value

Time Spent vs Buy Anime – Chi Square Test

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	26.175 ^a	3	.000
Likelihood Ratio	26.276	3	.000
Linear-by-Linear Association	16.070	1	.000
N of Valid Cases	293		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 12.05.

Symmetric Measures			
		Value	Approximate Significance
Nominal by Nominal	Phi	.299	.000
	Cramer's V	.299	.000
N of Valid Cases		293	



Comment: There is An association between the groups of anime watchers & groups buying Anime Merchandises. The strength of the association is higher as shows the Cramer's V value

Time Spent vs Learn JP– Chi Square Test

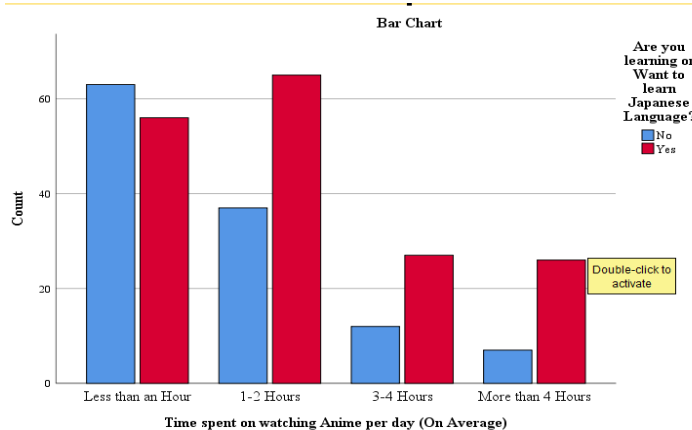


Fig 4.4.5 Time Spent vs Learn JP

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	15.011 ^a	3	.002
Likelihood Ratio	15.375	3	.002
Linear-by-Linear Association	14.003	1	.000
N of Valid Cases	293		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 13.40.

Symmetric Measures			
		Value	Approximate Significance
Nominal by Nominal	Phi	.226	.002
	Cramer's V	.226	.002
N of Valid Cases		293	

Comment: There is An association between the groups of anime watchers & groups learning Japanese. The strength of the association is higher as shows the Cramer's V value

Time Spent vs Cosplay – Chi Square Test

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.959 ^a	3	.073
Likelihood Ratio	6.978	3	.073
Linear-by-Linear Association	.426	1	.514
N of Valid Cases	293		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 15.43.

Comment: There is NO association between the groups of anime watchers & groups of Cosplayers.

Fig 4.4.6 Time Spent vs Cosplay

Time Spent vs Love Culture – Spearman's rho & Kendall's tau-b Test

Correlations			Time spent on watching Anime per day (On Average)	How much you love Japanese Culture?
Kendall's tau_b	Time spent on watching Anime per day (On Average)	Correlation Coefficient	1.000	.133**
		Sig. (2-tailed)	.	.009
		N	293	293
	How much you love Japanese Culture?	Correlation Coefficient	.133**	1.000
		Sig. (2-tailed)	.009	.
		N	293	293
Spearman's rho	Time spent on watching Anime per day (On Average)	Correlation Coefficient	1.000	.152**
		Sig. (2-tailed)	.	.009
		N	293	293
	How much you love Japanese Culture?	Correlation Coefficient	.152**	1.000
		Sig. (2-tailed)	.009	.
		N	293	293

** . Correlation is significant at the 0.01 level (2-tailed).

Fig 4.4.7 Time Spent vs Love Cul

Comment: There is a significance association / relationship between anime watcher's groups & groups loving Japanese culture. Also, Spearman's rho value is slightly higher than Kendall's tau-b correlation.

Time Spent vs Know Culture – Spearman’s rho & Kendall’s tau-b test

Correlations

			Time spent on watching Anime per day (On Average)	How much you know about Japanese Culture?
Kendall's tau_b	Time spent on watching Anime per day (On Average)	Correlation Coefficient	1.000	.121*
		Sig. (2-tailed)	.	.015
		N	293	293
	How much you know about Japanese Culture?	Correlation Coefficient	.121*	1.000
		Sig. (2-tailed)	.015	.
		N	293	293
Spearman's rho	Time spent on watching Anime per day (On Average)	Correlation Coefficient	1.000	.140*
		Sig. (2-tailed)	.	.016
		N	293	293
	How much you know about Japanese Culture?	Correlation Coefficient	.140*	1.000
		Sig. (2-tailed)	.016	.
		N	293	293

*. Correlation is significant at the 0.05 level (2-tailed).

Fig 4.4.8 Time Spent vs Know Cul

Comment: There is a significance association / relationship between anime watcher’s groups & groups knowing Japanese culture. Also, Spearman’s rho value is slightly higher than Kendall’s tau-b correlation.

4.5.2 COSPLAY GROUP & FACTORS

I.V.	D.V.	Normal ly Distrib uted?	Parame tric Test?	Test Type	Test Name	Result
Cospl ay	Coping	X	X	Mean Diff & Association	Mann Whitney – U Test & Spearman Rank	H0 = Rejected
	Social	X	X			H0 = Rejected
	Influence	X	X	Relationshi p or Association	Chi-Square test for Independen ce (Phi & Cramer's V)	H0 = Rejected
	Buy Anime	X	X			H0 = Rejected
	Love Cul.	JP X	X			H0 = Rejected

Table 4.5: Cosplay vs Factors

Cosplay vs Social – Mann Whitney U test

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Social Factor Mean is the same across categories of Do You Cosplay / Want to Cosplay Anime Characters?.	Independent-Samples Mann-Whitney U Test	.001	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

Independent-Samples Mann-Whitney U Test Summary	
Total N	293
Mann-Whitney U	13180.500
Wilcoxon W	22633.500
Test Statistic	13180.500
Standard Error	717.492
Standardized Test Statistic	3.477
Asymptotic Sig. (2-sided test)	.001

Mean Difference :

Comment: There is mean difference between the groups of cosplay & social behavior factors

Fig 4.5.1 Cosplay vs Social

Cosplay vs Social – Spearman's rho test

		Social Factor Mean	Do You Cosplay / Want to Cosplay Anime Characters?
Spearman's rho	Social Factor Mean	1.000	.203**
	Correlation Coefficient		.000
	Sig. (2-tailed)		.000
Do You Cosplay / Want to Cosplay Anime Characters?	N	293	293
	Correlation Coefficient	.203**	1.000
	Sig. (2-tailed)	.000	
N	293	293	

** . Correlation is significant at the 0.01 level (2-tailed).

Correlation / Association

Comment: There is a significance association / relationship between social factor & cosplay groups.

Fig 4.5.2 Cosplay vs Social Spearman

Cosplay vs Coping – Mann Whitney U test

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig.	Decision
1	The distribution of Coping/Escapism Factor Mean is the same across categories of Do You Cosplay / Want to Cosplay Anime Characters?.	Independent-Samples Mann-Whitney U Test	.004	Reject the null hypothesis.

Asymptotic significances are displayed. The significance level is .050.

Independent-Samples Mann-Whitney U Test Summary	
Total N	293
Mann-Whitney U	12763.500
Wilcoxon W	22216.500
Test Statistic	12763.500
Standard Error	722.660
Standardized Test Statistic	2.875
Asymptotic Sig.(2-sided test)	.004

Mean Difference

Comment: There is mean difference between the groups of cosplay & coping behavior factors

Fig 4.5.3 Cosplay vs Coping

Cosplay vs Coping – Spearman's rho test

		Do You Cosplay / Want to Cosplay Anime Characters?	Coping/Escapism Factor Mean
Spearman's rho	Do You Cosplay / Want to Cosplay Anime Characters?	Correlation Coefficient	1.000
		Sig. (2-tailed)	.004
		N	293
	Coping/Escapism Factor Mean	Correlation Coefficient	.168**
		Sig. (2-tailed)	.004
		N	293

** Correlation is significant at the 0.01 level (2-tailed).

Correlation / Association

Comment: There is a significance association / relationship between coping factor & cosplay groups.

Fig 4.5.4 Cosplay vs Coping - Spearman

Cosplay vs Influence Others – Chi Square test

Chi-Square Tests				
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	17.539 ^a	1	.000	
Continuity Correction ^b	16.352	1	.000	
Likelihood Ratio	18.457	1	.000	
Fisher's Exact Test				.000
Linear-by-Linear Association	17.479	1	.000	
N of Valid Cases	293			

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 28.52.
b. Computed only for a 2x2 table

Symmetric Measures		
	Value	Approximate Significance
Nominal by Nominal	Phi	.245
	Cramer's V	.000
N of Valid Cases	293	

Comment: There is An association between the groups of cosplayers & groups influencing others. The strength of the association is higher as shows the Phi-value

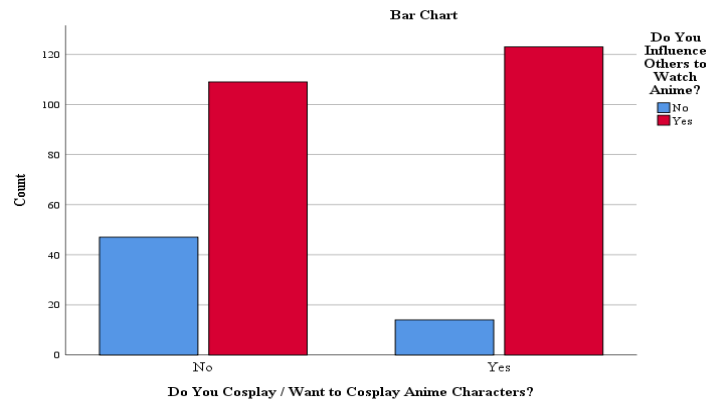


Fig 4.5.5 Cosplay vs Influence

Cosplay vs Buy Anime – Chi Square test

Chi-Square Tests				
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	43.209 ^a	1	.000	
Continuity Correction ^b	41.625	1	.000	
Likelihood Ratio	45.291	1	.000	
Fisher's Exact Test				.000
Linear-by-Linear Association	43.062	1	.000	
N of Valid Cases	293			

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 50.03.
b. Computed only for a 2x2 table

Symmetric Measures		
	Value	Approximate Significance
Nominal by Nominal	Phi	.384
	Cramer's V	.000
N of Valid Cases	293	

Comment: There is An association between the groups of cosplayers & groups buying Anime merchandises. The strength of the association is much higher as shows the Phi-value

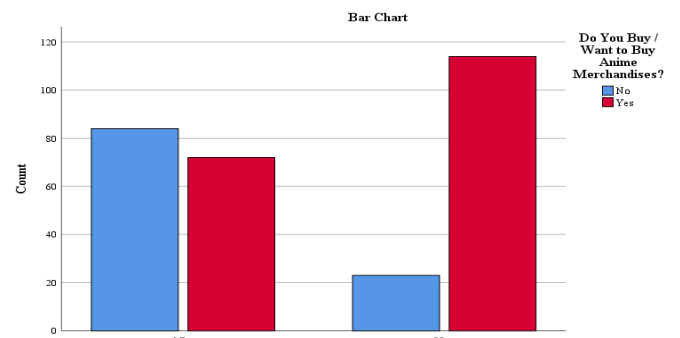


Fig 4.5.6 Cosplay vs Buy Anime

Cosplay vs -Love Japanese Culture – Chi Square test

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	19.349 ^a	4	.001
Likelihood Ratio	19.925	4	.001
Linear-by-Linear Association	16.678	1	.000
N of Valid Cases	293		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is 2.81.

Symmetric Measures			
		Value	Approximate Significance
Nominal by Nominal	Phi	.257	.001
	Cramer's V	.257	.001
N of Valid Cases		293	

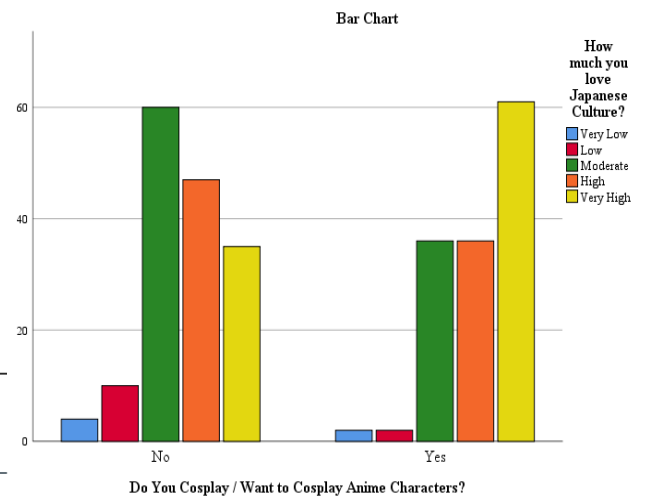


Fig 4.5.7 Cosplay vs Love JP

Comment: There is An association between the groups of cosplayers & levels of loving JP culture. The strength of the association is higher as shows the Cramer's V value.

4.5.3 LOVE JP CULTURE GROUP & FACTORS

I.V.	D.V.	Normal ly Distrib uted?	Para metri c Test?	Test Type	Test Name	Result
Love JP Cultu re	Subtitle?	X	X	Relatio nship or Associa tion	Chi-Square test for Independenc e (Phi & Cramer's V & Gamma)	H0 = Accepted
	Cosplay?	X	X			H0 = Rejected
	Buy Merch?	X	X			H0 = Rejected
	Visit JP?	X	X			H0 = Rejected
	Learn JP?	X	X			H0 = Rejected
	Know JP cul	X	X		Spearman Rank Correlation	H0 = Rejected
	Know JP History	X	X			H0 = Rejected

Table 4.6 Love Culture vs Factors

Love JP culture vs Know Culture vs Know History – Spearman’s rho

Correlations

			How much you love Japanese Culture?	How much you know about Japanese Culture?	How much you know about Japanese History?
Spearman's rho	How much you love Japanese Culture?	Correlation Coefficient	1.000	.374**	.282**
		Sig. (2-tailed)	.	.000	.000
		N	293	293	293
	How much you know about Japanese Culture?	Correlation Coefficient	.374**	1.000	.628**
		Sig. (2-tailed)	.000	.	.000
		N	293	293	293
	How much you know about Japanese History?	Correlation Coefficient	.282**	.628**	1.000
		Sig. (2-tailed)	.000	.000	.
		N	293	293	293

** . Correlation is significant at the 0.01 level (2-tailed).

Fig 4.6.1 Love JP cul vs Know cul, hist

Comment: There is a significance association/relationship between anime watcher’s groups “Loving JP culture” & groups “knowing JP culture”. Also, “Loving JP culture” shows strong association with “Knowing JP History”. It is noticeable that there is a much strong association between “Knowing JP culture” & “Knowing JP history”.

Love JP culture vs Watching Sub – Chi Square test

Chi-Square Tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	9.105 ^a	4	.059
Likelihood Ratio	8.808	4	.066
Linear-by-Linear Association	6.622	1	.010
N of Valid Cases	293		

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 1.21.

Fig 4.6.2 Love JP cul vs Watching sub

Comment: There is NO association between the levels of loving JP culture & groups watching Anime with Sub.

Love JP culture vs Buy Anime – Chi Square test

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	14.377 ^a	4	.006
Likelihood Ratio	14.401	4	.006
Linear-by-Linear Association	13.134	1	.000
N of Valid Cases	293		

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 2.19.

Symmetric Measures			
	Value	Approximate Significance	
Nominal by Nominal	Phi	.222	.006
	Cramer's V	.222	.006
N of Valid Cases	293		

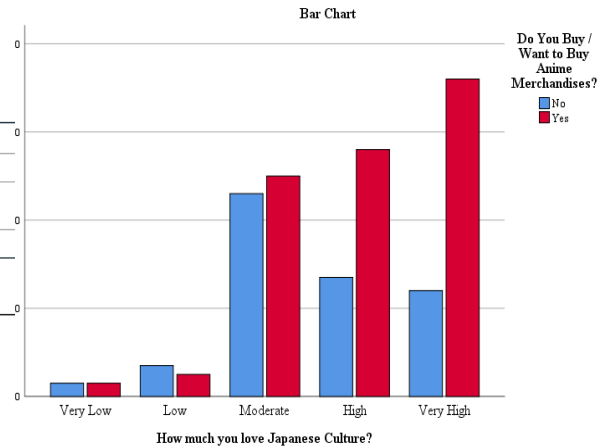


Fig 4.6.3 Love JP cul vs Buy Anime

Comment: There is An association between the levels of loving JP culture & groups buying Anime merchandises. The strength of the association is higher as shows the Cramer's V value.

Love JP culture vs Visit Japan – Chi Square test

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	44.465 ^a	4	.000
Likelihood Ratio	27.101	4	.000
Linear-by-Linear Association	27.490	1	.000
N of Valid Cases	293		

a. 2 cells (20.0%) have expected count less than 5. The minimum expected count is .43.

Symmetric Measures			
	Value	Approximate Significance	
Nominal by Nominal	Phi	.390	.000
	Cramer's V	.390	.000
N of Valid Cases	293		

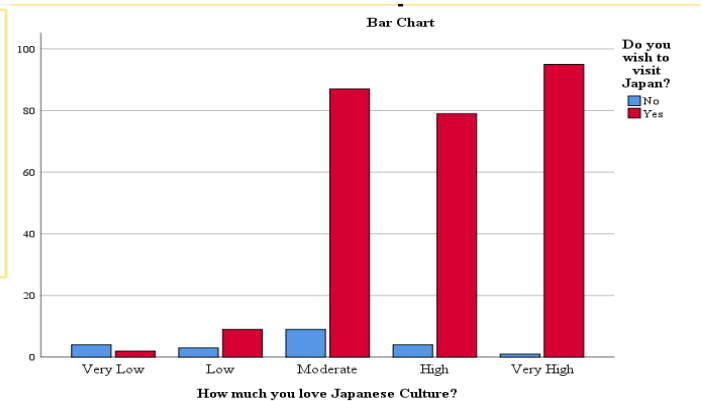


Fig 4.6.4 Love JP cul vs Visit JP

Comment: There is An association between the levels of loving JP culture & groups wishing to visit JP. The strength of the association is higher as shows the Cramer's V value.

Love JP culture vs Learn JP – Chi Square test

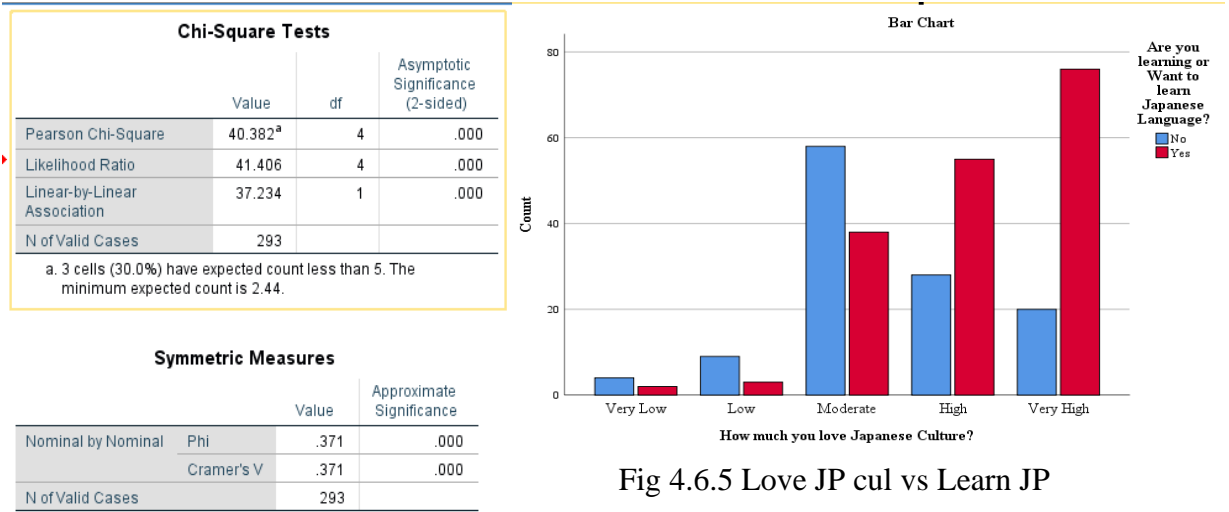


Fig 4.6.5 Love JP cul vs Learn JP

Comment: There is An association between the levels of loving JP culture & groups learning JP language. The strength of the association is higher as shows the Cramer's V value.

4.5.4 DEMOGRAPHIC ANALYSIS OF RV

I.V.	D.V.	Normally Distributed?	Parametric Test?	Test Type	Test Name	Result
Gender	Time Spent	X	X	Relationship or Association	Chi-Square test for Independence (Phi, Cramer's V or Gamma value)	H0 = Accepted
	Cosplay	X	X			H0 = Rejected
	Love JP cul	X	X			H0 = Accepted
Age Group	Time Spent	X	X			H0 = Accepted
	Cosplay	X	X			H0 = Accepted
	Love JP cul	X	X			H0 = Accepted
Edu Level	Time Spent	X	X			H0 = Accepted
	Cosplay	X	X			H0 = Accepted
	Love JP cul	X	X			H0 = Accepted
	Know JP His	X	X		Spearman Rank	H0 = Rejected

Table 4.6: Demographic Variables vs RVs

Gender vs Time Spent – Chi Square Test

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.466 ^a	3	.690
Likelihood Ratio	1.517	3	.678
Linear-by-Linear Association	.281	1	.596
N of Valid Cases	293		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 11.15.

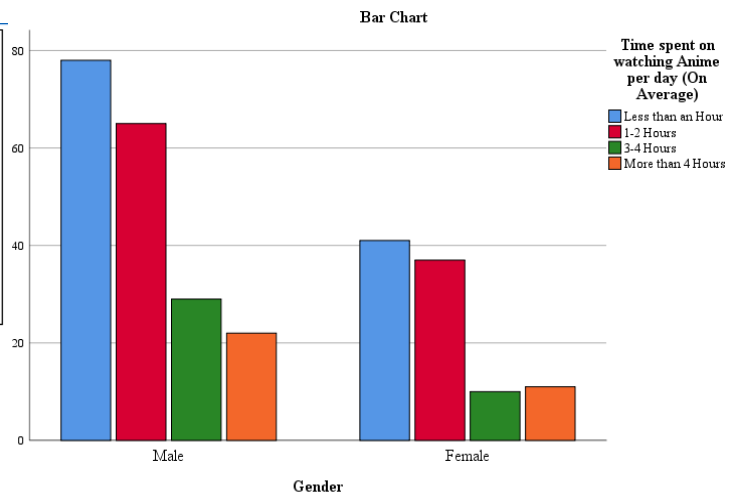


Fig 4.6.1 Gender vs Time Spent

Comment: There is NO association between gender & Anime watchers' group.

Gender vs Cosplay – Chi Square Test

Chi-Square Tests					
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	96.631 ^a	1	.000		
Continuity Correction ^b	94.213	1	.000		
Likelihood Ratio	104.445	1	.000		
Fisher's Exact Test				.000	.000
Linear-by-Linear Association	96.302	1	.000		
N of Valid Cases	293				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 46.29.
b. Computed only for a 2x2 table

Symmetric Measures			
		Value	Approximate Significance
Nominal by Nominal	Phi	.574	.000
	Cramer's V	.574	.000
N of Valid Cases		293	

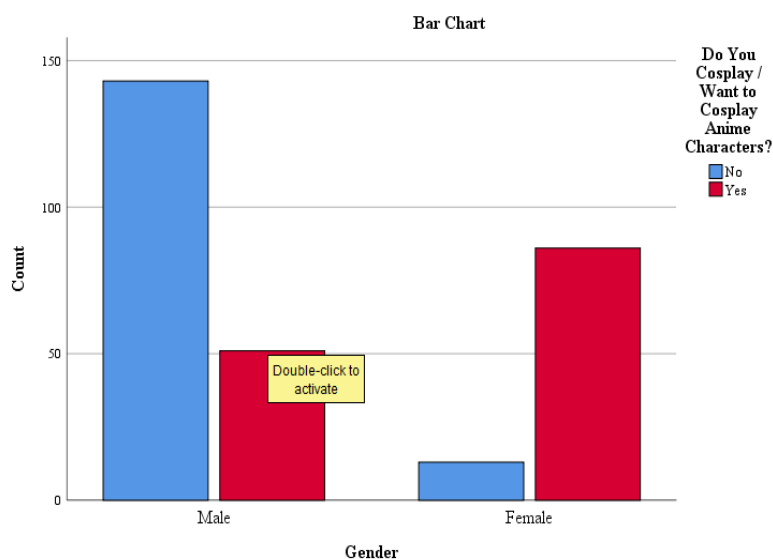


Fig 4.6.2 Gender vs Cosplay

Comment: There is A significant association between gender & cosplay groups.

Gender vs Love Culture – Chi Square Test

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.220 ^a	4	.377
Likelihood Ratio	4.182	4	.382
Linear-by-Linear Association	3.115	1	.078
N of Valid Cases	293		

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 2.03.

Comment: There is NO association between gender & levels of loving JP culture.

Fig 4.6.3 Gender vs Love Cul

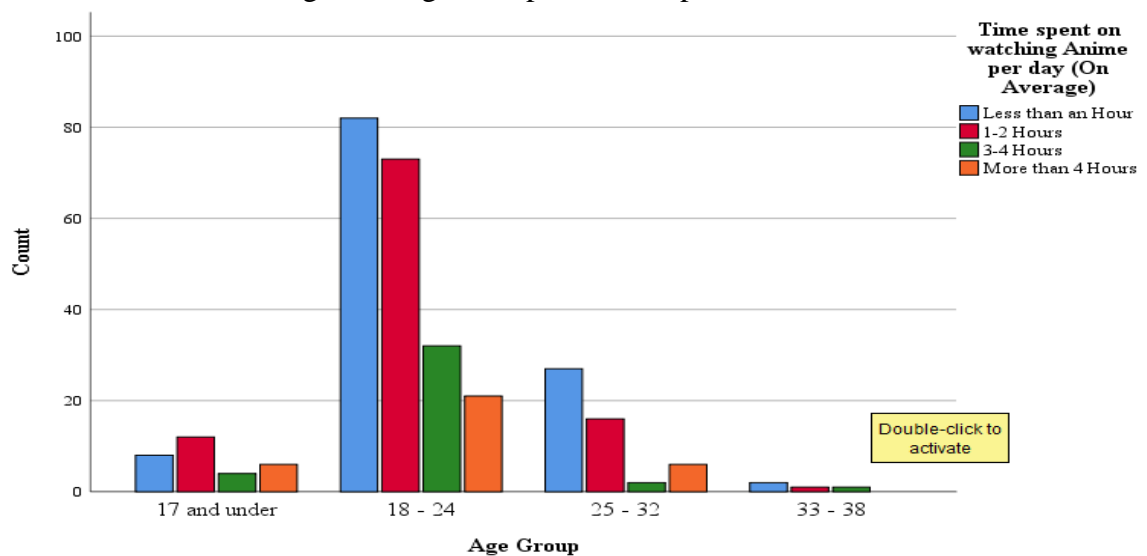
Age Group vs Time Spent – Chi Square Test

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	11.232 ^a	9	.260
Likelihood Ratio	12.534	9	.185
Linear-by-Linear Association	5.009	1	.025
N of Valid Cases	293		

a. 6 cells (37.5%) have expected count less than 5. The minimum expected count is .45.

Comment: There is NO association between Age groups & Anime watchers' group.

Fig 4.6.4 Age Group vs Time Spent



Age Group vs Cosplay– Chi Square Test

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.967 ^a	3	.113
Likelihood Ratio	6.060	3	.109
Linear-by-Linear Association	4.742	1	.029
N of Valid Cases	293		

a. 2 cells (25.0%) have expected count less than 5. The minimum expected count is 1.87.

Comment: There is NO association between Age groups & cosplay group.

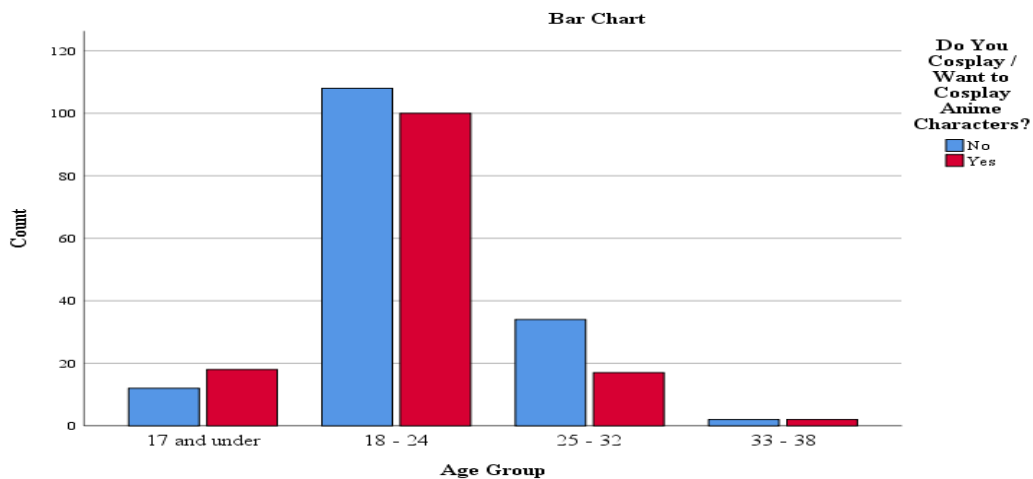


Fig 4.6.5 Age Group vs Cosplay

Age Group vs Love Culture – Chi Square Test

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.420 ^a	12	.579
Likelihood Ratio	12.869	12	.379
Linear-by-Linear Association	.717	1	.397
N of Valid Cases	293		

a. 10 cells (50.0%) have expected count less than 5. The minimum expected count is .08.

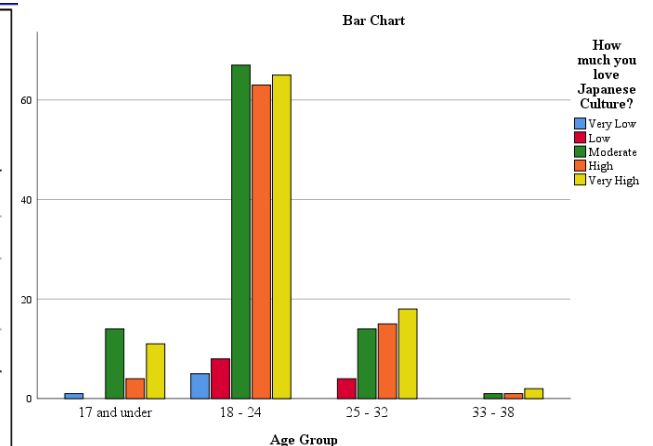


Fig 4.6.6 Age Group vs Love Cul

Comment: There is NO association between Age groups & levels of loving JP culture.

Edu Level vs Time Spent – Chi Square Test

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.216 ^a	9	.333
Likelihood Ratio	9.960	9	.354
Linear-by-Linear Association	3.041	1	.081
N of Valid Cases	293		

a. 4 cells (25.0%) have expected count less than 5. The minimum expected count is 3.04.

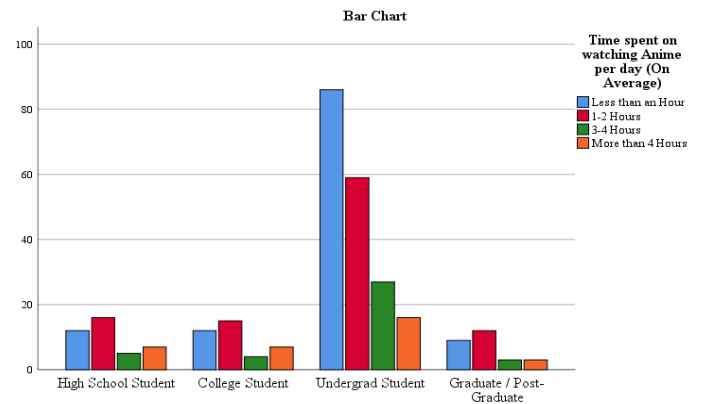


Fig 4.6.7 Edu Level vs Time Spent

Comment: There is NO association between educational level groups & Anime watchers' group.

Edu Level vs Cosplay – Chi Square Test

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.847 ^a	3	.183
Likelihood Ratio	4.863	3	.182
Linear-by-Linear Association	2.222	1	.136
N of Valid Cases	293		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 12.62.

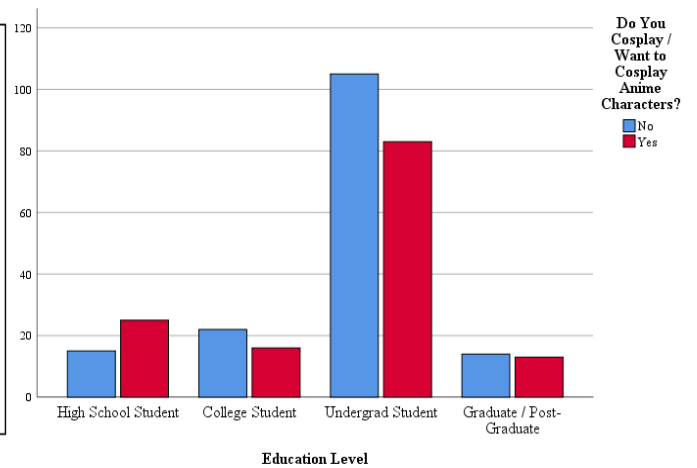


Fig 4.6.8 Edu Level vs Cosplay

Comment: There is NO association between educational level groups & cosplay group.

Edu Level vs Love Culture – Chi Square Test

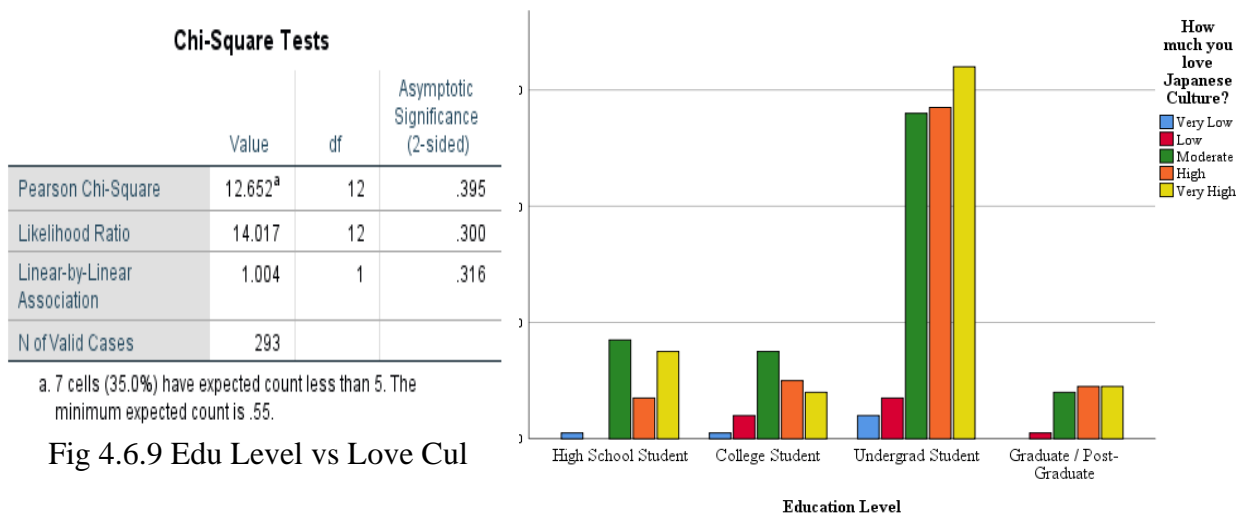


Fig 4.6.9 Edu Level vs Love Cul

Comment: There is NO association between educational level groups & levels loving JP culture.

Edu Level vs Know History – Spearman’s rho- & Kendall’s Tau-b

		How much you know about Japanese History?	Education Level
Kendall's tau_b	How much you know about Japanese History?	Correlation Coefficient	1.000
		Sig. (2-tailed)	.101*
		N	293
	Education Level	Correlation Coefficient	.101*
		Sig. (2-tailed)	1.000
		N	293
Spearman's rho	How much you know about Japanese History?	Correlation Coefficient	1.000
		Sig. (2-tailed)	.116*
		N	293
	Education Level	Correlation Coefficient	.116*
		Sig. (2-tailed)	1.000
		N	293

*. Correlation is significant at the 0.05 level (2-tailed).

Fig 4.7 Edu Level vs Know History

Comment: There is a significance association / relationship between education level groups & groups knowing Japanese history. Also, Spearman’s rho value is slightly higher than Kendall’s tau-b correlation. The association is positive.

CHAPTER-5

RESULTS SUMMARY

5.1 RELIABILITY

Our questionnaire for identifying factors related to watching anime performed very well in the reliability score test (Cronbach's Alpha value).

5.2 DEMOGRAPHIC

As for the demographic results, The majority of Anime watchers are **male**, most of the watcher **aged between 18-24** and most of the watchers are **“Undergrad students”**. This establishes the fact that Gen-Z are more likely to watch Anime. Also, maximum watchers live in **Dhaka**.

We had two Primary research questions & 3 secondary questions, those were statistically tested and interpreted.

5.3 ANIME WATCHER GROUPS

Based on the time spent on watching anime, watchers were divided into 4 categories. (lower) Normal watcher, (upper) Normal watcher, (lower) heavy watcher & (upper) heavy watcher. By assessing mean difference, correlation, association we have identified that –

- Anime watchers show significant mean difference with coping & emotional behaviors. So sometimes, they can be labelled as “escapist”.
- Anime watchers show significant association with “Post-Acceptance” behaviors such as buying anime merch, calling themselves “otaku”, reading manga, learning JP, loving and learning JP culture.
- Though we found NO significant association in “cosplay” & “anime watchers”, but we found our secondary research question’s answer later on.
- We found NO significant association of “Anime watchers’ group” with Demographic variables.

5.4 COSPLAY

By “Imitation & Social Cultivation Theory” we know watchers are more likely to imitate what they love to watch. Thus, we wanted to see the association between cosplay & other behavioral factors.

- Cosplay shows with coping & social behaviors.
- Cosplay lights this significant mean difference e significant association between “Post-acceptance” behaviors of watching anime such as loving JP culture, knowing JP culture, buying anime merch.
- The most significant relationship cosplay shows are with gender. Females are more prone to cosplay.
- Other demographic variables had NO association with “Cosplay” variable.

5.5 LEVELS OF LOVING JP CULTURE

It is said, “consuming other culture’s media, makes one like the culture if he/she loves those media contents.” So, we wanted to see the association between loving JP culture & other behavioral factors.

- Apart from “Anime watchers’ group”, “Loving JP culture” is significantly associated with “Post-Acceptance behaviors” such as – cosplay, buying anime merch, calling oneself Otaku, Learning JP language, watching anime with subtitles and importantly, learning JP culture.
- We found NO association with Demographic variables & “levels of loving JP culture”.
- Also, it is notable those who learns/knows JP culture are significantly related with those knowing/learning JP History.

5.6 EDU LEVEL & KNOWING HISTORY

We found there is significant association in the educational level of anime watchers & anime watchers knowing/learning JP history.

CHAPTER-6

CONCLUSION & FUTURE SCOPE

6.1 CONCLUSION

After analyzing our collected data we can conclude that there is significant relationship among the factors the time spent on watching Anime series, the motivational factors and the behavioral changes among watchers. These changes signify and supports many different studies showing that people are tend to follow what they see or perceive, while consuming other cultural multi-media content, watcher are likely to be in love or impressed with that culture, try to imitate the characters by cosplaying, learning their languages, buying related products. Also, learning a new language such as Japanese can be easier for those who watches Japanese anime with subtitles, this goes to prove the theory of learning through hearing and reading. Finally there's the motivational factors of watching Japanese anime which also showed strong relationship with age, gender demographic, watching time factor and also exert significant relationship with post-behavioral factors.

6.2 FUTURE SCOPE

This research has given the fellow workers a lot of scope to work upon –

1. Firstly, the main focus of this paper were motivational factors along with some behavioral factors. But to make it more profound, the motivational WTSMQ

factors shall be compared with several other established factors to get better results statistically.

2. The data collected were very limited, as there was no incentive given to respondents, the responses were lesser than expected. So, having the work done on bigger sample is crucial.
3. This work gives business personnel various business ideas regarding Japanese anime, which will be beneficial as there is a very low number of business services provided related to this field.
4. The authority of Bangladesh can further study the relationship between Japanese anime, Japan's economic growth and how Bangladesh can contribute in it so that the economic relationship between these two countries will grow more. It is necessary because a lot of big-dream projects are in partnership with Japanese government or company.
5. Getting more data and features will help to build and use machine learning models to train and test them, to make the life of anime watchers easier.
6. Every aspect of behavioral impacts discussed in this paper, can be used to spin-off a stand-alone paper such as understanding the language learning pattern with subtitles or not, how cosplaying might affect socio-cultural value of Bangladesh, the growth of Japanese anime compared to other multi-media genre and many more.

APPENDIX

Check Out The Questionnaire: <https://forms.gle/Fw8rruWfyKn8phtJ7>

Questions –

Age, Gender, Homeland, Division, Educational Level, Watch Anime?

- No ---→ Why No?
- Yes --→ Call yourself otaku, Buy Anime merchandise, Cosplay, Wish to visit Japan, Learning Japanese language, how much love Japanese culture, how much know about Japanese culture, how much know about Japanese history

How much, What Version, Medium of watching, Read Manga, Influence Others.

Then 22 WTMSQ questions, Watching Tv Series Motives Questionnaire (WTMSQ) –
English Version

SCORING

Coping/Escapism: 3 ; 5 ; 8 ; 9 ; 15 ; 16 ; 19 , 20

Enrichment: 6 ,10 ; 18 , 21 ; 22

Emotional enhancement: 2 ; 4 ; 7 ; 14 ; 17

Social: 1 ; 11 ; 12 ; 13

1. 1 I watch Japanese Anime not to be out of touch, because most of my friends do it.
2. 2 I watch Japanese Anime to feel strong emotions like the excitement or the thrill they give me.

3. I watch Japanese Anime to pass the time and escape from boredom.
4. I watch Japanese Anime because I know I'll have a good time if I get carried away by the story.
5. I watch Japanese Anime to relieve stress, anxiety or negative emotions.
6. I watch Japanese Anime to learn or familiarize myself with Japanese language.
7. I watch Japanese Anime to get attached to characters and feel joy watching them in each episode.
8. I watch Japanese Anime in order to feel like I am floating in a secondary state for a while.
9. I watch Japanese Anime to get away from the daily hassles.
10. I watch Japanese Anime to discover whole new worlds and to increase my knowledge on a number of subjects.
11. I watch Japanese Anime to relate to others more easily, because Japanese Anime give me something to discuss.
12. I watch Japanese Anime because I bow to my close circle's pressure when they advise me to watch a given series.
13. I watch Japanese Anime to feel valued in others' eyes thanks of the extent of my knowledge on the subject.
14. I watch Japanese Anime in the hopes of feeling again the elation / excitement I felt watching another Japanese Anime previously.
15. I watch Japanese Anime to escape the routine.
16. I watch Japanese Anime to overcome loneliness.
17. I watch Japanese Anime to be captivated and experience extraordinary adventures by proxy.
18. I watch Japanese Anime to develop my personality and broaden my views.

19. I watch Japanese Anime to escape reality and seek shelter in fictional worlds.
20. I watch Japanese Anime to escape a number of responsibilities.
21. I watch Japanese Anime because they give me food for thought on a number of subjects.
22. I watch Japanese Anime to extend my audiovisual knowledge.

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