AN ANALYTICAL STUDY ON THE IMPACT OF SCREEN TIME ON CHILD’S MENTAL DEVELOPMENT

Author
S.SHRUTHI
4th Year
131702033
Saveetha School of Law
Saveetha Institute of Medical and Technical Sciences (SIMATS)
Saveetha University
Chennai - 77
Mail Id. shruthis1999@gmail.com
Contact: 893980807

Co-Author
Ms. KEERTHI SOLOMON
Assistant Professor of Law
Saveetha School of Law
Saveetha Institute of Medical and Technical Sciences (SIMATS)
Saveetha University
Chennai - 600007
Mail Id. keerthisolomon.ssl.saveetha.com
Contact: 8921602669
AN ANALYTICAL STUDY ON THE IMPACT OF SCREEN TIME ON CHILD’S MENTAL DEVELOPMENT

S.SHRUTHI 1
Ms. KEERTHI SOLOMON 2

ABSTRACT:
The children have grown up with a vast array of electronic devices at their fingertips. They can't imagine a world without smartphones, tablets, and the internet. The advances in technology mean today's parents are the first generation who have to figure out how to limit screen time for children. While digital devices can provide endless hours of entertainment and they can offer educational content, unlimited screen time can be harmful. The TV on all the time or the whole family sits around staring at their smartphones, too screen time could be harmful. The dangers of screen time focus on children. But, it's important to recognize that adults may experience many of the same harmful effects as well, like obesity and sleep problems. It's important for you to set healthy limits on your electronics use for your own sake, as well as your child's sake. With the advent of our favorite technological tools comes the responsibility to ensure our children and students are using them appropriately and in a way that benefits their well-being and education overall. Consider the following key practices to make the best use of screen time for all. Parental involvement and quality programming can enhance a child’s wellbeing and education when it comes to using technology with your children. By researching your child’s apps and choosing only the highest quality programs, your child can get the most out of their screen time! As kids grow older, parenthood becomes less about play dates and changing diapers, and more about just figuring out how to manage kids’ screen time in our ever-evolving technological world! Luckily striking the right balance between technology and everything else doesn’t need to be difficult or stressful.

KEY WORDS:
Children, Damages, Gadgets, Mental development, Parenting, Screen-time.

1 Student: 4th year BBA.,LLB.,Saveetha School of Law, Saveetha Institute of Medical and Technical Sciences (SIMATS), Saveetha University, Chennai-77. Email Id- shruthis1999@gmail.com Ph: 8939380807

2 Assistant Professor, Saveetha School of Law, Saveetha Institute of Medical and Technical Sciences (SIMATS), Saveetha University, Chennai-77.Mail Id. keerthisolomon.ssl.saveetha.com Contact: 8921602669
INTRODUCTION:

The impact of screen time on a child's mental development deals with Physical, behavioral, emotional, and cognitive developments occur very rapidly in young children, especially those under the age of 3 years. Generally, children learn from their surrounding environment by observing the activities of adults, especially their parents. Excessive screen time can significantly limit a child’s opportunity to experience the distinctive day-to-day activities, which can cause narrowing of their general interests regarding off-screen matters/facts. In other words, a child who is extensively exposed to the virtual world on screens generally spares less time for playing, exercising, or interacting with friends and family in real life. This can significantly impact a child’s overall growth and maturation.

The evolution of the digital landscape is evolving more quickly than research on the effects of screen media on the development, learning and family life of young children. This statement examines the potential benefits and risks of screen media in children younger than 5 years, focusing on developmental, psychosocial and physical health. Evidence-based guidance to optimize and support children’s early media experiences involves four principles: minimizing, mitigating, mindfully using and modelling healthy use of screens. Knowing how young children learn and develop informs best practice strategies for health care providers.

The Government and NGOs and many hospitals and Pediatrics initiatives for controlling and bringing awareness regarding the impact of screen time on a child's mental development are JAMA Pediatrics has stated that more screen time is linked to poorer progress on key developmental measures such as communication skills, problem solving and social interactions among young kids over time. And various other counselling regarding the use of screen time by their children should be guided by the parents.
Factors affecting the child's mental development due to screen time are shown from that children under 2 learn less from a video than when learning from another person, and it appears that although children will watch the TV screen by 6 months, understanding the content does not generally occur until after age 2. It’s not that they won’t be captivated by what’s on the screen, but they’re not learning from it. Language development expands rapidly between 1½ to 3 years of age, and studies have shown that children learn language best when engaging and interacting with adults who are talking and playing with them. There is also some evidence that children who watch a lot of television during the early elementary school years perform less well on reading tests and may show deficits in attention.

Current trends related to child's mental development due to screen time, A new study using sophisticated brain scans found an association between screen use and the development of young children’s brains, especially in areas related to language development, reinforcing the messages about minimizing screen time for preschoolers.

Comparison with other /states/countries related to child's mental development due to screen time, Countries : In India, Doctors say screen viewing is becoming common among children in India with working parents being busy and finding inadequate time to spend with them. Children in the study spent an average of 2.5 hours a day watching screens at age 2-3 years. Europe, the proportion is just 1 in 25. But digital divides go deeper than just connectivity. The Royal College of Paediatrics and Child Health (RCPCH) published a guide in 2019 for clinicians and parents to help manage children’s screen time, which is the first of its kind in the United Kingdom.

**OBJECTIVE :**
The objectives of the present study is to determine how much screens affect early childhood development and to determine how much the children have easy access to screens, now more than ever and to determine how much the screen time impacts on a child's mental development and to determine how much digital screens are addictive for young kids.
REVIEW OF LITERATURE:

1. In the article by Sousa 2015, she suggested that Just as extended time watching television or videos and engaging in electronic media can impact brain development, current research is also showing that language, cognitive, and social skills can be impacted by repeated exposure.

2. In the article by Barr & Lerner, 2014, he suggested that children are less likely to engage in the evaluation process when the television set is turned on or their parents’ cell phones and/or tablets are within sight. Oftentimes, the child will become distraught or frustrated when the television set is turned off or the cell phone or tablet is taken away.

3. In the article by Blankson, O’Brien, Leerkes, Calkins, & Marcovitch, 2015, he suggested that screen media was found to be beneficial if two key factors were taken into consideration. These necessary two key factors were content and context that learning from screen media can take place if the content is interactive and provides contingent responses to a child’s actions.

4. In the article by Linebarger & Walker, 2005, he suggested that a key factor is to ensure screen time is a positively shared experience where parents or caregivers can extend the learning from the screen and apply it to their child’s real life experiences.

5. In the article by Duch et al. (2013), he suggested that infants and toddlers who spent more than 2 hours per day watching television had delayed scores in the area of language development when compared to children who were exposed to less than two hours of television per day, whose scores were within typical range for their age.

6. In the article by Weerasak Chonchaiya (2008), he suggested that “children, who began watching television before 12 months of age and watched more than 2 hours of television each day, were six times more likely to have delayed language.”
7. In the article by Alloway, Jones, Williams and Cochrane (2014), they suggested that the relationship between television viewing and vocabulary skills using surveys and one-on-one testing. Children between the ages of 2 and 3 years spent an average of 21.3 hours per week at a British Childcare Center.

8. In the article by Mendelsohn et al. (2010), he suggested that by having the mothers of the 6-month-old babies log the previous 24 hours of media exposure for their infants, including the type of programming, the type of media, and the length of the exposure. Language development was assessed when the child was 14 months of age using a standardized assessment tool.

9. In the article by Byeon and Hong (2015), he suggested that through a cross-sectional survey Children who spent more than 3 hours watching television had three times more chance of having a language delay.

10. In the article by Krcmar (2014), he suggested that children younger than 22 months of age, repeated exposure to a child-directed television program (Teletubbies) did not result in learning new words, yet those same children were able to learn similar novel words in live conditions within their natural environment.

11. In the article by Neumann and Neumann (2014), he suggested that role touch screen tablets had on promoting early literacy skills and that many apps in this study did not fit criteria to determine an appropriate app to promote literacy development.

12. In the article by Schmidt et al. (2008), he suggested that the relationship between background television and the toy play behavior of very young children. This study reported, through the Nielsen Media Research, that the average American home has their television set on for at least 8 hours per day.
13. In the article by **Daly and Perez (2009)**, they suggested that more than 60% of all television programs show violence, including programs that are intended for young children. It is suspected that by the age of 12, children will have witnessed over 100,000 acts of violence on television.

14. In the article by **Mitrofan, Paul, & Spencer, 2009**, they suggested that children with social emotional difficulties watched more television that included aggressive content than the control group. Viewing shows such as cartoons, regardless of the content, increase verbal aggression in one study, but had no such effects in a similar study. This study had contradictory findings, supporting the need for further research.

15. In the article by **Anderson and Bushman (2001)**, they suggested that 10% of children between the ages of 2 and 18 play video games for more than 1 hour per day. Violent video games are the most heavily marketed and consumed when compared to any other type of video game sold and even brief exposure to violent video games and violent television and movie scenes can cause a substantial increase in aggression.

16. In the article by **Garrison, Liekweg, & Christakis, 2011**, they suggested that Children’s sleep patterns and behaviors were measured through the Children’s Sleep Habits Questionnaire, completed by their parents. Twenty-one percent of children in this study were reported to have at least two sleep problems, and 18% of families reported their child to have at least one sleep problem five to seven nights per week.

17. In the article by **Kardaras (2016)**, he suggested that the release of dopamine that occurs during each use of electronic media is similar to the release of dopamine that occurs when one uses heroin or cocaine. He described how the thrill and excitement that children experience during their media usage releases a small amount of dopamine that leaves them wanting more.
18. In the article by **Chonchaiya, 2008**, he suggested that the language delays were six times more likely to have a delay if they began watching television before the age of one and watched more than two hours per day. The average age for a child in this study to begin watching television was ten months.

19. In the article by **Jessica M. Dauw (2019)**, she suggested that Parents were encouraged to spend more quality time engaging in interactive activities with their children, such as talking, playing, singing, and reading to enhance and promote cognitive, language, and social development.

20. In the article by **Karin Ihnen (2014)**, he suggested that maintenance of such developmental skills can be significantly reduced when children spend a large amount of time daily viewing screen media or viewing media that is considered inappropriate for their age.

**METHODOLOGY:**
The research method followed here is empirical research. A total of 90 responses have been taken out of which is taken by the sampling method of Convenient sampling. The sample frame was collected through online forms. The independent variable taken here is age, gender, educational qualification, and occupation (organization). The dependent variables are how much do you think screens affect early childhood development and how much do think the children have easy access to screens, now more than ever and how much do think screen time impacts on a child's mental development and how much do you think digital screens are addictive for young kids. The statistical tool used by the researcher is graphical representation.
HYPOTHESIS:

HO - There is no significant difference between the screen time and child’s mental development.
Ha - There is a significant difference between the screen time and child’s mental development.

ANALYSIS:

FIGURE 1: On scale of 1 - 10 how much do you think screens affect early childhood development? (BY AGE, BY GENDER)
**LEGEND:**
The Figure 1 shows the graph about how much do you think screens affect early childhood development, where the various age categories from below 18 years, 18-25 years, 26-35 years, 36-50 years and above 50 years with the gender category of female, male and prefer not to say between.

**RESULT:**
In Figure 1 it is found out that there is more acceptance that the screens affect early childhood development. There are minimal responses recorded against the statement. From this we can see that the screens affect early childhood development.

**DISCUSSION:**
From the Figure 1 we can see that the people belonging to the age category of 36-50 years of both male and female have a high rate of acceptance that the screens affect early childhood development.

From the Figure 1 we can also see that the people belonging to the age category of 26-35 years of the people who did not prefer to say have the least rate of accepting that the screens affect early childhood development.
FIGURE 2: On scale of 1 - 10 how much do think the children have easy access to screens, now more than ever? (BY EDUCATIONAL QUALIFICATION, BY OCCUPATION (ORGANIZATION))

LEGEND:
The Figure 2 shows the graph about how much do think the children have easy access to screens, now more than ever, where the educational qualification categories from higher secondary, undergraduate and postgraduate with the occupation (organization) category of university, private sector, public sector and other.
RESULT:
In Figure 2 it is found out that there is more acceptance that the children have easy access to screens, now more than ever. There are minimal responses recorded against the statement. From this we can see that the children have easy access to screens, now more than ever.

DISCUSSION:
From the Figure 2 we can see that the people belonging to the public sector of postgraduates have a high rate of acceptance that the children have easy access to screens, now more than ever. From the Figure 2 we can also see that the private sector of postgraduate have the least rate of accepting that the children have easy access to screens, now more than ever.
**FIGURE 3:** In percentage scale of 10% - 100% how much do you think screen time impacts on a child's mental development? (BY AGE, BY EDUCATIONAL QUALIFICATION)

**LEGEND:**

The Figure 3 shows the graph about how much do you think screen time impacts on a child's mental development, where the various age categories from below 18 years, 18-25 years, 26-35 years, 36-50 years and above 50 years with the educational qualification categories from higher secondary, undergraduate and postgraduate.
RESULT:
In Figure 3 it is found out that there is more acceptance that the screen time impacts on a child's mental development. There are minimal responses recorded against the statement. From this we can see that the screen time impacts on a child's mental development.

DISCUSSION:
From the Figure 3 we can see that the people belonging to the age category of 18-25 years, 26-35 years, 36-,50 years of both postgraduates and undergraduates have a high rate of acceptance that the screen time impacts on a child's mental development.
From the Figure 3 we can also see that the people belonging to the age category of above 50 years of higher secondary have the least rate of accepting that the screen time impacts on a child's mental development.
FIGURE 4: In percentage scale of 10% - 100% how much do you think digital screens are addictive for young kids? (BY AGE, BY OCCUPATION (ORGANIZATION))

LEGEND:
The Figure 4 shows the graph about how much do you think digital screens are addictive for young kids, where the various age categories from below 18 years, 18-25 years, 26-35 years, 36-,50 years and above 50 years with the occupation (organization) category of university, private sector, public sector and other.
**RESULT:**
In Figure 4 it is found out that there is more acceptance that the digital screens are addictive for young kids. There are minimal responses recorded against the statement. From this we can see that the digital screens are addictive for young kids.

**DISCUSSION:**
From the Figure 4 we can see that the people belonging to age category of 18-25 years, 26-35 years, 36-50 years of all the occupation category of university, private sector, public sector and others have a high rate of acceptance that the digital screens are addictive for young kids. From the Figure 3 we can also see that the people belonging to age category of below 18 years have the least rate of accepting that the digital screens are addictive for young kids.

**CONCLUSION:**
The problem with mobile devices is that they draw you in, and as we all know it’s easy to waste time surfing the internet. They are also so portable and ubiquitous that we cannot manage without them. As adults, we understand some of the drawbacks and make a conscious decision to put the phone down, but for 2- or 3-year-olds, who don’t have any understanding of these concerns, if they have been exposed to the phone/tablet since infancy, it becomes their norm and they want to do more of it. Certain measures can be taken to prevent a child from excessive screen time. For example, in specific circumstances where screen time is unavoidable, parents are advised to watch the on-screen shows along with their children, as well as to interact with the children about the content of the shows. In this way, children can get the benefits of face-to-face interactions while spending time on screens. It is important to select on-screen programs wisely. Studies show that some high-quality educational programs, as well as interactive media, can be beneficial in terms of improving the academic skills of preschool children. Another important thing is to set a balance between online and offline time. Exposure to screens must be prohibited while spending time with family, or during mealtime and bedtime. Because children imitate the activities of nearby adults, parents should restrict their own screen time to set an example.
RECOMMENDATIONS:

To promote child health and development in a digital world, physicians and other healthcare providers should counsel parents and caregivers of young children on the appropriate use of screen time. Specific recommendations include the following:

Minimize Screen time:

• Screen time for children younger than 2 years is not recommended.
• For children 2 to 5 years, limit routine or regular screen time to less than 1 hour per day.
• Ensure that sedentary screen time is not a routine part of child care for children younger than 5 years.
• Maintain daily ‘screen-free’ times, especially for family meals and book-sharing.
• Avoid screens for at least 1 hour before bedtime, given the potential for melatonin-suppressing effects.

Mitigate (reduce) the risks associated with screen time:

• Be present and engaged when screens are used and, whenever possible, co-view with children.
• Be aware of content and prioritize educational, age-appropriate and interactive programming.
• Use parenting strategies that teach self-regulation, calming and limit-setting. As a family, be mindful about the use of screen time:
  • Conduct a self-assessment of current screen habits and develop a family media plan for when, how and where screens may (and may not) be used.
  • Help children recognize and question advertising messages, stereotyping and other problematic content.
• Remember: too much screen time means lost opportunities for teaching and learning.
• Be reassured that there is no evidence to support introducing technology at an early age. Adults should model healthy screen use:
  • Choose healthy alternatives, such as reading, outdoor play and creative, hands-on activities.
  • Turn off their devices at home during family time.
  • Turn off screens when not in use and avoid background TV.
REFERENCES:


PLAGIARISM REPORT:
AN ANALYTICAL STUDY ON THE IMPACT OF SCREEN TIME ON CHILD'S MENTAL DEVELOPMENT S.SHRUTHI Ms. KERTHI SOLOMON
ABSTRACT: The children have grown up with a vast array of electronic devices at their fingertips. They can't imagine a world without smartphones, tablets, and the internet. The advances in technology mean today’s parents are the primary generation who need to find out the way to limit screen time for youngsters. While digital devices can provide endless hours of entertainment and they can offer educational content, unlimited screen time can be harmful. The TV on all the time or the whole family sits around watching their smartphones, too screen time might be harmful. The dangers of screen time focus on children. But, it is vital to acknowledge that adults may experience many of an equivalent harmful effects also – like obesity and sleep problems. It’s important for you to set healthy limits on your electronics use for your own sake, as well as your child's sake.

With the advent of our favorite technological tools comes the responsibility to ensure our children and students are using them appropriately and in a way that benefits their well-being and education overall. Consider the following key practices to make the best use of screen time for all. Parental involvement and quality programming can enhance a child’s wellbeing and education when it comes to using technology with your children. By researching your child’s apps and choosing only the highest quality programs, your child can get the most out of their screen time! As kids grow older, parenthood becomes less about playdates and changing diapers, and more about just figuring out how to manage kids’ screen time in our ever-evolving technological world! Luckily striking the right balance between technology and everything else doesn't need to be difficult or stressful. KEY WORDS: Children, Damages, Gadgets, Mental development, Parenting, Screen-time.

INTRODUCTION: The impact of screen time on a child's mental development deals with Physical, behavioral, emotional, and cognitive developments occur very rapidly in young children, especially those under the age of 3 years. Generally, children learn from their surrounding environment by observing the activities of adults, especially their parents. Excessive screen time can significantly limit a child's opportunity to experience the distinctive day-to-day activities, which can cause narrowing of their general interests regarding off-screen matters. In other words, a child who is extensively exposed to the virtual world on screens generally spares less time for playing, exercising, or interacting with friends and family in real life. This can significantly impact a child's overall growth and maturation. The Government and NGOs and many hospitals and Pediatrics initiatives for controlling and bringing awareness regarding the impact of screen time on a child's mental development are JAMA Pediatrics has stated that more screen time is linked to poorer progress on key developmental measures such as communication skills, problem solving and social interactions among young kids over time. And various other counseling regarding the use of screen time by their children should be guided by the parents. Factors affecting the child's mental development due to screen time are shown from that children under 2 learn less from a video than when learning from another person, and it appears that although children will watch the TV screen by 6 months, understanding the content doesn't generally occur until after age 2. It's not that they won't be captivated by what’s on the screen, but they're not learning from it. Language development expands rapidly between 1½ to three years aged, and studies have shown that children learn language best when engaging and interacting with adults who are talking and playing with them. There is also some evidence that children who watch tons of television during the first grade school years perform less well on reading tests and should show deficits in attention. Current trends related to child’s mental development due to screen time. A new study using sophisticated brain scans found an association between screen use and the development of young children’s brains, especially in areas related to language development, reinforcing the messages about minimizing screen time for preschoolers. Comparison with other states/countries related to child's mental development due to screen time. In India, Doctors say screen viewing is becoming common among children in India with working parents being busy and finding it convenient to spend with them. The Royal College of Paediatrics and Child Health (RCPCH) published a guide in 2019 for clinicians and parents to help manage children's screen time, which is the first of its kind in the United Kingdom.

OBJECTIVE: The objectives of the present study is to determine how much screens affect early childhood development and to determine how much the children have easy access to screens, now more than ever and to determine how much the screen time impacts on a child's mental development and to determine how much digital screens are addictive for young kids.
PLAGIARISM SCAN REPORT

Words 974  Date  August 31, 2020

Characters 5827  Exclude URL

7% Plagiarism  93% Unique  3 Plagiarized Sentences  37 Unique Sentences

Content Checked For Plagiarism

REVIEW OF LITERATURE: In the article by Sousa 2015, she suggested that just as extended time watching television or videos and engaging in electronic media can impact brain development, current research is also showing that language, cognitive, and social skills can be impacted by repeated exposure. In the article by Barr & Lerner, 2014, he suggested that children are less likely to engage in the evaluation process when the television set is turned on or their parents’ cell phones and/or tablets are within sight. Oftentimes, the child will become distraught or frustrated when the television set is turned off or the cell phone or tablet is taken away. In the article by Blankson, O'Brien, Leerkes, Calkins, & Marcovitch, 2015, he suggested that screen media was found to be beneficial if two key factors were taken into consideration. These necessary two key factors were content and context that learning from screen media can take place if the content is interactive and provides contingent responses to a child’s actions. In the article by Linebarger & Walker, 2005, he suggested that a key factor is to ensure screen time is a positively shared experience where parents or caregivers can extend the learning from the screen and apply it to their child’s real-life experiences. In the article by Duch et al. (2013), he suggested that infants and toddlers who spent more than 2 hours per day watching television had delayed scores in the area of language development when compared to children who were exposed to less than two hours of television per day, whose scores were within typical range for their age. In the article by Weerasak Chonchaya (2008), he suggested that “children, who began watching television before 12 months of age and watched more than 2 hours of television each day, are six times more likely to have delayed language”. In the article by Alloway, Jones, Williams and Cochrane (2014), they suggested that the relationship between television viewing and vocabulary skills using surveys and one-on-one testing. Children between the ages of 2 and 3 years spent an average of 21.3 hours per week at a British Childcare Center. In the article by Mendelsohn et al. (2010), he suggested that by having the mothers of the 6-month-old babies log the previous 24 hours of media exposure for their infants, including the type of programming, the type of media, and the length of the exposure. Language development was assessed when the child was 14 months of age using a standardized assessment tool. In the article by Byeon and Hong (2015), he suggested that through a cross-sectional survey children who spent more than 3 hours watching television had three times more chance of having a language delay. In the article by Kurman (2014), he suggested that children younger than 22 months of age, repeated exposure to a child-directed television program (Teletubbies) did not result in learning new words, yet those same children were able to learn similar novel words in live conditions within their natural environment. In the article by Neumann and Neumann (2014), he suggested that role touch screen tablets had on promoting early literacy skills and that many apps in this study did not fit criteria to determine an appropriate app to promote literacy development. In the article by Schmidt et al. (2008), he suggested that the relationship between background television and the toy play behavior of very young children. This study reported, through the Nielsen Media Research, that the average American home has its television set on for at least 8 hour per day. In the article by Daly and Perez (2009), they suggested that more than 60% of all television programs show violence, including programs that are intended for young children. It is suspected that by the age of 12, children will have witnessed over 100,000 acts of violence on television. In the article by Mitrofan, Paul, & Spencer, 2009, they suggested that children with social emotional difficulties watched more television that included aggressive content than the control group. Viewing shows such as cartoons, regardless of the content, increases verbal aggression in one study, but had no such effects in a similar study. This study had contradictory findings, supporting the need for further research. In the article by Anderson and Bushman (2001), they suggested that 10% of children between the ages of 2 and 18 play video games for more than 1 hour per day. Violent video games are the most heavily marketed and consumed when compared to any other type of video game sold and even brief exposure to violent video games and violent television and movie scenes can cause a substantial increase in aggression. In the article by Garrison, Levege, & Chisholm, 2011, they suggested that Children’s sleep patterns and behaviors were measured through the Children’s Sleep Habits Questionnaire, completed by their parents. Twenty-one percent of children in this study were reported to have at least two sleep problems, and 18% of families reported their child’s sleep problems as a significant concern.
In the article by Jessica M. Dauw (2019), she suggested that parents were encouraged to spend more quality time engaging in interactive activities with their children, such as talking, playing, singing, and reading to enhance and promote cognitive, language, and social development. In the article by Karin Ihnen (2014), he suggested that maintenance of such developmental skills can be significantly reduced when children spend a large amount of time daily viewing screen media or viewing media that is considered inappropriate for their age. METHODOLOGY: The research method followed here is empirical research. A total of 90 responses have been taken out of which is taken by the sampling method of Convenient sampling. The sample frame was collected through online forms. The independent variable taken here is age, gender, educational qualification, and occupation (organization). The dependent variables are how much do you think screens affect early childhood development and how much do think the children have easy access to screens, now more than ever and how much do think screen time impacts on a child’s mental development and how much do you think digital screens are addictive for young kids. The statistical tool used by the researcher is graphical representation. ANALYSIS: FIGURE 1: On scale of 1-10 how much do you think screens affect early childhood development? (BY AGE, BY GENDER) LEGEND: The Figure 1 shows the graph about how much do you think screens affect early childhood development, where the various age categories from below 18 years, 18-25 years, 26-35 years, 36-50 years and above 50 years with the gender category of female, male and prefer not to say between. RESULT: In Figure 1 it is found out that there is more acceptance that the screens affect early childhood development. There are minimal responses recorded against the statement. From this we can see that the screens affect early childhood development. DISCUSSION: From the Figure 1 we can see that the people belonging to the age category of 36-50 years of both male and female have a high rate of acceptance that the screens affect early childhood development. From the Figure 1 we can also see that the people belonging to the age category of 26-35 years of the people who did not prefer to say have the least rate of accepting that the screens affect early childhood development. FIGURE 2: On scale of 1-10 how much do think the children have easy access to screens, now more than ever? (BY EDUCATIONAL QUALIFICATION, BY OCCUPATION (ORGANIZATION)) LEGEND: The Figure 2 shows the graph about how much do think the children have easy access to screens, now more than ever, where the educational qualification categories from higher secondary, undergraduate and postgraduate with the occupation (organization) category of university, private sector, public sector and other. RESULT: In Figure 2 it is found out that there is more acceptance that the children have easy access to screens, now more than ever. There are minimal responses recorded against the statement. From this we can see that the children have easy access to screens, now more than ever. DISCUSSION: From the Figure 2 we can see that the people belonging to the public sector of postgraduates have a high rate of acceptance that the children have easy access to screens, now more than ever. From the figure 2 we can also see that the private sector of postgraduate have the least rate of accepting that the children have easy access to screens, now more than ever. FIGURE 3: In percentage scale of 10% - 100% how much do you think screen time impacts on a child’s mental development? (BY AGE, BY EDUCATIONAL QUALIFICATION) LEGEND: The Figure 3 shows the graph about how much do you think screen time impacts on a child’s mental development, where the various age categories from below 18 years, 18-25 years, 26-35 years, 36-50 years and above 50 years with the educational qualification categories from higher secondary, undergraduate and postgraduate. RESULT: In Figure 3 it is found out that there is more acceptance that the screen time impacts on a child’s mental development. There are minimal responses recorded against the statement. From this we can see that the screen time impacts on a child’s mental development DISCUSSION: From the Figure 3 we can see that the people belonging to the age category of 18-25 years, 26-35 years, 36-50 years of both postgraduates and undergraduates have a high rate of acceptance that the screen time impacts on a child’s mental development. From the Figure 3 we can also see that the people belonging to the age category of above 50 years of higher secondary have the least rate of accepting that the
PLAGIARISM SCAN REPORT

Words 297 Date August 31, 2020
Characters 1796 Exclude URL

| % | Plagiarism | 100% | Unique | 0 | Plagiarized Sentences | 11 | Unique Sentences |

Content Checked For Plagiarism

DISCUSSION: From the Figure 4 we can see that the people belonging to age category of 18-25 years, 26-35 years, 36-50 years of all the occupation category of university, private sector, public sector and others have a high rate of acceptance that the digital screens are addictive for young kids. From the Figure 3 we can also see that the people belonging to age category of below 18 years have the least rate of accepting that the digital screens are addictive for young kids. CONCLUSION: They are also so portable and ubiquitous that we cannot manage without them. As adults, we understand some of the drawbacks and make a conscious decision to put the phone down, but for 2- or 3-year-olds, who don’t have any understanding of these concerns, if they have been exposed to the phone/tablet since infancy, it becomes their norm and they want to do more of it. Certain measures can be taken to prevent a child from excessive screen time. For example, in specific circumstances where screen time is unavoidable, parents are advised to watch the on-screen shows along with their children, as well as to interact with the children about the content of the shows. In this way, children can get the benefits of face-to-face interactions while spending time on screens. It is important to select on-screen programs wisely. Studies show that some high-quality educational programs, as well as interactive media, can be beneficial in terms of improving the academic skills of preschool children. Another important thing is to set a balance between online and offline time. Exposure to screens must be prohibited while spending time with family, or during mealtime and bedtime. Because children imitate the activities of nearby adults, parents should restrict their own screen time to set an example.