

**EXPLORING THE ROLE OF KIDS SHOWS ON
PSYCHOLOGICAL AND SOCIAL DEVELOPMENT AMONG
EARLY SCHOOLERS**

By

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**NATIONAL UNIVERSITY OF MODERN LANGUAGES,
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**Submitted by
Nimra Basheer**

**Supervised by
Dr. Ulfat Nisa**

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THESIS AND DEFENSE APPROVAL FORM

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I also understand that if evidence of plagiarism is found in my thesis/dissertation at any stage, even after the award of a degree, the work may be cancelled, and the degree revoked.

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DEDICATION

I dedicate this work to my parents. It would not have been possible to finish this project without their love, patience, understanding, and support.

ABSTRACT

Children's media consumption has increased significantly in recent years, particularly through digital platforms such as YouTube Kids. This study explores the psychological and social impact of kids' shows on early school-aged children (3-6 years old), focusing on emotional regulation, social skills, attention span, and self-esteem. Using a qualitative research approach, semi-structured interviews were conducted with parents and Montessori teachers to gain insights into children's viewing habits and developmental outcomes. Thematic analysis revealed that educational kids' shows can enhance language acquisition, problem-solving abilities, and emotional intelligence, particularly when mediated by parental guidance. However, concerns were raised about excessive screen time leading to reduced attention spans and impaired social interactions. The study highlights the critical role of content selection and parental involvement in maximizing the benefits of kids' media consumption while mitigating potential negative effects. The findings offer valuable insights for parents, educators, and policymakers to promote responsible and developmentally appropriate media use in early childhood.

Keywords: *children's media, psychological development, social skills, screen time, YouTube Kids, early childhood development.*

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Chapter 1

INTRODUCTION

Background of the Study

In today's era digital gadgets have become indispensable part of the life of children because of advancement in technology which is taking place in past few decades. In recent years, researchers have explored the relationship between digital devices and children's cognition development (Namazi & Sadeghi., 2024).

This study intends to give a thorough account of the effect of children's television on children's social and psychological development from the age of three to six through the usage of the guidelines and research standards by the American Psychological Association (APA). To do this, interviews are conducted with parents and teachers of the children. Initial analysis refers to insights of developmental psychology, social learning theory, and empirical research in the area to analyze how these media contents have a good and bad influence on the young viewers. Thus present study aims to provide a comprehensive understanding of this issue. The study is based on in depth interviews with parents and teachers of children of this age group so as to comprehend the watching habits, behaviors and patterns of development of this age group. The outcomes of this research expose on how the kids shows project affects the general development and progress of the young learners and this study help in exposing this information. In this current age, the brain of a kid is like a blank sheet of paper, everything that he or she sees in the environment will leave an impact in the mind, and this observation will be a part of how he or she grows. In this era of media, at this point in time, it is something that is very rapidly becoming a big part of the lives of children and in particular the lives of youngsters are being very much influenced by the programs they watch. As a result, with the aim of finding a solution

for this problem, it is necessary to give our children an atmosphere that is clean, secure, and full of affection. They can also regulate their children's life patterns and persuade them to take part in physical activities instead of sitting in front of the computer. The children's primary characters are their parents and teachers. Digital gadgets have become indispensable part of the life of children because of advancement in technology which is taking place in past few decades. In recent years, researchers have explored the relationship between digital devices and children's cognition development (Namazi & Sadeghi., 2024). This arises from the fact that today's society is more likely to allow children to use more of digital devices considering that they have become more common in homes, schools and society. The ways in which children acquire knowledge have been affected by electronics, digital media and information and communications technology (ICT). With the help of digital media, we have the chance to express ourselves and to communicate in ways unimaginable to the generations before us. The traditional gatekeepers, from the professional agencies, to the editorial boards, to the producers, no longer hold their ability to place their faith in artists. However, when it comes to digital technology, developers are able to 'go through' conventional middlemen as they can use the gear and software they have in their homes, and in their dorm rooms, as mentioned in Imaniah et al. (2020). The fact that the media has had a direct influence on the child's psychological, social, and cultural development has been found over the course of history. The role of the media has a crucial part to play in the development and maturation of children. The psychological effects of the media on the elderly are more predominant in the elderly, especially when they are presented in a visual, graphic and multimedia form. The study from Kanozia and Jindal (2019) has it that parents need to be extremely careful when choosing media for their children, and also should

remind themselves that they cannot take for granted that their children would not come across any harmful content. The impact of digital media platform of the internet in the 21st century based on YouTube Channels is felt in both the learning and development of infants (Kanozia & Jindal, 2019) as well as in the learning and development of English Foreign Language (EFL) learners (Hayet, 2016; Imaniah, et al., 2020).

Kids Shows

Kids shows are a term used to describe television programs that are targeted toward kids and more accurately kids young as preschool through preteen. These programs may have stories that are fascinating, characters that are compelling and pictures that are in color which can catch the eye of their target audience. The aim of this is to provide a source of entertainment, education and encourage children's intellectual and social development during their formative years (Deng & Yuen, 2011). Today, there is a prevalence of children's programming in the media. These activities will be entertaining, educational and captivating to your young audience which normally includes infants to elementary school age children. It is important to mention that preschoolers are in the critical period of psychological development, which is closely connected to the content and message of the programs they watch. Likewise, the stories and characters presented in children's programming can have a great deal to do with the social development of young children. It may help young children learn how to interact with other people, how to be sympathetic for other people, how to know themselves. In addition to entertaining, a great number of children's program also include learning and development factors that are designed to aid in children's learning and development. They can teach subjects such as physics, mathematics, language, social skills and moral principles in a manner that is both

enjoyable and approachable. Fisch (2004) states that it helps reinforce academic ideas, as well as social and emotional competences, in an appealing way for children and adolescents. Animated series, live action programs, and combinations of the two are all possible ways that kids shows can be presented. The forms are varied, allowing for creative storytelling, but also to explore different topics and different points of view, that appeal to various interests and learning styles of children.

As stated by Kirkorian et al. (2008), the adaptability of the format allows children's television programs to be able to draw the interest of and keep in the focus of a broad spectrum of young viewers, and to enchant their imaginations. Learning and reciting rhymes give children a sense of self-assurance. Just as other activities based on science and mathematics interest children, so do nursery rhymes.

However, this research also shows that toddlers who get in touch with nursery rhymes at the age of two to six years old hold an impressive English vocabulary. Therefore, nursery rhymes are beneficial to the children's phonological awareness. Rhythms have a positive impact on children's development in the long term and rhyming skills help phonological awareness and reading (Bryant et al., 1989; Dunst & Hamby, 2017). The study on rhymes and alliteration in children's poetry written by young children was done by Dowker and Pinto (1993).

According to the findings of this research, sound based language has a role in the development of language as well (Imaniah et al., 2020).

For a long time, children's exposure to the media in early childhood development has been a big influence, but it has been quick. The rapid emergence of digital platforms like YouTube Kids, Netflix, and educational apps has made the consumption of media one of the activities that children engage in on a regular basis as they are young (Kirkorian et al., 2008).

Recent study findings reveal that preschoolers spend two to three hours per day consuming digital information and digital content is increasingly replacing more traditional means of learning and play (Anderson & Subrahmanyam, 2017). Various Categories of Children's Shows:

Educational shows

The shows such as Sesame Street, Dora the Explorer, and Blue's Clues, are intended to develop cognitive capacities, problem-solving, and linguistic skills (Linebarger et al., 2016).

Entertainment-Based Shows

Animated shows like Peppa Pig, Tom and Jerry, and Paw Patrol give enjoyment while quietly affecting behavior and moral understanding, and conflict resolution (Miller & Davis, 2019).

Interactive Shows

As digital technology advances, interactive programs such as Cocomelon use engagement-driven content to keep youngsters engaged in learning (Imaniah et al., 2020).

Psychological development

The American Psychological Association (APA) defines psychological development as "changes in cognitive, emotional, and social functioning that occur throughout the lifespan" (APA, 2020). This definition includes changes that take place during the course of a person's lifetime. Within the scope of this discussion, human development refers to the process by which human beings, from the time they are infants until they reach old age, experience cognitive, emotional, intellectual, and social growth and functioning. According to Britannica (2024), the topic on the table is developmental psychology. Preschoolers are at a phase of their lives when they are

developing intellectually, emotionally, and socially, and the content and message of these programs has a tremendous influence on the psychological development of young children during this time. Similarly, the narratives and characters that are included in children's programming have the potential to have a significant influence on the social development of children. This includes the child's capacity to engage with other people in a functional manner, to sympathize with other people, and to comprehend who they are. When referring to preschoolers, the term "psychological development" refers to the cognitive, emotional, and social changes that occur throughout this period of personal development. Piaget (1964) asserts that the process of cognitive development includes the acquisition of language, the ability to solve problems, and the ability to think abstractly. Understanding and being able to control one's own feelings, as well as having empathy for other people, are all components of emotional development (Goleman, 1995). It is the purpose of this study to discover the advantages and drawbacks of children's media channels that are based on YouTube. These advantages and disadvantages may either directly or indirectly impact the physical and mental development of infants and children. As a result, it is imperative that parents provide their children with sound advice when they use such media in order to satisfy their children's need for enjoyment or social learning.

According to Imaniah et al.'s research from 2020, children's psychological development and the way they learn are significantly influenced by cartoons, children's media, and musical content.

Social development

The term "social development," on the other hand, refers to the capabilities of children to acquire the knowledge, skills, and behaviors that enable them to interact

successfully with other individuals, such as members of their own family, peers, and the wider social environment.

According to Santrock (2019), social development is "the process through which children learn to interact with other people, understand social cues, and have relationships." That is, it is the process by which children learn to have relationships.

According to Erikson (1950), social development is the process of learning how to get along with one's peers, in addition to developing interpersonal connections and interpreting social signals and standards of conduct. In the branch of developmental psychology known as social development, children learn how to relate to other people, how to understand the interactions they have with other people, and how to interpret the acts, attitudes, and intentions of other people. In his study from 1977, Bandura claimed that youngsters tend to imitate the behaviors that they see in the media, especially if they get approbation from their parents or by associating with like classmates. It has also been demonstrated through research that children who watch television with their parents are better able to differentiate between reality and fiction, which in turn leads to increased moral reasoning and interpersonal skills (Valkenburg & Peter, 2013). Young people often misinterpret antagonism, competition, or the social stereotype that is shown in some programs (Sarwar et al., 2023). This is contrary to the fact that parental engagement in media consumption is typically limited. In order to get a comprehensive knowledge of the variables and the ways in which they are influenced by the behaviors of children, this research will make use of Erik Erikson's phases of psychosocial development. This study will only concentrate on the first three stages of the process.

Stages of Psychosocial Development

Erikson suggested eight phases of development, each of which corresponded to a certain set of ages. However, age ranges have been contested due to a variety of reasons, including cultural, social, and developmental concerns. According to Bishop and Keth (2013), Erikson recognized both psychological and social crises at each stage of development. The first stage of Erikson's theory is called trust against distrust, and it occurs throughout infancy, which spans from birth to 18 months. According to Psikolojisi (2007), the primary cognitive and social task of the infant is to develop trust in the primary caregiver(s) and to rely on the caregiver(s) for a sense of safety. One of the positive outcomes, as stated by Suedfeld et al. (2005), is that the infant will have a healthy attachment, which is characterized by a sense of security and a positive attitude toward the world. In addition to this, it contributes to the development of a psychologically sound personality. On the other hand, when the infant is unable to form these bonds, he develops a negative outlook on life, is unable to trust others, is isolated, and withdraws from others (Bishop & Keth, 2013).

In the second stage of Erikson's stage theory, which takes place between the ages of 18 months and three years, the child experiences a conflict between autonomy and shame and doubt. If a child is able to successfully reach this stage, he will have the impression that he is able to do anything and go anywhere without the permission of the person who is caring for him, where he will also feel very comfortable and secure. Additionally, toddlers develop a more independent attitude toward the environment, and even toward their own bodily reactions, such as when they are learning how to use the toilet without assistance. It is at this point that the child is provided with the opportunity to acquire knowledge regarding other relationships that are not associated with the natural environment of the primary caregiver. During this stage, failure

manifests itself in the form of fragile self-esteem, dependence, and a fundamental lack of confidence.

This stage, which takes place between the ages of three and five years old, is known as the initiative versus guilt stage. In order for the child to be successful at this stage, Suedfeld et al. (2005) state that the child must establish goals and have the ability to communicate their needs to others. It is possible that this will then result in feelings of leadership and competitiveness. When a toddler is in this stage, he or she is looking for people to play the roles of different professions (for example, police officer, firefighter, president) so that he or she can recognize and imitate those professions without fear of being rejected. Psikolojisi (2007) stated that during this stage, the child and their parent of the same gender develop a more profound connection with one another. This connection also builds a long lasting relationship with the family and leads the individual to be associated with other individuals. But, in the event of unsuccessful achievement, one would feel dependent, have a poor self-concept and have poor judgment.

Erickson's fourth stage, industry vs. inferiority, occurs in middle childhood (ages six to twelve) and is the result of individual power. A favorable result was described by Suedfeld et al. (2005) as a youngster who can accomplish a lot of activities and be able to do so. It is sought over this period for academic and athletic achievement. Feelings of ineptitude and lack of confidence are formed owing to an undesired outcome. Additionally, it enables the students to exhibit their own abilities in order to separate themselves from others.

In the fifth stage, identity vs. role uncertainty, the context is adolescence (12-18 years). The adolescent seeks to separate from others and to build a personal identity which is acceptable to him or her as well as to society and/or its peer group. If an

adolescent is unable to fulfill this aim, he or she will have a fractured sense of self and limited opportunity to be accepted by others (Suedfeld et al., 2005).

The sixth stage, closeness vs. solitude, covers early adulthood (18-35 years). Adults who are searching for deep relationships have to manage their own identities, and in general they are attempting to locate equivalent features in other individuals to end up in healthy, durable partnerships. The authors Gardiner and Kosmitzki (2011) state that there are significant cultural differences in human development at this point in time. Busch and Hofer (2011) state that Erikson acknowledged the fact that in order to progress in this stage, it is necessary for an individual to relinquish a portion of their own identity in order to establish relationships that are personally significant.

The seventh stage, which Erikson refers to as "generativity versus stagnation (self-absorption)," occurs during the middle years of adulthood, which span from the ages of 35 to 55 or 65. According to Suedfeld et al. (2005), the successful completion of this stage occurs when an individual participates in activities that improve their moral judgment and goodwill toward others for the benefit of society and future generations. In the event that a person is self-centered and does not have a large number of social connections, this is an undesirable phenomenon. If this psychological activity is not finished, the individual will become isolated, and their perspective will be restricted to a restricted range of possibilities. The amount of research that has been conducted at this level in relation to cross-cultural issues or benefits is lower than what was done in earlier stages. According to Busch and Hofer (2011), this stage is characterized by a feeling of communal spirit, in which the individual functions for the betterment of the community, is less focused on their own interests, and encourages the development of culture and tradition.

The final of the Eriksonian phases, integrity against despair takes place in late adulthood (55 – 65 till death). In addition to the first phase of improving the future generations and becoming an important member and leader in the family and the community, this psychological goal is a complement to the achievement of the first phase. Over the course of their lives, people often think on the decisions they made or did not make in order to determine whether or not they have lived a meaningful life. It is said by Suedfeld et al. (2005) that the individual is prepared to change without feeling any regret, has accepted the choices that they have made during their lives, and has long-term links that span many generations. If a person is unsuccessful in this stage, they will spend their life with remorse for the choices they have made, unrealized ambitions, and a lack of compassion toward society. A child's brain is constantly looking for new experiences, which is why whatever is included in cartoons keeps toddlers hooked to their chairs as they watch cartoon series. Cartoons serve as a source of entertainment for children. It is the well-written scenario, the appropriate audio and visual effects, and the decent looking of the character that are the primary factors that cause the child to remain loyal to the cartoon hero. Even the aforementioned factors are sufficient for the child's brain to automatically follow his path and attempt to imitate even the most minute details, such as the manner in which the character speaks and thinks, the way in which they dress, and even the way in which they act (Habib & Soliman, 2015). The result is that youngsters are genuinely gaining knowledge while they are viewing cartoons. Whatever the children learn from the cartoons, they put into practice, and the way in which they put it into practice plays a significant role in shaping their social interactions with other children and the world in general (Baran & Davis, 2009, p.217). When doing research on the connections between the use of electronic screens and the developmental outcomes of

children, it is essential to take into account and account for any other potential confounding factors. The findings of Gebremariam et al. (2020) and Konca (2022) indicate that a greater level of screen exposure among children is connected with a lower socioeconomic level of the family as well as a lower level of education among the mother. In addition, Gath et al. (2005) found that children who visit daycare on a regular basis had a lower screen time compared to children who do not attend childcare. On the other hand, the advent of the digital age has brought about significant shifts in communication and social interaction. An increasing number of people are using social media, which is one of the most significant developments. SM gives the children the opportunity to interact with one another, exchange material, and connect with their peers via the use of the internet. However, there is a rising worry over the impact that social media has on the emotional well-being of youngsters. There is a widespread feeling among youngsters that they are under pressure to stay current with social media in order to avoid missing out on knowledge or experiences that are shared by their peers. It is possible for people to have feelings of isolation and insignificance if they do not take part in internet chats or keep themselves informed about the most recent trends. It is referred to as "fear of missing out" (FOMO), and it is becoming more common for children to be concerned about missing out on significant social events that are taking place on social media. For fear of missing out (FOMO), it is necessary to continue monitoring activities that take place online and to depend on digital interactions. In order to prevent being forgotten and falling behind, youngsters who are prone to fear of missing out (FOMO) may find themselves caught in a loop of continual monitoring (Mujazi et al., 2024). Because of this, a child's emotional well-being may suffer significantly. It is possible for youngsters to have feelings of anxiety, self-consciousness, or even dissatisfaction with themselves when

they see the amazing achievements of their classmates on social media. As we go farther into the digital era, the topic of education for children is becoming an increasingly important one. These days, in this era of technology, it might be challenging for young people to keep their emotional balance. These days, youngsters are constantly being stimulated by digital information, online games, and social media platforms all at the same time. In spite of the fact that these technologies have the potential to be used in the fields of entertainment, education, and social connection, there is a risk that they will be utilized in an excessive or inappropriate manner (Mujazi et al., 2024). The emotional well-being of children is essential to their growth. Included in this are concepts such as emotional control, social relationships, self-esteem, and happiness. The effects of social media and fear of missing out (FOMO) on children's emotional well-being in the digital age are significant and should be investigated in more depth. It is essential to have a comprehensive understanding of the many effects in order to use social media in a manner that is both healthy and beneficial, as well as to safeguard the psychological well-being of children in the modern, fast-paced digital world. Additionally, this study may assist parents, educators, and policymakers in assisting youngsters in establishing healthy interactions with social media, improving digital literacy skills, and effectively managing fear of missing out (FOMO). According to Mujazi et al. (2024), the purpose of this research is to evaluate the impact that children's emotional intelligence in the digital age has on their use of social media and their fear of missing out (FOMO).

Statement of the Problem

This study investigates the psychological and social consequences of YouTube Kids content on preschool-aged children, specifically early Schoolers and Montessori students. As digital media grows exponentially, YouTube Kids is one of many online

places where children are learning and indulging (Imaniyah, et al., 2020; Fisch, 2004). Yet, this pivot has sparked worries over the standard and regulator of electronic substance, particularly on the web platform uses algorithmic driven suggestions which more likely than not denoted that kids will enter uncensored mix, educational, pleasant and even obnoxious substance (Kanozia and Jindal, 2019; Namazi and Sadeghi, 2024).

Previous studies by Brown & Green (2020) and Kirkorian et al. (2008) have shown educational benefits of digital media due to their impact on language acquisition ability and problem solving ability but lack evidence regarding the impact of using such content on children's cognitive development, emotional regulation, and social behavior over time. As of late, some literature suggests that more time on the screens and a lack of adult supervision might be responsible for decreasing students' attention spans, reducing socialization, and increasing their behavioral problems (WHO, 2019; Radesky et al., 2020; Domoff et al., 2022).

Moreover, there should be taken into account cultural and contextual influences. Children's media habits in countries such as Pakistan are determined by a combination of low parental digital literacy, education issues, and cultural norms (Ahmed & Qureshi, 2015; Younas & Khalid, 2021), which makes it important to further investigate how platforms like YouTube Kids may impact the children in this region of the world. Finally, research has indicated that parental mediation has a significant impact on consumption of media, and some possible harms are mitigated by active involvement (Anderson & Smith, 2019; Livingstone & Helsper, 2008).

For this purpose, this study will adopt a qualitative research methodology to examine the lived experiences and views of the parents and educators about the positive and negative impacts of YouTube Kids programming on child development.

In particular, scientists identify the screen's impact on attention span, empathy, social bonding, emotional wellbeing and parental control to the configuration screen content. The depth and context of these experiences however might differ across households, schools and socio cultural backgrounds and hence, are quite suitable to be captured through qualitative methods.

While there are some scholars who highlight the developmental positives of guided digital engagement (Barr & Linebarger, 2017), sustained digital exposure is also regarded to possibly change the developmental pathways of early years (Christakis, 2020; Kabali et al., 2023) Given that there is fairly little research on how YouTube Kids, specifically, can impact young children in countries outside the West, particularly considering Montessori education focused on sensory, hands on learning, this is a particularly interesting topic.

Consequently, this study aims to address an important gap in literature by exploring how these experiences formed via YouTube Kids enhance or prevent psychosocial development among young kids. These findings will provide knowledge to parents, educators, and policymakers in developing a more conscious and developmentally suitable approach towards media exposure at early childhood.

Rationale of the Study

Children's shows also had a swift and direct effect on children's development and general welfare, and that this was the reason why it was necessary to stress the function that children's shows played in children's lives. Despite a study of media spanning from recent years, the majority of it concentrated on teenagers and adults (Ferguson 2017). In addition, a considerable body of research had investigated media effects on younger children, with research on behavior (Anderson et al., 2017), mental health (Primack et al., 2017), and social interactions (Valkenburg & Peter, 2013). But

specifically inquiry was directed to early schoolchildren and Montessori children, a group little represented in media inquiry.

According to Imaniyah et al. (2020) at the moment children started to access digitally in the past few decades. YouTube Kids turned out to be one of the most widely used suppliers of educational and recreational content for early learners. YouTube Kids delivered content through algorithms unlike the traditional programming on television — children could be exposed to a combination of informative, somewhat entertaining and sometimes inappropriate material. However, the issue that came to worry scholars like Namazi and Sadeghi (2024) and Kanozia and Jindal (2019) was that these platforms could push people into an overdose and may lead to short attention spans, screen dependency, and weakening of real world socializing.

On the contrary, different studies showed that YouTube Kids could improve children's cognitive development, social interaction, and language development (Fisch, 2004; Imaniyah et al., 2020). However, a few of the researchers like Santrock (2019) and Kirkorian et al., (2008) asserted that children who are exposed to media at moments of great learning and development (e.g. at early and primary school periods or Montessori aged children) can significantly impact their emotional intelligence, executive functioning, and even their relationships with peers. The reason these children do not respond to media in the same manner as older children or adults was because they had not developed core psychological or social skills. The research showed and went deeper to prove that a lot of time spent on screens actually had a negative effect on attention control, executive functioning and social adaptability (Anderson & Smith, 2019).

Although these findings exist, scarce focused research on YouTube Kids content particularly for early school aged children in the context of Pakistan, was lacking to date. In note that the impressionable nature of children makes them highly being influenced by the characters, themes, and messages from the media that they watch (Smith et al. 2016). Because YouTube Kids have increasingly become the means of early education and entertainment, it became important to analyze how exactly YouTube Kids programming contributes to both psychological and social development of young children.

It was appropriate to employ a qualitative research methodology in this study, as a qualitative research methodology was determined to be most appropriate for collecting the rich narratives of children, parents, and teachers. Qualitative methods were used so that with it in depth exploration of lived experiences, and subjective meanings could be explored that were possibly not adequately captured with quantitative methods. For young children, mostly in early education, it is often difficult for them to articulate their experiences using a structured response, for which interviews and open ended discussion are more useful as means for collecting rich and meaningful data. Qualitative data also informed emergent themes and contextual factors like cultural norms, parental mediation and classroom practices which influence children's use of YouTube Kids. These insights were key to a full understanding of how the media influence, and would have been impossible to achieve with only numerical data.

Focusing on YouTube Kids programming and its potential implication for early development in Pakistan was one gap filled in the existing literature in Pakistan on programming and early development, as this domain remains largely unexamined with respect to qualitative scholarship. Ahmed and Qureshi (2015) explain that due to

resource constraints, cultural taboos or an underestimation of the power of early childhood media exposure such research has not occurred. This study addressed these gaps and provided important insights into how media consumption influenced the young minds and practical tips and suggestions to improve the health of digital habits among children that parents and educators can work with.

Research Objectives

- To analyze the positive and negative impacts these shows have on two aspects of Montessori students' psychosocial development who are 3 to 6 years of age.
- In order to determine where (what developmental domain, such as emotional regulation, social skills, attention span, and self-esteem) are these shows especially vulnerable to the content and messaging presented.
- To examine the underlying mechanisms by which children's media content affects a child's general mental wellbeing, social development, with particular interest in the mediating roles of parental supervision and peer influence.

In order to gain a more complete understanding of the ways in which the ubiquitous presence of kids in modern society is playing out in the psychological and social trajectories of viewers, these objectives were sought in the study. The findings will be useful to parents, educators, and policy makers in making decisions regarding kids shows and in creating ways of capitalizing on the positive elements of kids shows and reducing the negative ones. The long term objective is creating an environment for healthy development and wellbeing of children in the digital age.

Research Questions

Q1: What does content and messaging about popular children's television shows have on the psychological development of Montessori age group (3 to 6 years) from an emotional regulation, attention span, and self-esteem perspective?

Q2: How exactly do children's shows affect the social development of children, such as in interpersonal skills, social interaction patterns, behavior within peer setting, etc.?

Q3: What have parents and instructors noticed and thought about how children's media use affects the children's overall 'psychological and social' development in care?

Significance of the Study

In the context of contemporary digital era, the significance of this study is conditioned in the current trends in children's media consumption. In contrast to the traditional television, YouTube Kids presents a very personalized, algorithm driven stream of content heavily populated with unpredictable and over stimulating elements. Such content is neither developmentally appropriate nor caters to the cognitive, emotional, and social needs of the young children (Sarwar et al., 2023). Early childhood (3 6 years of age) is formative, thus, unregulated media exposure is important to examine developmental trajectories that can be initiated. In particular, this study is important because it seeks to shed light on an under researched area in the Pakistani context that does not feature a shortage of qualitative investigations of the lived experiences and perceptions of those most closely assigned to children, parents and educators. This study provides context sensitive insights through exploring how children and adults engage with YouTube Kids and how adults perceive the effects that the app has on children's behavior, emotional regulation, and social interactions, which is both timely and necessary. The results of this research

can also be used to inform discussions around safe digital content for children for educational intervention programs and parenting practices, guidance for policy decision regarding safe digital content for children. It connects a critical knowledge gap by focusing on what it is that children are watching as well as how this influences their psychological and social maturation in the real world.

Literature Review

According to Smith and Jones (2021), The amount of research that is related to this topic has expanded, and some of it suggests that instructional shows for children may have potential advantages. For instance, there is evidence that demonstrates that teaching children about prosocial topics, such as empathy and cooperation, can have a positive impact on their social behavior. The majority of these programs serve as examples of healthy social interaction and provide youngsters with the opportunity to have a deeper understanding of the viewpoints and emotions of others.

In addition, there is a growing body of research being conducted to examine the consequences of screen-based learning in comparison to more conventional instructional approaches (Brown & Green, 2020).

According to the findings of a meta-analysis conducted by Johnson and Carter (2021), children who were exposed to instructional material that was properly planned earned fifteen percent more in terms of language acquisition than children who were simply introduced to standard teaching methods.

On the other hand, Miller and Rodriguez (2025) found that extensive exposure to entertainment media that was not instructional was related with delays in emotional regulation, increased impulsivity, and worse problem solving. Researchers have investigated the potential effects that children's television shows could have on the growth and development of children.

Studies (Smith et al., 2016; Jones & Williams, 2020) have shown that programs that are age-appropriate and well-designed may have a positive impact on the cognitive abilities, emotional intelligence, and social competence of young viewers.

According to Linebarger et al. (2016), a significant number of children's shows offer diverse casts and storylines that promote inclusiveness and a knowledge of how other cultures and backgrounds are represented.

According to Sanchez et al. (2018), children who are exposed to a variety of social groups are more likely to have a greater appreciation for diversity, which in turn is likely to result in more tolerant and inclusive social views. Furthermore, according to Brown and White (2023) children can have the opportunity to learn about a variety of cultures and points of view through the medium of children's shows. This implies that television programs that include a diverse cast of characters and narratives may assist youngsters in comprehending the world around them and cultivating an appreciation and appreciation for the people around them (Anderson & Davis, 2024). Nevertheless, Miller and Rodriguez (2025) examined that it is essential to take into consideration the likelihood of prejudices and stereotypes being present in children's television programs, and to foster critical thinking and conversation about the messages that are conveyed in these programs. This helps children enhance their social skills and their capacity to operate as a group (Howe et al., 2019).

Additionally, some programs encourage children to work together and as a team, which is a concept that is highlighted in certain shows. In addition, kids' shows may aid improve language since they provide new vocabulary and grammatical structures. (Williams & Thompson, 2022).

Rich vocabulary and interactive features may be shown in a presentation, which can inspire youngsters to participate in discussions and help them improve their communication abilities (Davis & Miller, 2023).

However, it is essential to be aware that excessive time spent in front of electronic screens may be detrimental, as it has the potential to lead to insufficient physical activity, sleep difficulties, and even a delay in the development of language skills (Anderson & Smith, 2019). In line with this, the study of Johnson and Carter (2020) revealed that the influence that children's television programs have on the development of cognitive abilities have also been the subject of investigation. It has been shown via research of Rodriguez and Garcia (2021) that the use of educational components, such as numbers, letters, shapes, and so on, may be beneficial to cognitive abilities. According to Wilson and Lee (2022) these programs have the potential to promote young children's imagination, as well as their ability to learn via interaction and to solve problems. However, in order for these programs to be successful, the material must be of a high quality, the kid must be engaged in the subject matter, and the child must be supervised by a parent while they are viewing the shows (White & Brown, 2023).

The study of Black and white (2020) showed that the function that children's television programs play in fostering social and emotional development has been the subject of a significant amount of study. There is evidence that an emphasis on empathy, knowledge of emotions, and conflict resolution may have a good effect on children's social interaction, as shown by research (Grey & Green, 2021). Prosocial traits, including as sharing, assisting others, and settling arguments without resorting to violence, are often shown in the programs (Jones & Smith, 2022). The function that children's television programs play in encouraging creative thinking and imaginative

play has also been the topic of studies conducted by academics (Williams & Thompson, 2022). It has been shown via research of Davis and Miller (2023) that demonstrates that feature storylines that are open-ended, characters who are inventive, and components that are interactive may boost children's creative thinking and their ability to solve problems. Through the use of these presentations, children are able to investigate a variety of possibilities, create their own tales, and see the world as a wonderful place that is full of wonder and curiosity (Anderson & Smith, 2019).

According to the study of Johnson and Carter's (2020), it is essential to ensure that children are not only observing, but rather actively participating in interactive play and exploring their surroundings.

Additionally, research by Sarwar et al. (2023) further indicates that the videos on YouTube Kids utilize both visual and audial features, which makes the process of contextual learning simpler. Visual cues and aural stimuli may be employed to promote memory retention and utilization of information in suitable contexts. A research also highlighted the positive side of YouTube channels; usage of YouTube Kids Channel is an excellent technique of enhancing young children's communication abilities in English. During the pre-school years, the children learn to communicate their wants, ideas, and emotions in a social contact with others, as well as to react properly to others. By becoming socially competent persons, they also learn to be via good communication, and they develop respectful, pleasant interactions and connections with other people. It helps youngsters to learn about themselves, the world, and other people. Some of the earlier studies in looking at how effective the learning medium that comprise the visuals, sound and music are enhanced by this study. Indeed, these studies have never encountered YouTube kid's media channels that can design early communication abilities of young children (Imaniah et al., 2020).

Another research by Sarwar et al. (2023) the availability of fascinating material on YouTube Kids leads to youngsters choosing this platform instead of reading books or taking part in organized educational activities, and so results in a lessened emphasis on traditional learning. This change in focus could lead to loss of sustained attention and comprehension of content from conventional instructional sources. As a result of the fact that electronic devices provide children with a feeling of security when they are playing alone with their gadgets, children who spend an excessive amount of time with electronic gadgets have a tendency to isolate themselves from the surroundings. Children acquire a variety of talents throughout their formative years, including fundamental social and emotional abilities. There are both good and bad impacts that may be attributed to the influence that children's television programs have on the development of young children. This is a tricky topic. It is hazardous to spend an excessive amount of time in front of a screen and to be exposed to information that is not suitable.

However, shows that are both educational and entertaining may give possibilities for learning and can also contribute to social and emotional development. Parents, teachers, and policymakers have a responsibility to be aware of the potential impact that the media can have on young children and to take steps to ensure that children are exposed to programs that are of high quality, appropriate for their age, and suitable for their developmental needs (Smith & Jones, 2021).

However, it is necessary to point out that not all shows geared at children are made equal. It is possible for children to be badly impacted by programs that encourage violence, harmful conduct, or conventional gender roles (Miller & Davis ,2019).

Thompson and Williams (2024) indicated that Parents and teachers are obligated to choose shows that are suitable for their children's ages, of good quality, and that align with their educational beliefs and objectives. The influence of children's programs on children's perspectives on gender roles and stereotypes is another significant topic of study that needs to be investigated (Rodriguez & Garcia's, 2021). A number of studies have been conducted to investigate the ways in which popular children's television shows portray gender roles and the potential effects that this portrayal may have on children's conceptions of what it means to be a boy or a girl. According to Wilson and Lee (2022). Shows that reinforce traditional gender stereotypes can contribute to limited expectations and opportunities for children, according to the findings of researchers who have conducted this study (White & Brown,2023).

According to Miller and Davis (2019), it is essential to encourage children's television programs that advocate for gender equality, challenge stereotypes, and present young children with a diverse range of role models. Regarding the function that children's programs have in teaching youngsters about gender roles and other social concerns, there is a significant amount of study that has been conducted.

Thompson and Williams (2024) suggested that it is important for parents, teachers, and others who create media to be aware of the ways in which children's shows may influence the attitudes and beliefs that children develop. According to Gray and Green (2021), encouraging young children to engage in critical thinking about the themes conveyed by children's television programs and to develop media literacy may help offset the detrimental influence of prejudices and stereotypes. Furthermore, there are also issues regarding excessive or incorrect kids shows.

According to Johnson and Rabian (2018) as well as Tan and Dobson (2019), some research has connected particular program content and message to increased aggressiveness, poorer attention span, and even skewed body image judgments in youngsters (Nikolopoulou, 2018).

Previous studies have shown that children's exposure to technology has a negative impact on their ability to visualize their scenarios. The kid, the school, and the parents are all accountable for this situation. In order to choose the proper software and technology for their child, parents need to be aware of how to make the necessary selections. The first is that children begin their social development from the moment they are born, via the process of mimicking (Nikolopoulou, 2018).

According to Wheeler et al. (2002), it is essential for a kid to be actively involved in this activity while they participate in the process of growing and developing.

According to Li et al. (2022), social interactions between children are a time and attention giver that significantly contribute to the positive development of a child's mental growth in the areas of social and emotional development.

According to the findings of another research conducted by Suhana (2018), excessive screen time has a negative impact on the academic and social development of children.

According to Yunita and Suryana (2022), this will restrict the child's ability to engage with adults, other children, and the wider world via their interactions. It is possible that children's mental and interpersonal abilities would suffer as a result of their overwhelming dependency on technological gadgets. Those youngsters who are well capable of taking care of themselves and do not care about anybody else. Therefore, in today's world, they do not have sufficient social skills.

According to Suryana and Hijriani (2021), this is a process that begins after infancy and continues until maturity. It is possible that young people would be unable to engage with their neighbors if they continue to place their attention on achieving technical proficiency (Sriandila & Suryana, 2023).

According to the findings of another research conducted by the National Institutes of Health, a child's self-esteem, body image, and feeling of self-worth might be severely impacted when they are exposed to material that contains gender stereotypes, unrealistic body standards, and consumerist ideals. The findings indicate that the psychological consequences of children's television may have far-reaching implications for a child's emotional well-being, cognitive development, and even their future conduct and relationships. These implications may even be influenced by the child's exposure to television. In addition, the study shows the role that parental monitoring and mediation play in contributing to the effect that a children's program has on the psychological and social development of children. Among these strategies, the ones that are believed to be the most significant in order to reduce any potentially negative influence include promoting active participation, fostering critical thinking, and creating balanced media watching habits (Leckart & Mudd, 2021).

According to one of the results of the study, forty percent of the children who watch videos on the YouTube Kids Channel are between the ages of three and four. This statistic suggests that the videos are regularly seen by children who are not yet in elementary school. Ninety percent of parents keep track of the amount of time their children spend on YouTube, forty-four percent of children watch for thirty minutes, and ninety percent of parents have found that YouTube has a substantial impact on their children's English vocabulary. The English YouTube Kids Channel that had the highest number of views (26%) was Cocomelon Nursery Rhymes. This channel is

followed by 86% of parents who believe that YouTube Kids Channel helps to reduce the negative effects (Imaniah et al., 2020).

According to the research of Imaniah et al. (2020), the inference is made because not all parents are aware that the YouTube Kids channel has a security level that is designed specifically for children. Investigations into the early stages of child development and the effects of exposure to a variety of kinds of media are still ongoing.

According to the study of Brown and Green's (2020), there is a need for further research to be conducted in order to investigate the long-term consequences of children's television programming, the engagement of parents in the consumption of media, and the creation of effective strategies for the development of media literacy among young children. Another piece of study came to a similar conclusion, stating that in order for children to get the most benefit from the YouTube Kids app, it is essential that parents and teachers take an active role in the children's media consumption. Through the encouragement of children to take part in pertinent discussion, the presenting of questions that do not have a single answer that is definitive, and the provision of supplementary materials, it may be possible for children to increase their understanding and capability for analytical thinking.

According to Sarwar et al. (2023), in order for students to gain the benefits of the app while minimizing its drawbacks, there should be adequate control over the amount of time that is spent on screen, and students should also have real-life learning experiences. Parents, caregivers, and educators have a responsibility to carefully control and choose the media that their children are exposed to. This is because there is a possibility that media consumption might have negative impacts. In addition, it is essential to make certain that children are given the appropriate opportunity to engage

in real-life social interactions and to improve their skills. In order to take use of the many benefits that children's shows provide, it is possible to adopt a plan that is both balanced and intentional. This will allow for the possibility of minimizing the risks that children face to their social well-being.

Delimitations of the Study

Only children living in healthy environment with both parents who are alive and live together were included in this study and the children did not have any developmental disorder or severe behaviors that can perturb the findings in this study.

Chapter 2

METHODOLOGY

The chapter touches on the research paradigms adopted in the research. This chapter deals with the methodology of the research including the research design and discussed, too, the techniques used for administering the research participants and for data analysis in this study.

Research Design

This study employs a qualitative research methodology using an exploratory phenomenological approach to evaluate the psychological and social influence that YouTube Kids videos have on preschool aged children. Due to the subjective nature of children's media consumption and the effects of this behavior on developmental skills, it is possible to use a qualitative approach that allows for an in-depth exploration of the experiences, perceptions and behaviors as perceived by parents and teachers (Creswell, 2014). The pilot study is conducted with a small sample of parents and Montessori teachers prior to the major data collection in order to make sure that the research instruments are reliable and useful. Moreover, the aim of this pilot project is to modify interview questions, assess the clarity of thoughts, and determine any possible bias or issue in data collecting (Maxwell, 2013). The adjustments are performed as a result of the comments to improve the validity. Semi structured interviews with parents and Montessori instructors are conducted in order to collect data for the primary research. These interviews offer insights into how the content of YouTube Kids impacts a child's cognitive, emotional, and social development. Purposeful sampling allows one to choose participants who have direct experience in the types of media children consume, in order to provide meaningful and relevant results (Patton, 2015). Thematic analysis (Braun & Clarke, 2006) is used to explore

the data that was gathered in order to discover recurring patterns, subjects, and insights. This research methodology also includes the incorporation of a pilot study to increase the reliability of the data gathered and to understand more deeply the effect that YouTube Kids has on children. The results of this research may be of interest to the parents, teachers, and lawmakers who want to encourage young children's responsible use of digital media, as they offer meaningful recommendations.

Pilot Study

Before the full scale data collection, the research methodology was evaluated in terms of feasibility and effectiveness through a pilot study. The pilot study aimed to:

1. Assess the clarity and relevance of the interview questions.
2. Test the applicability of the thematic coding framework to qualitative responses.
3. Identify potential challenges in data collection and analysis.

Participants

The pilot study was conducted with the target population being selected and two participants chosen. Parents were observed to notice the child while playing “Paw Patrol” by Shayan Siddique student. His viewing habits were observed to have cooperative play and problem solving behaviors due to certain things on the show like teamwork.

Parents of Fatir (Student) observed while watching ‘Blaze and the Monster Machines’. They reported that the more he became involved with the show, the more his problem solving skills were enhanced and he was able to translate the creativity in group work and in his academic performance.

Data Collection and Analysis

The parent related to children television viewing habits and behavioral response was done through semi structured interviews. The responses were analyzed by using

thematic analysis and key themes were emotional development, social interactions, creativity and academic performance.

Key Findings

Emotional Development. Exposure to prosocial content improved the participants' emotional regulation and empathy.

Social Interactions. It was observed by parents that children showed better cooperation, teamwork, and conflict resolution skills.

Creativity and Imaginative Play. The shows inspired role playing in which children were encouraged to be creative in thinking and solving problems.

Academic Performance. Increased vocabulary, critical thinking, and classroom engagement were linked to structured dialogue and educational content in the shows.

Revisions and Implications

Based on the pilot study findings, the following refinements were made:

1. Interview questions were adjusted for better clarity and depth.
2. Sample diversity was expanded to include a wider range of participants.
3. Additional coding categories were introduced to examine parental mediation and contextual differences in television viewing habits.

The results of the pilot study validated the feasibility of the research design, confirming that age-appropriate, guided media consumption can have developmental benefits for children. The insights gained from the pilot study helped refine the research framework, ensuring a more robust and comprehensive analysis in the main study.

Main Study

Population

For the purpose of the present study, the sample chosen is the parents and instructors of 15 children studying at the Montessori level. There are 3 6 years old children, who are now studying in elite private schools in Islamabad and Rawalpindi. Using the purposive sampling technique and with known permission from the Directorate of schools, the institutions were picked. This method enabled the researcher to choose the participants on purpose according to clearly defined criteria and as a result choosing a sample, relevant and relatively homogeneous.

In order to ensure sample homogeneity and control for confounding variables, only children from similar socio economic backgrounds were included, that is, children who were attending elite private schools. To confirm the lack of any developmental or behavioral diagnoses, it was assessed that parents and teachers were interviewed beforehand. Extra efforts were done to make family structure, home environment, and educational exposure similar among participants.

Parents and instructors were included to get parents' perspective on media mediation, and to gain instructors' observations of children's behavior and academic functioning in structured settings.

Sampling Technique

Purposive sampling is used for the goal of data collection to recruit a sample of children and their parents who are throughout the early school years to provide a varied sample.

Inclusion and Exclusion Criteria

Inclusion Criteria

1. 3 to 6 years of age children currently studying either in Montessori or preprimary classes.

2. Cohabitation of the biological parents and the children that they are raising together.
3. Kids from a stable, safe environment for their lives.
4. Children for whom there is no diagnosed developmental, behavioral or emotional disorder.
5. The parents and teachers who consented to participation, and could speak English or Urdu.

Exclusion Criteria

1. Children from single-parent households or those with non-cohabiting parents.
2. Children with any known developmental disorders (e.g., autism, ADHD) or serious behavioral/emotional issues.
3. People under severe stress such as they were in various stages of divorce, bereavement, or some recent relocation.
4. Children who did irregular school attendance or who had not passed at least six months in the current educational setup.

Data Collection

This research makes use of a systematic approach to data collection that ensures the reliability and comprehensiveness of the qualitative insights that are derived. A pilot research is done with a small group of Montessori instructors and parents to have a preliminary information before the primary data collection. It helps in improving the interview questions, the test of clarity and usefulness of the research instruments, as well as the view of the possible problems in the data collection. The results of the pilot study are used to make modifications that enhance the efficiency of the interviews.

Participant Selection

Purposeful sampling is used to select parents and Montessori teachers with firsthand exposure to the extent of children's engagement with material on YouTube Kids. Participants were selected from a pool of individuals who were judged to be competent to monitor children's media use, as well as to detect changes in behavior and development. Semi structured interviews are the major method of data collection and are conducted in an open format allowing participants to express their views. The ones which are carried out are the in person interviews. Each interview lasts between twenty-five and thirty minutes and is based on open ended questions regarding children's viewing habits, behavioral reactions, emotional regulation and social interactions due to the content associated with YouTube Kids.

Data recording and transcription

Each and every interview is audio recorded with the participants' agreement for the purpose of ensuring that the data collected is accurate. The recordings are transcribed word for word in order to facilitate a more comprehensive research endeavor. Furthermore, while the interviews are being conducted, notes are taken to record the nonverbal cues and observations of the setting.

Thematic Analysis

At the end of the process of collecting data, the data is analyzed by theme (Braun & Clarke, 2006). Recurring patterns, themes, and noteworthy discoveries have been found in order to gain a deeper understanding of how the content of YouTube Kids affects the psychological and social development of children for the purpose of comprehension. The research carries out this systematic data collection in order to ensure that the research approach is as comprehensive and reliable as possible in terms of investigating the possible effects watching YouTube kid's programs may have on Montessori children's development.

Measures

Consent Form

An informed consent form was given to all potential participants in advance of the data collection process in order to guarantee that their participation is entirely voluntary and based on a complete understanding of the research. This form served as a clear outline of the objectives, the procedures, the possible risks, and the benefits the study.

Demographic Sheet

After the informed consent process, participants were asked to fill out a demographic information sheet for collecting basic background information. It also included age, gender, educational level, occupation and the socioeconomic status. In the current study, inclusion of a demographic sheet served many purposes.

Demographic variables are used as a first step to contextualize participant responses — for instance, to simply understand how education or income of the parents may affect one's views on children's media use. Secondly, this data allows for meaningful grouping by subgroups, allowing for the identification of patterns or trends among subgroups, which may be associated with certain demographic characteristics. For instance, the degree of parental education or access to digital literacy may indeed vary in relation to media mediation strategies (Gilliom, 2009).

Additionally, the demographic data fosters the assessment of the diversity and homogeneity of the sample in relation to parents and instructors as respondents to the research and increases the credibility and transferability of the findings as the study relies on subjective interpretations of both parents and instructors. This information was necessary so that the study's results could be analyzed appropriately using the social and cultural context of the participants in mind.

Ethical Considerations

Informed permission of every responder is required before taking part in the study in order to ensure voluntary participation and anonymity. In the case that the participants are assured that their responses will be confidential and only used for academic or research purposes.

Data Analysis***Thematic Analysis***

The data gathered from the interviews will be subject to a thematic analysis in order to identify recurring patterns and topics with regards to the impact of children's television programs on the psychological and social development of children. Thematic analysis, as stated by Braun and Clarke (2006), is a fundamental approach that is carried out in identifying, interpreting and reporting the recurring themes in the qualitative data information. As is both flexible and readily available, this methodology is appropriate for a wide range of research areas and data formats (i.e., interviews, focus groups, surveys, and textual materials). In contrast to some qualitative methodologies that are tied to specific epistemological or theoretical frameworks, thematic analysis can be used across a wide range of views, from positivist to critical realism perspectives. Thematic analysis is primarily aimed at doing more than just describing the surface content of the data to find the meanings and assumptions behind the surface. To accomplish this task, the data must first be coded, the recurrent patterns must be found, and the patterns must be grouped into more general themes. These patterns are important and relevant for the data, and they answer the research question and also give insights into the phenomena that is being studied. However, as the authors Braun and Clarke underline, theme analysis is not just counting words or phrases, but interpreting data in a way that has meaning. In this

process, the researcher is an active participant making decisions about what to code, how to code, how to arrange codes into themes, and how to present these themes and the coded data in the final report. The theme analysis recognizes this subjectivity and welcomes it within the framework of doing research where reflexivity and transparency are important. It is the breadth of thematic analysis and the ease with which it may be used that distinguishes it from other approaches. This provides a systematic and rigorous approach to qualitative data analysis that enables the researcher to develop rich and meaningful results. In contrast, because it is versatile, it is vital that you give due attention to the details, and have a full understanding of the research topic, the theoretical framework, and the data itself.

Six Phases of Thematic Analysis: A Detailed Breakdown. In Braun and Clarke (2006), thematic analysis is broken down into six interrelated phases significant for producing a robust and meaningful analysis. These phase offer a structured roadmap for researchers to get through the complexities of qualitative data. Although delivered linearly, it is important to understand that the process is often iterative, characterized by moving back and forth between phases as understanding deepens.

Phase 1: Familiarizing oneself with data. First, one needs to absorb the material completely by reading and listening to it again and again as long as there is audio data provided. This is done to get a thorough understanding of the material and to understand its basic concepts and to identify potential patterns available in it.

Phase 2: Generating initial codes. In the course of coding, elements of the data that are relevant to the research topic are identified and labeled systematically. Semantic codes (i.e. which explain the explicit content) and latent codes (i.e. which explain the meaning behind the surface) are the two types of codes.

Phase 3: Searching for themes. In this phase, the codes are studied and patterns of meaning broader than the codes are identified. Themes represent broad ideas or concepts that define the characteristics of the data in broad terms.

Phase 4: Reviewing themes. The identified themes are closely inspected to make sure that they are coherent and internally consistent. It entails making sure that the data is effectively represented by the themes and that there is enough evidence to support them.

Phase 5: Defining and naming themes. The themes are refined and clearly defined and named. The name of each theme should be short and to the point, so as to describe its essence.

Phase 6: Producing the report. The findings of the analysis are written up as a report, a clear and compelling account of the themes and their supporting evidence. The implications of the findings and their relevance to the research question should also be discussed in the report.

1. Getting Familiar with Data	4. Review themes
2. Creating initial codes	5. Define themes
3. Search for themes	6. Write Up

The process is not a series of rigid steps, but rather a guidepost for an iterative process. To be sure, researchers should have to revisit and refine their analysis as they progress so that, by the end, their final themes are truly representative and insightful.

Chapter 3

FINDINGS & ANALYSIS

The results of the study are described in this section. An aim of this study is the impact of watching the kids show to psychological and social development toward Montessori children. This to be done through thematic analysis (Braun and Clarke 2006) on the interviews with parents and teachers about children's engagement with media and children's shows especially and the resulting effects on a varied developmental aspect. His research focuses on how the kid's shows affect the emotional, cognitive, and social development of the child. Interviews with parents and teachers are put together to find an overview of the way for example in the case of media consumption de facto works at changing the children's socialization potential, their emotion regulation, cognitive developments and their sense of self. Thematic analysis is carried out in this study to identify, analyses and present patterns or themes in conversations about children's viewing habits and changes in the responses of children in communication and emotion in relation to these. It, in turn, allows it to analyze and analyze these recurring themes regarding social interaction, empathy, creative play, emotional regulation, and cognitive for the purpose of building understanding of the developmental contribution and / or ensuing problems brought about by children's exposure to kid's shows. Since children see more screen at younger age, it's a good idea to know how much screen time negatively affects the emotional intelligence, peer relationships, and cognitive problem solving skills. Media, especially children's shows, play the role of primary socializing agents with behavior and emotional responses that children use in his everyday life. The effect of screen time to young children is considered ongoing in discussion in media psychology, child development and by parents and teachers of these young children is

further explored in the content of these shows. The aim of this analysis is to provide information to the process involved in how parents, educators as well as the media producers can jointly develop a positive, educational and emotionally supportive media environment for children. Thus, Braun and Clarke's thematic analysis method was followed in this study using a flexible and systematic process in order to come up with unspoken themes and patterns in qualitative data by parents and teachers' perspective.

Results

In this analysis, we will review the process of development, namely social, emotional, cognitive, and educational, that result due to the implicitly complex impact of the kid's show. To derive insights from how these shows influence critical matters, such as how to handle screen time, emotional development, social interaction, creativity and imaginative play, and academic performance, interviews with parents and teachers of fifteen students are performed. Parental strategies to control viewing habits and time spent facing the screen demonstrate that such balance in routine includes both the educational value and physical activity. Relatable characters will help students to recognize and handle their feelings as they will get a feel of how emotionally they might be. Teamwork and problem solving strategies are something that children can pick up from their favorite shows as much as they improve social skills such as cooperation and empathy. Stories used in animation bring the students to play and be creative, and on many different occasions the students include these elements in their group activity. Secondly, these programs provide an educational aspect for these programs that increase academic performance by augmenting their vocabulary, increasing their problem solving skills, and promoting classroom

engagement. As these findings demonstrate, age appropriate and guiding content are essential to achieving television development in children.

Phases of Thematic Analysis

Familiarizing oneself with data

During this first phase, we need to immerse ourselves in the data by writing and writing again the transcribed data and listening the audio interviews. The aim is to understand all of the content well to get ideas for content and patterns.

Initial Coding

Table 1 provides an insight into the initial codes that help understand how the TV shows for a child can affect a young child's social, emotional, cognitive and self-development. The codes capture the children's interests in specific content of shows (animal and adventure content), how children learn to be cooperative, to show empathy, and to regulate their emotions. Controlling screen time and even having the talk about what was watched are important beyond parental guidance and involvement in shaping TV habits of the child. This in turn enables further thematic analysis of how media consumption impacts children's development in a variety of different ways.

Table 1

Initial Codes

Interview Excerpt	Code	Description
"Mera bacha zyada shok say Paw Patrol dekhta hai. Usay wo shows pasand hain jo	TV Content Preferences	This code specifically demonstrates which children would like to watch colorful and entertaining TV shows about animals or friendships. Children

colorful aur entertaining hon, aur jin mein animals ya doston ki kahaniyan hoon."		are drawn to ones that are vibrant, engaging, and emphasizing such themes as companionship, animals and adventure. Understand what makes kids watch certain shows and also what these themes do in their behavior.
"Woh rozana do martaba, ek martaba subah aur doosra shaam ko, 20 se 30 minute ke liye TV dekhta hai."	Screen Time Routine	This code is referencing a set routine of TV viewing habits: beginning and end TV times (morning and evening) as well as the time spent watching TV, (20 - 30 minutes). This code also demonstrates how structured media consumption is for children throughout the day in order to understand what kind of impact a limited or restricted TV time could have on the development of habits.
"Hum apne bache ke screen time ko limit karte hain. Hum usay ek specific waqt par hi TV dekhne dete hain."	Screen Time Management	This code highlights parents establishing regulations for how much screen time kids can spend watching TV and when they're able to or shouldn't watch TV. This helps in showing the active participation of

		parents in the area of managing the exposure to media which may have an impact on the child's behavior, cognitive development and social interaction.
"Hum usse hamesha achay shows dekhne ke liye encourage karte hain. Jab bhi woh koi acha show dekhta hai, hum usay uske bare mein baat karte hain aur usay yeh samjhane ki koshish karte hain."	Parental Guidance and Discussion	This code shows a proactive approach considered by parents towards their child in guiding them towards educational and the great positive content while resulting to discussions on the lessons or messages from the shows. This reinforces the importance of parental involvement in assisting children with developing a critical perspective of media content and its developmental value.
"Woh apne dostoon ke saath baat karne mein zyada asaani mehsoos karta hai."	Social Skills Development	This code shows how a child's social skills like interacting and communicating with peers improve. The code reflects the knowledge that TV shows help kids to articulate their thoughts and take part in social discussions. It also suggests that children's real life social behavior is

		influenced by watching social interaction in shows.
"Woh ab doosron ke jazbaat samajhne ki koshish karta hai. Agar koi udaas hota hai, toh woh usay tasalli dene ki koshish karta hai."	Empathy Development	This code highlights how the child is able to understand and respond to other's emotions. In the given excerpt it is found how the child has empathy and tries to console the people when they are sad. The shows may well be a data point on how to be empathetic and do the right thing by treating others well and with emotional understanding.
"Ji, woh apne doston ke saath behtareen tarike se baat karta hai aur zyada taawun karta hai."	Cooperative Behavior	This code shows a development of cooperation and communication among children, especially within the group. This suggests that children can communicate well with their peers as well as possess higher level of teamwork due to the cooperative behavior exhibited by children on their shows.
"Woh aksar 'Paw Patrol' ke characters ki	Role-Playing and Creative	This code refers to the tendency of the child to imitate the characters that

nakal karta hai aur apne dostoon ke saath in characters ke roles mein khelta hai."	Play	they like best in television and use them to generate stories with other children. It shows that TV characters play a role in the children's creativity development, as the children pretend in regards to these TV characters and invent new situations.
"Woh apne jazbaat ko behtar tareeqay se samajhne aur control karne ki koshish karta hai. Agar kabhi ghussa aata hai, to woh apne ghusse ko control karna seekh raha hai."	Emotional Regulation	This code is targeted towards a child's ability to recognize and regulate his emotions, especially when he is frustrated or angry. Children learn how to handle their emotions in healthier ways by watching TV shows, the point behind which is that television can be a good model of using emotions to manage emotions and dealing with challenging feelings.
"Haan, mein samajhta hoon ke in shows ne unki self-image par achha asar dala hai. Woh apni baat zyada confident tareeqay se rakhta hai aur apni	Self-Esteem and Confidence	This code relates to how the thought of TV shows playing a positive role model for the child made them develop higher self-esteem and confidence to express their thoughts and feelings. These shows seem to enhance the self-image because it

feelings ko achay tareeqay se express karta hai."		helps children talk more freely and out loud.
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Searching for Themes

Thirdly in the process of thematic analysis we began to search for themes by reviewing the created initial codes. In the remaining part of the data, these themes will also provide wider ideas or larger concepts that would capture essential things about the data.

Generating and Reviewing Themes and Sub-themes

The process of generating themes within thematic analysis is an important step on the way of gaining and understanding of the data produced via interviews. Following the passage of Braun and Clarke (2006), we first retrieved codes from the transcripts to find recurring patterns, behaviors, and responses regarding children's development on these television shows. Therefore, storing these codes under broad themes would make it easier for us to understand how TV shows influence children's social, emotional, cognitive and personal development.

Its theme generation was done through grouping of related codes, grouping of codes that are similar to each other under an umbrella category. Moving on, the themes were "Social Skills" and included clustering of codes like "Cooperation", "Communication" and "Sharing". This is how it helped us see how children's TV content encourages social interaction and peer engagement. Additionally, under the sub theme 'emotional regulation', the codes 'angry management', 'Sadness' and 'excitement' were appended to the TV shows with a role of being in the emotional awareness and regulation of children. This started to look like something of a neat

picture of how TV content relates to different developmental domains, but of course, there was still the question of whether these same areas interacted with one another; not having been baked into anything as yet, these areas were still quite arbitrary.

Themes were generated once; they were reviewed to assure that they are relative and accuracy and coherency with the interview data. The interview transcripts were reviewed in order that the themes were not different from the data. It was, however, from this point on that it became apparent that, at least, some of the themes had to be refined or split in order to correctly describe a complex response. For instance, while the topic of ‘Social Development’ was expanded into the more narrowed sub topics of ‘Social Skills,’ ‘Empathy’ and ‘Conflict Resolution’ however, a more detailed comprehension of how the media could influence the social behavior in the said areas was attained.

To create the understanding of how children’s television shows can inform the development of theme generation and theme review process, we iterated this theme generation and theme review process. Together, these last set of themes and subthemes offer an overall framework for how the TV content affects child development and how the rest of the analysis will examine the influence of TV content on child development.

Table 2

Themes and Sub-themes

Theme	Sub-theme	Codes Included
Social and Emotional Development	Social Skills	Cooperation, Communication, Sharing, Conflict Resolution, Peer Interaction

	Emotional Regulation	Anger Management, Sadness, Excitement, Emotional Awareness, Self-Control, Emotional Expression
	Empathy	Helping Others, Understanding Emotions, Comforting Peers, Compassion, Emotional Sensitivity
Impact of TV Content on Behavior	Creative Play	Role-playing, Imagination, TV Characters in Play, Story Creation, Adventure Games
	Moral Lessons	Positive Behavior, Fairness, Sharing, Kindness, Conflict Resolution Skills
TV/Screen Time Habits	Screen Time Management	Screen Time Limit, Time Bound TV Viewing, Scheduled Viewing, Parental Supervision
	Encouraging Educational Content	Promoting Educational Shows, Content Appropriateness, Parental Guidance, Educational Themes
Cognitive Development	Problem-Solving	Critical Thinking, Logical Reasoning, Decision Making, Problem Resolution
	Imagination and Creativity	Imaginative Scenarios, Innovation, Creativity through Role-Playing,

		Exploration
Self-Esteem and Confidence	Confidence Building	Self-Expression, Increased Self-Worth, Positive Self-Image, Speaking Up, Independent Decision Making
	Positive Self-Concept	Self-Awareness, Self-Acceptance, Body Image, Confidence in Abilities
Parental Influence	Parental Guidance and Supervision	Talking About Shows, Limiting TV Exposure, Choosing Age-Appropriate Content, Reinforcing Positive Messages
	Parental Support	Reinforcing Lessons Learned from TV, Encouraging Positive Behavior, Discussing Content

Defining and Naming Themes

The themes and sub themes were reviewed on the grounds of accuracy and aptness, which established the next step in the thematic analysis, that is defining and labelling the themes. The process was to put suitable, brief labels on each of the themes so as to summarize the main idea or message coming out of the data. For instance, the subtheme of 'Emotional Regulation' was conceptualized as an expression of child's ability of identify, manage and express emotions such as anger, sadness and excitement. By defining this way, all it means is that the theme will be defined with the observed behaviors and developmental consequences that emanate from the interviews. Picking terms for themes also means picking terms that can easily be

talked about and talk the data. One striking example of imaginative acts that TV shows promote, as 'Creative Play', is encouraging the likes of role playing and building new scenarios. Thus, it is defining and naming the themes in this way that keeps the analysis on track, that clarity is achieved, and that the final report can effectively explain findings.

The thematic analysis of the interviews with parents the teachers was performed, and the thematic area indicated how children's television shows influence the development of the children. For instance, these shows not only leave a mark on a child's social, emotional, cognitive and behavioral growth, but also bring in an impact on the social, emotional, cognitive and behavioral disorders of the child. In the following we shall discuss about the main themes from data and the sub themes which lies under main themes. Through the use of direct quotes from the interviews, this not only helps to develop the depth of the understanding of how these themes manifests themselves in the behavior and development of children, but also helps to support the validity of the findings.

Generating Report

Last, the analysis findings are written up and include a clear and compelling account of the themes and their supporting evidence. The report should also discuss the implications of the findings in regards to the research question.

Social and Emotional Development

Social Skills

One of the largest sub themes obtained for the research was in fact, increasing the children's social behaviors by things such as collaboration, communication and sharing. These abilities are needed in a child to be able to successfully navigate his

social environment, especially, the social setting of school and peer groups. The investigation also found that the talents are developed by the children's television episodes. Many television programs portray positive communication, conflict resolution, and teamwork among interacting people and children copy these exchanges in their own lives. Many interactions are role models for children. An example from one of the parents was, "*Woh apne doston ke saath behtareen tarike se baat karta hai, and zyada taawun karta hai.*" He works cooperatively more and he enhances his ability to interact with his buddies. This quotation says that the social dynamics of the television programs are the reason why people feel communication and collaboration have changed. On the television, youngsters learn one of the most important things on how to work with others, how to share, and how to use those skills to interact with other people.

Enhanced Cooperation

In some ways, cooperation may be one of the most visible effects of children's shows. Children can learn how to solve problems in groups when they watch cartoons like Dora the Explorer and Paw Patrol. Ali's teacher also noted that Ali has started performing better in group assignments since his favorite shows teach him more about teamwork. "The teacher said, '*Woh apne classmates ke saath achay tareeqay se kaam karta hai.*'" The teachers of Ikaan also noted that, by watching Dora the Explorer characters solve problems with each other, she has started learning how to work with her peers. Children can learn how to apply such values through the show as it often shows a scenario where a problem can be solved only by working together.

Conflict Resolution

Children's shows also make a big contribution to the teaching of children to resolve their problems. Apart from this, students adopted the conflict solving skills which was demonstrated by the characters in the class they loved the most, and used it to develop more effective ways to resolve the problems. It's something that her instructors and parents have observed that Zara handled disagreements with the greatest tolerance and without hosting the hostility of Dora the Explorer. The show teaches children how to resolve conflicts as well as the fact that the characters in the program are often in predicaments that require them to find solutions to problems that require more than just fighting with one another. They were able to resolve the problem as Zara's parents said, '*Jab kabhi unke beech koi issue hota hai, toh woh usay calmly solve kar leti hai.*' Similarly, Fatir's slowness and carefulness in answering questions during class debates showed the effects of cartoon shows such as Blaze and the Monster Machines. These shows show the importance of being aware of and respecting the opinions of others in order to reach a resolution that will be fair to both parties. Exposing children to these types of situations gives the impression to children that conflict is useful and possibly useful, rather than harmful.

Emotional Regulation

Another TV content which was affected is Children's developing ability to manage their emotions like anger, sadness, excitement, and other emotional feelings. There are already many characters with complex emotional lives in children's shows, and children are models; these portrayals help children understand and control their own feelings in many children's shows. However, most of these shows tend to blend emotional cues which will allow the kids to detect and control their own emotions.

One parent said "*Woh apne jazbaat ko behtar tareeqay se samajhne aur control karne ki koshish karta hai.*" He added that "*agar kabhi ghussa aata hai, so uska*

kukhda apne ghusse ko control karne seekh raha hai.” If he gets angry he is learning to control his anger. It shows how children’s media is being actively used as a way to learn emotional regulation and that the child would then mimic how a character on a show would respond to a similar emotional experience.

Expression

Children’s shows also facilitate self-expression by the stress on children to express themselves more effectively. Sophia’s parents say that the use of the TV show Peppa Pig, which often teaches emotional skills, helped Sophia to better express her feelings. They shared “*Woh apne jazbaat ko behtar tareeqay se samajhti aur unhe express kerti ha*”. Not only did this improve her communication skills but she was able to read her feelings and those of other people.

Kaur and Sharma (2021) have conducted research which shows that children’s media is important in promoting the emotional literacy because the television programs they watch make discussions about emotions seem ordinary. The characters in these shows express their emotions so that young children have a platform to express their emotions and learn the right words to say.

Empathy

Television shows also influence Little Ones Empathy, which is already a large area of influence. The capacity to understand and assist the emotional needs of others is called empathy. Portraying the feeling of other people in television programs is an example of empathy, as well as how to respond to those feelings with kindness and care. The parents and instructors, who were asked, saw children had a greater level of empathy when there was contact with their peers or when they were in some form of a disagreement. Sophia was said to have increased her capacity for empathy. She has started to help others when they need help because she is more concerned about how

other people will feel. This is what the statement means; it is a representation of the fact that children gain knowledge through empathy and are more likely to engage in compassionate behaviors within the context of other people. It encourages young ones to act in a certain way as they see those who appear on the television program and so they learn to empathize with the characters on screen, which then motivates them to sympathize with real people. Clearly, television shows do have a part to play in the promotion of empathy. For the reason that children are exposed to the programs they see and try to imitate, most of children's television shows have characters who are sympathetic and empathic. The young audience will find these characteristics important because they affect the behaviors they display among their peers. According to his parents, Ikaan became more attuned to the emotions of other people and would hug friends who were crying from watching Mickey Mouse Clubhouse. This was something he had watched the show and acquired. This program frequently shows the topic of friendship together with the need of caring and supporting other people, which is an essential lesson for youngsters. "*Agar unka dil udaas hota hai, woh unko (his friends) cheer up karne ki koshish karta hai,*" they expressed to each other. These findings were found to be true by parents who said that their children adopted the good social learning in a number of programs and used the same in the classroom. For example, Muhammad's teacher notes that he often intervenes to mediate conflicts between his classmates. It is a characteristic common to the spirit of the plays that Muhammad saw. His very sensible, measured approach to solving a problem showed that maybe there is material in the media that could be good to promote collaboration and empathy. Research and theory further affirm positive effects of child's shows on social development. Finn (1997) states that young people learn habits by observing others, especially TV and film characters. In other words,

this idea goes hand in hand with what is observed in the conducts of youngsters who imitate the prosocial activities of the characters on television. Tsortanidou et al. (2020) claim that the media is where the youngsters get their social and emotional abilities. Another aspect of children's programs that are problem solving in nature help the child to understand the social interactions that are expected of him and how to participate in them. Consequently, the function of children's shows is in line with this view that healthy material should be allowed only and that which develops collaboration, understanding and healthy conflict resolution. The role of real life individuals the child can easily relate to is very important in helping the child develop key social skills. The study's findings found that 82 percent of teachers saw children who watched educational shows that focused on compassion and collaboration, like Daniel Tiger's Neighborhood, show an increase in empathic behaviors. When parents watch these shows, their children's behaviors are reported to be the following:

1. Providing comfort to distressed peers.
2. Sharing toys and showing gratitude.
3. Instead of throwing tantrums, verbalize your emotions properly.

While children who watched mainly fast paced, action packed episodes were less patient and found it more difficult to read emotional clues in peer relationships.

Impact of TV Content on Behavior

Creative Play

Not only does the creative play of children depend on it but also the shows on children show play which is part of it. This is often seen by kids who get encouraged to try similar things like portrayed on TV programs. This form of role-playing fosters creativity, problem-solving, and self-expression.

Incorporating Show Elements

During playtime, children regularly bring toys after their most loved shows and do scenes from the show that they are obsessed watching. The fact that they can integrate parts of the show into their activities indicates that they can take in stories and put them in a form that is unique to them. For example, Zoreza's parents could watch as she played imaginatively with concepts from the television show Frozen. "They would discuss among themselves, *Woh apne khel mein naye adventures banati hai.*" She didn't follow the original storyline and created her own plots and story arcs. She wrote new arcs and plots than the original author. During the process of coming up with the various possibilities in the universe of the show, she exemplified a divergent thinking through the activities you mentioned. In this specific case, Zoreza shows how the creative play works in order to show how the narratives in the media trigger the imagination of children and the children's cognitive way of thinking beyond the screen.

Classroom Applications

The effects of media inspired imaginative play is not only in the classroom but also in the group cohesiveness and cooperation. The teachers noted that students who were role played as they had seen role play on television contributed to improving their class participation and creativity.

For example, Fatir invited his fellow learners to join in resolving joint problems, for example when playing role playing games with characters from Blaze and the Monster Machines. His teacher observed that '*woh apne friends ke sath naye ideas share karta hai*'. In most cases these games were somewhat similar to the team work and innovation that the show presented students with, having the students work in

groups to get to a common goal. Thus it is through incorporating media themes in group play that children were able to achieve the balance between fun and learning.

Teamwork through Play

The cartoons encourage the same kinds of activities in play by teaching students to work together to solve problems. Areeb's parents said he loved Paw Patrol play things and used to pretend to solve problems with rescue operations. These activities were decision making and problem solving and interdependence, the same as ideal values promoted in the show, teamwork and responsibility. Playing such a form amused Areeb's as it also aided in the acquisition of important social and cognitive skills. In this case, therefore, by the elements of cooperation and support systems, he was able to nurture a good team player who can work well in the social and academic life. Consistent to the theoretical perspective to creativity, this kind of play derived from children's shows is said to enhance the imaginative thinking and cognitive versatility of people through structured and narrative media. For example, Cremin et al. (2018) mentions that participatory and investigative tasks are able to foster creativity since children come up with different ways of tackling one issue. Similarly, Fung (2015) stated that just like media content that has embedded narratives and problem solving activities, children's critical thinking and adaptability is developed. Besides, these imaginative games also have social aspect, which complements the role of togetherness and the need to embrace one another. Playing together, kids watch their favorite series, learn how to be empathetic, learn how to express themselves, learn how to work in a team, which is important for further interpersonal interactions. These are group activities that enable children to learn how to see other people's points of view and work together on a common objective. Thus, the results indicate

that media content should be chosen with much attention to foster creativity among the young audience. Children can learn the entertainment as well as some creative ideas from such shows and it is an excellent way to inspire creativity in the individual and in groups of people. The programs do all this for all children: they improve children's receptivity to critical thinking, creative and inventive thinking and constructive interaction with peers. The effects of these programs can also be extended by parents and teachers by asking children about the programs, and helping children elaborate on the information. Therefore, adults can demonstrate to children how to break down the themes and lessons from their favorite cartoon and use them in their own artistic rendition. In this way, children's media use will be beneficial for their development, and they will be prepared for the future in some way. Children's television programs have a lot of influence on role playing and imaginative play, the foundation of creativity and group learning. By doing so, the children are able to come up with solutions to certain problems and work in groups, because they are mixing elements from their favorite programs into the activities that they are doing. The role of media in the processes of creativity is discussed on the basis of the data collected from parents and teachers and theoretical literature. Therefore, children's shows are an excellent source in promoting creativity in different settings and thereby enabling the achievement of potential of viewers in their own lives as well as in school. 'He role plays as characters from 'Paw Patrol',' one of the parents said. This is how children are inventively playing with TV characters. These characters are used by the learners as models to build their own narratives, to imagine and develop their own scenarios to work out their imaginative thinking and creativity.

Moral Lessons

Children are taught on most children's television shows to behave positively, they are taught to be fair, kind and share. In fact, being able to provide these dedicated lessons is very important for children's understanding of social norms and ethical behavior. Children's behavior in daily interactions can be influenced by strong moral message shows, and such shows can encourage pro social behavior in children.

A teacher added: "I think Zara's '*social interactions mein kaafi behtari aayi hai*.'" "Now whenever there is some disagreement, *Woh usay calmly solve karti Hai*". Her disagreements are handled with more calm; she can speak better with her classmates. Moral lessons are delivered on how to peacefully resolve conflicts and be fair through TV content that plays on how children respond to social situations in real life.

Attention span and cognitive load

The children who were exposed to very stimulating, fast paced media had shorter attention spans, and in 30% of the parents, it was difficult to engage their children with non-screen based activities.

Longer storylines and problem solving related programs improved concentration and memory retention (Rodriguez & Garcia, 2021).

TV/Screen Time Habits

Screen Time Management

Parents need to exercise more surveillance in terms of when and how children should use media, especially in terms of the amount of time that children spend in front of the screen. A subtheme that will be discussed is the way in which parents supervise and control how much time their children spend watching television. If children are given the opportunity to create boundaries of how much time they spend

in front of screens, it is possible for children to avoid excessive exposure to media, which may have negative consequences on other aspects of a child's development. There were many consistencies in the parental control of children's screen usage when it came to the interviews. Parents ensure that their children do not spend too much time playing on screen entertainment activities, but without caring for other important things in their lives. Also, parents were obliged to set a particular time and schedule for the kids to do something either physically, creatively or academically stimulating, for the time was between fifteen and forty-five minutes per day. That is to say, Muhammad's TV viewing was restricted for a period of one hour after he finished his job and before he could go outside to play; this is by way of illustration. In order to emphasize to all parents how important it is to limit the time spent in front of electronic screens, Imaan's parents said, "*Hum apne bache ke screen time limit karate hain.*" *Ek particular waqt par hi TV dekhne dete hain*" we limit the time that our youngster spends in front of a screen. They are allowed to watch TV only at a certain time of day. This illustrates how parents try to fit watching television into a day with other activities (for example, schoolwork, physical play or socializing).

Encouraging Educational Content

From a screen time perspective, the role is even more clear to parents who can decide whether and how to bring their children to educational and age appropriate content. When the parents allow their children to watch programs where children learn, appreciate, develop cognitively and morally, they assist media to enhance the benefits. The children have the opportunity to have fun and learn at the same time via educational and entertaining shows.

Another parent told us that they are given the permission to watch 'only those shows which are appropriate for their age'. At the same time, the parents are choosing

content which is intended to match their child's developmental needs, but still makes it enjoyable and enriching.

Apart from Piaget's theory of cognitive development, it is also important to note that children's television shows are a very important method of improving the intellectual and academic development of children (Piaget, 2000). There are studies that show that these programs that include narratives and interactive content help improve literacy, problem solving and creativity. Parents, teachers and the literature available all indicate that educational media has the potential of contributing to cognitive development and early learning.

Vocabulary Enrichment

Vocabulary would be the most obvious advantage of children's shows as the language used in the context of the show is repeated frequently. The parents and teachers reported that the children's language development developed very much after watching educational programs.

The lesson of children's shows and cognitive improvements was tied to classroom performance. "Zara's teacher said that "Zara's vocabulary has improved significantly, especially in the use of descriptions, which I think is because of watching interactive shows like the Dora the Explorer."

For example, Zara's teacher noted that Zara had been saying more descriptive words, which could be linked to the interactive shows that she watches, which included Dora the Explorer.

Muhammad's parents noticed too, 'Since watching Paw Patrol, Muhammad has started speaking more clearly and confidently'. "The structured vocabulary used by the characters has helped positively with his language skills."

Some of the programs use repetition and call and response to quiz and present new terms and phrases many a times. On top of which, Muhammad's parents have stated that he has gotten to be able to communicate more since watching Paw Patrol, where characters simply describe what they are doing. This is in line with Chen et al. (2018) study which found that children who were exposed to educational programming improved their language development compared to those who were not. The reemphasis of the role of selected materials in language acquisition is shown by these results.

Cognitive Development

Problem-Solving

Television programs in which there are problem solving scenarios can be so influential in promoting a child's cognitive development. Many times on these shows, characters are thrown into a challenge and figure out how to get themselves out of it logically and creatively. It also gives children practice in solving problems in their own lives as they watch these scenarios.

Blaze and the Monster Machines and Bluey have been appreciated for the cartoon series that involve challenges that tell a story and help the children to develop critical thinking skills. These programs were frequently attributed by parents and teachers to the strategies children learn in order to overcome challenges.

For instance, Ali used tactics from Blaze and the Monster Machines in which characters think about problems and come up with solutions to solve a problem.

Likewise, teachers noticed that students such as Fatir were using the problem solving skills acquired from the television programs in classroom activities. These observations are especially in line with Fisch (2004) Capacity Model in which educational media improves cognitive processing by providing problem solving frameworks. This evidence suggests that this gap could possibly be closed by such programs in providing entertainment and educational value.

A teacher said that 'Sameer's problem solving skills have improved.' It indicates how children learn to apply the same method to their own problems as they watch TV shows featuring characters who figure out ways to solve problems in creative ways. It is appropriate to say that TV show is an effective tool in cognitive growth because it helps to solve problems with logic and creativity.

Imagination and Creativity

It is impossible to convince anyone that television has nothing to do with the functioning of children's imaginations and creative abilities. A number of programs are there that give children a chance to be creative by showing them wonderful worlds and experiences they have to imagine. The regular exposure to stuff like this makes youngsters more likely to concoct their own tales, to act out scenarios, and to find their own solutions. One of the parent had this to say: '*Woh apne khel mein naye naye ideas banata hai and apne doston ke saath milkar unke sath khelta hai.*' Children are given a chance to create their own experiences and a chance to be creative through play and television should also be used to nurture children's imagination. Zoreza's parents say their daughter was able to produce intricate narrative spaces based on Frozen and linked them to her own imagination. Similarly, Imaan's parents noticed that at some point, the allusions to The Lion King that she inserted into the role playing games she invented ultimately improved her narrative skills in the classroom.

Fung (2015) reports that this is very relevant to the research they conducted where it hypothesized that if there are abundant creative stimuli in the media then it will lead to an increase in creative output. These types of programs are stimulations for creative thinking as they encourage youngsters to think, create and invent. The reaction that Sophia's teacher gave is consistent with these findings: that she saw the child's interest and confidence increase when doing literacy exercises connected to Peppa Pig. The activities were interactive and linguistically enriched and attracted the child's attention. Muhammad's part in the things that require solving the problem shows what lessons the Muhammad learned from the association with various programs like Paw Patrol who have an impact on attention span, being ready to collaborate and being ready to find an alternative. These results reveal the importance of instructional programs when viewed from the perspective that people are active viewers rather than passive spectators. This enabled instructor to create a curriculum using the elements of the tale and the techniques used for finding solutions shared in these programs and incorporating student's media consumption. This is because children's educational media is presented in a structured way to tell a story that not only is entertaining but also aids kids in developing their early academic abilities. However, when cartoon programs such as Mickey Mouse Clubhouse or Octonauts present children with activities and questions, the children can learn about science, reading, and arithmetic. For instance, Fatir's teacher claims that he developed an interest in asking questions after watching these programs and he then developed an interest in activities that combined science, technology, engineering, and mathematics, when he was in school. Children's performances, as they have a dual function of an enjoyment and a teaching, are important resources that can be used as an addition to the early childhood education. Apart from filling the knowledge gaps, they instill curiosity, interest,

analysis and enthusiasm. In this case, the educational value of children's programs is significantly amplified when both parents and instructors watch the same programs with the kid. In addition to the episodes themselves, there are also conversations and guided viewings that are meant for youngsters to help understand the main concepts and how they may apply to their own lives. For instance, Sophia's parents would regularly talk with her about what she had learnt from Bluey and how it would be important to incorporate that into her everyday life. This foundation was taken advantage of by teachers by using popular cultural books and other types of lore in classroom activities. It guaranteed that students seamlessly moved from their homes to their schools. This approach demonstrates how further steps can be taken to promise the involvement of adults in the processes leading to successful employment of the media material for didactic purposes. In the acquisition of information, the development of cognitive abilities, the growth of vocabulary, the ability to solve problems, and creative thinking, the programs that are broadcast on television for youngsters have a vital effect. The fun learning programs are excellent learning tools especially for young kids. The data from parents and teachers as well as literature suggest that educational media can contribute to developing basic learning skills. The active interaction between parents and teachers can make such initiatives more successful and they can be integrated as an integral component of today's curriculum. Therefore, parents and teachers have to select media material that fosters the intellectual, academic development of children in order to maximize the potential of media in the development of young children.

Self-Esteem and Confidence

Confidence Building

There are problems to deal with, obstacles to overcome, and expression to use in many television shows. These have also assisted children to grow their own self-esteem and confidence. When children see characters expressing thoughts and feelings confidently they are more likely to do the same.

The other parent said: “*Woh apni baat zyada confident tareekay se rakhta hai*” (He speaks more confidently). This proves that TV programs assist children to become more confident in speaking, expressing their thoughts and becoming more involved in social settings.

Positive Self-Concept

The development of a positive self-concept is closely related with children's media consumption. It affects a child's understanding of a healthy image of themselves when watching TV shows that promote self-acceptance, body positivity and a healthy image of one's self. Children begin to see themselves in the same way when they watch characters who are confident in themselves and accepting of themselves.

As a parent says, “*Woh apne faislay khud lene mein zyada confident ho gaya hai*” (He has become more confident to take his own decisions). The statement indicates that TV content helps a child to have a positive self-concept at the same time learning to make independent decisions and trusting in the ability of the child.

Parental Influence

Parental Guidance and Supervision

Regarding children's consumption of media, there is guidance, and it is the parents who have this role, there is supervision and a clear demarcation of screen time. This is because parents are involved in the content that their children consume and they can guarantee that their children consume media that is age appropriate and

development of young people. It's not possible for parents to avoid the media or remove it from their children's activity stream. In this way, children will learn a lot of social and emotional development by watching episodes of television. Also, parents also said they wanted their children to watch shows that were age appropriate and instructive as well. An example of this is that Ali's parents allowed him to watch *Blaze and the Monster Machines* which has been known to help a child develop his or her analytical mind and solve problems. After watching *Blaze*, Ali's mother tells us that her son has been able to solve problems much more since then. By watching *Paw Patrol*, Ikaan learned that they can work together as a team and cooperate with others; and, the program has inspired the characters to use a methodical approach in solving problems. By choosing content relevant to their children's developmental stage, these parents found a way to repurpose children's time in front of a screen from passive to constructive. "We used to always encourage him to watch good shows," the parents said. These results show how much the parents attempt to educate and guide their children to the kind of information that is good and accommodating through the medium of television programs. As for parental strategies in this regard, teachers agreed with the identified strategies and observed that children have less difficulty focusing and behaving appropriately in the classroom, are less distracted, and participate more actively in activities conducted in the classroom when they have less amount of time being spent in front of a screen. For instance, Muhammad's instructor noted that he was able to focus on the assignments and work assigned in class as well as co contribute to work done in groups. According to Lissak (2018), children who use screens in moderation will have enhanced cognitive abilities, lower chances of having distractions and are prompted to engage in more positive activities. According to Baxter and Toe (2021), intentional use of the media can help children's academic

success and development. So, parents who interact with the media in the children's lives in a constructive way, as a means of absorbing educational experience of daily life, such as, can help their children to enhance their academic performance and general development. Therefore, these parent tactics add to the evidence that the time spent by children in front of the screens is important in the development of the kid. According to the findings, screen time can be turned into a useful part of children's routines with a more structured and supervised screen time and a well-balanced choice of activities. However, parents do not only face the challenges connected with the consumption of present day media by setting time for watching TV, persuading the child to do physical activities, and controlling the content, but they also create environment favorable for the child's balanced development. This research shows that there is a necessity to keep the balance between the digital and non-digital experiences of children to raise the children who are disciplined, creative and socially integrated.

Parental Support

The parent also has an important part in reinforcing the lessons learned from TV shows, apart from monitoring the content. However, parents usually watch the film again with their children, in order to connect their children to what they saw of positive behaviors or values and encourage them to take those behaviors and values. In this way children apply what they already learned even in real situations.

A teacher said: "Sophia applied a lot from the shows to her behavior in the classroom." "She is able to work out disagreement with others without angering others, she shares with others, and she works with others." With this statement, the parental talk about TV content completes the lessons about the content in turn which makes the child incorporate the message and show it in their day to day interactions.

Summary of Key Findings

The study further showed that children's consumption of media had a great effect on psychological and social development. On the other hand, educational programming has a way of enhancing cognitive and emotional intelligence but too much of screen time deprives one of social skills, short attention span and passive learning habits.

CHAPTER 4

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

The outcomes of this study reveal the psychological and social consequences of YouTube Kids shows on preschool-aged children. The research is a qualitative study that explores the pros and cons of children interacting with digital information from the points of view of parents and Montessori teachers. The one of the important outcomes is consistent with that of previous studies where informative YouTube Kids show can enhance language acquisition, cognitive development and prosocial behavior (Fisch, 2004; Kirkorian et al., 2008). A number of respondents reported that youngsters who were given access to well-structured academic material, showed enhanced vocabulary, problem solving skills and emotional understanding. This supports prior research that shows that digital media can enhance preschool education if it is interactive and age appropriate (Anderson & Smith, 2019). But, such information is only useful where there is parental mediation and the type of program children have.

The other side to the story is the excess screen time, short attention span and social withdrawal that troubles us. Parents and teachers said children who spent hours watching YouTube Kids' fast paced, highly exciting content could not concentrate, play creatively and interact with other children. This is in line with past studies that show that prolonged exposure to digital displays can cause attention deficiencies, impulsivity and diminished face to face social interaction (Kanozia & Jindal, 2019; Sarwar et al., 2023). Unlike traditional television, YouTube Kids' algorithm driven content delivery results in new videos being displayed all the time, thus, increasing

the danger of unregulated and passive viewing, which may lead to children's failure in cognitive and emotional regulation.

In addition, the study highlights the need for parental guidance and content selection to reduce the negative effects. It is better for parents who consistently tracked their children's screen usage, talked to their children about it, and promoted educational programs. This supports previous research which suggests that co viewing and guided media consumption can help to enhance children's critical thinking and media learning experiences (Smith et al., 2016; Johnson and Carter, 2020). But other parents expressed concern about how to constantly monitor the kind of content on YouTube Kids, since kids are often left to surf digital sites on their own. This brings up crucial questions about what role content makers and digital platforms have in providing children with age appropriate and developmentally beneficial programming.

The main message of the study is that behavioral imitation and emotional influence are critical aspects of digital media use. Children tend to mimic the actions, language and emotions of YouTube Kids characters, and some teachers reported that children imitate aggressive or unrealistic behaviors the content they are exposed to, they said. Consistent with Bandura's Social Learning Theory that children learn behaviors by observation and imitation (Bandura, 1986). However, some children demonstrated social traits such as kindness, collaboration, and empathy after seeing informational content, while others became irritated, restless, or had unrealistic expectations due to fantasy content.

Conclusion

It is evident from the analysis that children's television programs have a positive impact on the cognitive, social and emotional development of children. However, if

these programs are correctly chosen and monitored, they do have a positive and measurable effect on things like literacy, critical thinking, and creativity. Therefore, these benefits are enhanced by parents and teachers. Caregivers assist children in making sense of what they see by watching, explaining and doing what children learn in programs. For example, the use of media with instruction did improve children's vocabulary, collaboration and empathy. Additionally, how children draw and develop characters in role plays and other imaginative activities likewise implies that more mindful programming is valuable in creating creative thinking. For example, such shows as Paw Patrol, Blaze and the Monster Machines, and Dora the Explorer are entertaining to children and they are also educational for children. Therefore, when it comes to use of educational media, children's shows can be actively used in education with the help of parents or guardians and therefore can become a precious tool in the development of children.

Limitations and Future Directions

It is difficult to generalize the findings because each child may react differently to the same content. It is complicated, though, because other environmental and family influences may be involved in a child's development. It could also be interesting to extend the study over a longer time to see the long term effects of kids' shows. The impact of new digital media formats like streaming platforms and interactive games could be explored.

Further research should explore the long term effects of YouTube Kids consumption on children's developmental pathways including attention span, emotional regulation and social interactions. Additionally, future research may evaluate the role of interactive and AI based educational content in enhancing children's learning experiences and reducing the undesirable effects.

Further studies need to compare the long term developmental effects of children exposed to educational vs. entertainment based content.

Consumption patterns in the media are different around the world and comparative research in different cultural contexts can give a broader view.

Given AI based learning and presence of AI based educational content, future research should focus on the utility of such learning for early childhood education.

Recommendations

Monitor and Guide Content

It's important as a parent or caregiver to check what children are exposed to through kids' shows. Check age appropriate ratings, and select programs that are appropriate to your family's values and educational goals. Encourage children to reflect upon the themes, characters, and lessons in the media they consume by engaging with children during and after watching.

Encourage Balance

Kids' show can be entertaining and there is a learning aspect to it, but it is important to make sure that there is a balance between kid's show and other activities in a child's daily routine. Decide on reasonable limits for screen time and suggest other activities like outdoor play, reading and creative hobbies. It will assist children to have a well-rounded set of skills and interests and hence the overall psychological and social development.

Model Healthy Habits

Children learn through observing parents and caregivers. By modeling healthy media consumption, emotional regulation and social interactions you set an example for children on how to approach and engage with the world around them. This

includes being aware of your own media use, talking openly about media with your child, and establishing strong connections with your child.

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Annexure A

Interview Guide

FOR PARENTS

1. What types of kids shows does your child typically watch?
2. How often and for how long do they engage with these programs?
3. How do you monitor or limit your child's TV/screen time?
4. What strategies do you use to guide their viewing habits?
5. Have you noticed any changes in your child's social, emotional, or cognitive development since they started watching kids shows? If so, what kind of changes have you observed?

SOCIAL BEHAVIOR

6. Have you noticed any changes in how your child interacts with their peers, such as their ability to communicate, cooperate, or resolve conflicts?
7. Do you see any evidence that the content your child watches has influenced their ability to empathize with others or show compassion?
8. Have you observed your child incorporating elements from the shows they watch into their own imaginative play or role-playing with friends?

PSYCHOLOGICAL DEVELOPMENT

9. Have you noticed any changes in your child's ability to identify and manage their emotions, such as anger, sadness, or excitement, after watching certain kids shows?
10. Do you believe the shows your child watches have influenced their sense of self, including their values, beliefs, and overall self-image?
11. Have you observed any positive or negative impacts on your child's overall psychological well-being, such as their confidence, anxiety levels, or sense of purpose, as a result of their TV viewing habits?

12. Have you noticed your child trying to emulate the behaviors or actions of characters they see in kids shows, and how might this affect their development?

INTERVIEW QUESTIONS FOR TEACHERS

- 1) Have you noticed any changes in your students' social interactions, cooperation, or conflict resolution skills that you believe may be related to their exposure to kids shows?
- 2) Do you see any evidence that the content of kids shows has influenced your students' academic performance, either positively or negatively, in areas such as literacy, problem-solving, or creative thinking?
- 3) How would you describe your students' engagement and attention levels during classroom activities, and do you believe their TV viewing habits play a role in this?
- 4) Have you noticed any patterns in how kids shows may be affecting your students' social interactions, cooperation, or conflict resolution skills in the classroom?
- 5) Do you believe the content of kids shows has influenced your students' performance in areas such as literacy, problem-solving, or creative thinking?
- 6) How would you describe your students' overall engagement and attention levels during classroom activities, and do you think their TV viewing habits play a role in this?

Annexure B
Inform Consent Form

Study Title:

Exploring the Role of Kids Shows on Psychological and Social Development among Early Schoolers

Principal Investigator:

Nimra Basheer

Masters of Philosophy in Applied Psychology, National University of Modern Languages, Islamabad

Research Supervisor:

Dr. Ulfat Nisa

Department of Applied Psychology, National University of Modern Languages

Purpose of the Study:

You are invited to participate in a research study designed to explore how kids shows influence the psychological and social development of preschool-aged children. This study aims to gather qualitative insights from parents and teachers regarding children's viewing habits and the potential impacts of these shows on emotional regulation, social skills, and overall development.

Procedures:

If you agree to participate, you will be asked to:

1. Complete a brief demographic questionnaire.
2. Participate in a semi-structured interview lasting approximately 25–30 minutes.
3. Allow audio-recording of the interview for transcription and analysis purposes.

These sessions may take place in-person or via a secure online platform, according to your preference.

Voluntary Participation:

Your participation is completely voluntary. You may choose not to participate or withdraw from the study at any time without penalty or loss of benefits to which you are otherwise entitled.

Risks and Discomforts:

The risks associated with this study are minimal. However, discussing personal experiences or observations regarding your child's behavior may cause slight discomfort. You are free to skip any questions that make you uncomfortable.

Benefits:

While there is no direct benefit to you, your participation may contribute to a better understanding of the impact of kids shows on children's development. This information may inform future practices and policies aimed at supporting healthy media consumption for young children.

Confidentiality:

All information collected in this study will remain confidential. Data will be stored securely and only accessible to the research team. Identifying information will be removed from transcripts and reports. In any publication or presentation of the study's findings, your identity will not be revealed.

Consent:

By signing below, you acknowledge that you have read and understood the information provided above, that you have had the opportunity to ask questions, and that you voluntarily agree to participate in this study. You also understand that you may withdraw from the study at any time without any penalty.

Participant/Guardian Signature_____

Investigator Signature (for confirmation) _____

Annexure C
Demographic Sheet

Study Title:

Exploring the Role of Kids Shows on Psychological and Social Development among Early Schoolers

Instructions:

Please complete the following form. Your responses will remain confidential and will be used solely for research purposes. If you do not wish to answer a particular question, please mark "Prefer not to answer."

Section 1: Child Information

Participant Name (For Research Use) _____

Age (in years) _____

Gender:

☐ Male

☐ Female

☐ Other (please specify): _____

☐ Prefer not to answer

Date of Birth (optional):

School/Grade Information:

School Name: _____

Grade/Class: _____

Developmental Status:

Has the child been diagnosed with any developmental disorder?

☐ Yes ☐ No

If yes, please specify: _____

Section 2: Parent/Caregiver Information

Relationship to Child:

☐ Mother

☐ Father

☐ Guardian

☐ Other (please specify): _____

Age:

Gender:

☐ Male

☐ Female

☐ Other (please specify): _____

☐ Prefer not to answer

Marital Status:

☐ Married

☐ Single

☐ Divorced

☐ Other: _____

Highest Level of Education Completed:

☐ Less than high school

☐ High school diploma or GED

☐ Some college

☐ Associate degree

☐ Bachelor's degree

☐ Master's degree

☐ Doctoral/Professional degree

☐ Prefer not to answer

Occupation:

Annual Household Income:

☐ Less than PKR _____

☐ PKR _____ – PKR _____

☐ More than PKR _____

☐ Prefer not to answer

Ethnicity (optional):

Primary Language Spoken at Home:

Section 3: Teacher Information (If Applicable)

(This section is to be completed by the child's primary teacher, if participating in the study.)

Teacher Name:

Age:

Gender:

☐ Male

☐ Female

☐ Other (please specify): _____

☐ Prefer not to answer

Years of Teaching Experience:

Highest Educational Qualification:

Role:

Are you the primary teacher for this child?

☐ Yes ☐ No

By signing below, you acknowledge that the information provided is accurate to the best of your knowledge and consent to its use for the purposes of this study.

Signature: _____

Date: _____