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The role of video media in shaping behavior and learning in children: An early exposure perspective

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Abstract
In an era increasingly dominated by digital media, children are being introduced to screen-based content from a remarkably early age. While video media holds potential as an educational tool, concerns persist regarding its impact on early childhood development, particularly in the areas of behavior and learning. This research explores the influence of early video media exposure on the behavioral and learning profiles of typically developing children aged between 1.5 and 6 years. A cross-sectional, correlational research design was employed, utilizing responses from 130 parents through standardized instruments including the Digital Screen Exposure Questionnaire (DSEQ) and the Child Behavior Checklist (CBCL). The analysis revealed no statistically significant relationship between video media usage and either behavioral or learning outcomes. However, a weak but statistically meaningful correlation was identified between learning and behavior, suggesting a possible interdependence between these developmental domains. These results emphasize the importance of not only considering the quantity of screen exposure, but also evaluating the context, content, and parental involvement in media consumption. The study contributes to the growing body of literature advocating for responsible media use and calls for further research into additional mediating variables such as sleep, screen content, and caregiver-child interactions. The findings offer meaningful implications for parents, educators, clinicians, and policy developers aiming to support healthy early development in the digital age.

Keywords: Video media, learning, behavior, children

Introduction
In today's digital age, young children are growing up in environments saturated with media. From infancy, they are routinely exposed to a wide range of digital technologies, including smartphones, tablets, televisions, and computers. These devices have become deeply integrated into daily routines, often serving multiple purposes—from entertainment and communication to education and social interaction. Children now engage with both traditional forms of media, such as television, and newer, interactive platforms, including mobile applications and social media. Traditional media has long highlighted its potential influence on child development, with particular concerns linked to the duration and content of media exposure. More recently, the rapid rise in the use of digital and social media has prompted growing interest in its developmental implications. Studies have shown that digital media can offer several potential benefits, such as fostering early learning, providing access to diverse information, promoting social connectivity, and supporting health education [18, 23]. However, these benefits are counterbalanced by a range of risks, including negative impacts on sleep, attention, and emotional well-being, increased risk of obesity and depressive symptoms, exposure to inappropriate content, and concerns regarding data privacy [2]. A nuanced understanding of the impact of video media on children's learning and behavior necessitates a thorough examination of usage patterns, content nature, and mediating influences such as parenting styles and educational frameworks [20]. The effects of digital media on children have become a focal point for researchers, educators, and policymakers, who are trying to understand both the opportunities and risks that these technologies present [24].

Statistical Inference on Media Use in Young Children

Over the past decade, there has been a marked increase in screen-based media use among young children aged 0-5 years, with devices such as televisions, smartphones, and tablets becoming embedded in their daily routines [27]. A global study estimating the number of internet users revealed that children and adolescents below the age of 18 account for 1/3rd of internet users worldwide. This rise in digital media exposure has transformed how children interact with technology, using it not only for entertainment but increasingly as a tool for learning. As a result, family dynamics and communication patterns have also evolved in response to the growing presence of digital media [2]. During COVID-19 pandemic, particularly during lockdown periods, there is an increase trend in screen exposure, which intensified children's reliance on digital media for entertainment and social interaction [6]. Parents report that children are increasingly engaging with computers, smartphones, and gaming consoles [13]. While screen-based activities may offer developmental benefits—such as enhancing creativity and imaginative play—they are also associated with potential risks, including difficulties in maintaining attention and regulating emotions. Research suggests that newer forms of digital media, particularly touchscreen devices like tablets and smartphones, pose both opportunities and challenges for early childhood development, especially among children under the age of five. In response to these concerns, public health organizations have issued evidence-based guidelines regarding screen exposure in early childhood [27].

The World Health Organization (2019) suggests that children younger than five years should have their screen time restricted to a maximum of one hour daily, with no screen exposure recommended for infants under the age of one [30]. Likewise, the American Academy of Pediatrics discourages any screen time for children aged 18 to 24 months, except for video calls, and recommends limiting screen time to no more than one hour each day for kids aged 2 to 5 years [1].

Cognitive and Socioemotional Effects of Early Media Exposure

While current research does not show a clear connection between how much time children spend on different activities and the effects on them, many children today are often called “digital natives.” This means they have grown up using digital technology and are generally skilled with digital devices and media. However, even though they may seem confident with technology, studies show that many children still have low levels of media understanding. Risky online behavior is still common, and many children find it hard to use media in a healthy and balanced way as part of their everyday lives [29]. Despite official guidelines on screen exposure in early childhood, many children are introduced to screen-based media during infancy. By the time they reach preschool age, many exhibit well-established patterns and habits related to screen use. This early and frequent exposure is particularly concerning given that early childhood is characterized by critical periods of brain development. During this time, key cognitive abilities—such as focused attention, memory, and executive functioning—undergo rapid growth, and interactions with screen-based media can influence these developmental processes [27]. Moreover, screen exposure during early childhood may also influence socioemotional development, which progresses alongside cognitive growth. Emotion and cognition are interdependent systems that jointly contribute to attentional control, learning, and overall developmental outcomes [27]. Research suggests that the neural mechanisms supporting emotion regulation are closely tied to executive functions, indicating significant overlap between cognitive and socioemotional processing [5]. As a result, the areas of the brain that are engaged in cognitive functions may affect socioemotional outcomes, and the reverse may also be true [4]. Inter connectivity underscores the importance of a holistic approach when examining the developmental impact of screen-based media, integrating both cognitive and socioemotional perspectives [27].

Neuroplasticity, which refers to the brain's capacity to change both its structure and function based on experiences, is especially notable during early childhood [17]. Positive, enriching experiences can lead to neural changes that support learning and cognitive advancement, while negative or overstimulating media experiences may impede optimal cognitive development

Media's Role in Child Social Learning

According to Albert Bandura's (1977), children learn by observing and imitating the behaviors of others, particularly their primary caregivers [3]. Digital media presents a dual-edged sword when it comes to learning and cognitive development in young children [20]. Interactive educational content designed to promote critical thinking and problem-solving skills can indeed support cognitive development [7]. When utilized correctly, technology and media have the potential to improve children's cognitive and social skills [9]. Conversely, excessive and unmonitored screen time can lead to detrimental effects on attention spans and cognitive skills [26]. Furthermore, the nature of the content consumed plays a crucial role; educational programs can enhance learning and cognitive abilities, while exposure to violent or inappropriate content can have adverse effects [19]. However, parents may not always be aware that their children are modeling behaviors observed from digital media, which often serve as influential sources of social learning. The role of media in children's socialization, can support the development of abstract cognitive frameworks, such as narrative structures, while simultaneously influencing children's perceptions of appropriate social behavior. When children are exposed to exaggerated or socially inappropriate portrayals, research concerns how children form emotional or cognitive connections with media characters, often perceiving them as comparable to real-life individuals. Gaining a deeper understanding of this identification process may shed light on how children interpret and incorporate media experiences into their everyday social interactions [21]. The influence of social media on children's learning—both in school and at home—is increasingly evident. Excessive use of social media, often stemming from limited parental supervision, has been shown to reduce the effectiveness of learning time. Findings from the study emphasize that children between 6 to 12 years, social media use plays an important role in shaping learning habits and can negatively impact academic focus and performance [28].

Media and behavior

Additionally, children who had started using screens at an earlier age showed a higher likelihood of being in the high range for sensation seeking at 18 months. The findings suggest that early digital media exposure may have a noteworthy impact on sensory processing development in toddlers, leading to both sensory modulation and registration difficulties [8, 11]. As interactive media devices become increasingly integrated into young children's daily routines, excessive screen use can impede the development of emotion interpretation skills, promote aggressive behavior, and generally impair psychological health [20]. This aligns with the principles of displaced behavior, wherein the allure of immediate gratification from screen-based activities may overshadow engagement in activities that foster long-term development and well-being [16]. Consequently, the extended and repeated consumption of media content contributes to the gradual construction of individual worldviews and value systems, ultimately shaping enduring behavioral patterns [10]. Adaptive behavioral regulation, encompassing the ability to modulate actions and responses in accordance with varying situational demands, represents a critical facet of childhood development, exerting a direct influence on academic achievements and facilitating comprehensive social-emotional adaptation [20].

It is clear that video media holds a significant influence across diverse settings, with emerging trends shaped by the nature of the content and its sources. As children continue to be exposed to digital media, its impact on their social cognition and behavior becomes increasingly evident, highlighting the importance of mindful media consumption.

Study Justification

While these studies examine preschool-aged children broadly, there is limited focus on the nuances between very young children (ages 2-3) and older preschoolers (ages 5-6). Developmental differences within this range can influence how children process and imitate media content. Most study have drawn their data from the existing source for qualitative analysis or have failed to used standardised scale to measure the variable in study. There has been a significant rise in the use of digital media to engage children in learning. Numerous studies indicate that interactive video positively impacts children, primarily because they benefit from visual stimuli. However, few research suggests that prolonged exposure to videos can lead to dependency and behavioural issues over time, negatively affecting learning, thus to uncover the negative aspect of prolonged exposure, the study aims to explore the relationship between early exposure to video media on behaviour and learning in children.

Materials and Methodology

This study utilized a cross-sectional correlational research design to explore the influence of video media exposure on learning and behavioral outcomes in children aged 1.5 to 6 years. A convenience sampling method was employed to recruit participants, specifically targeting parents of children within the specified age group. Data were collected through both online surveys and in-person interviews to ensure broader accessibility and participation. The sample size was determined based on estimates from the parent study, with a minimum of 123 participants calculated by a statistician. Standardized tools were used for data collection, including the Digital Screen Exposure Questionnaire (DSEQ) to assess screen time and media-related behaviors, and the Child Behavior Checklist (CBCL 1.5-5) to evaluate externalizing behavioral concerns. The methodology was structured to align with the study's objectives, enabling an analysis of the relationship between video media exposure, learning, and behavior in early childhood.

Aim

To explore the relationship between early exposure to video media on behaviour and learning in children

Objectives

To examine early exposure of video media among typical children on behavioural and learning

Hypothesis

H1: There is no significant relationship between video media usage and behavioural change.

H2: There is no significant relationship between video media usage and learning.

H3: There is no significant relationship between video media exposure, behaviour change and learning.

Study Design

The research aimed to investigate the influence of video media on children's behavior and learning. A cross-sectional correlational design was employed to examine the associations between the key variables.

Sampling Procedure

Data were collected using a convenience sampling method, with responses obtained both through online platforms and in-person interviews. The sample size for this study was derived from the parent research project and calculated by a statistician, resulting in an estimated requirement of approximately 123 participants. The sample taken for the study consist of 130 parents of children age between 1.5-6 year form the south Indian population 47% of the participant are female and 53% of them are male.

$$n = \frac{Z^2_{\alpha/2} \cdot (p \times q)}{d^2}$$

$$P = 44\% = 0.44$$

$$d = 0.2 \times P = 0.2 \times 44 = 8.8\%$$

$$n = \frac{(1.96)^2 \cdot (44 \times 56)}{(8.8)^2}$$

$$n = \frac{3.84 \cdot 2464}{77.44}$$

$$n = \frac{9461.76}{77.44}$$

$$n = 122.18$$

$$n \approx 123$$

Inclusion criteria

1. The parents of children between 1.5-6years are taken part in the study.
2. The study sample will only include parents who have given their consent for the study are part of the research
3. Parents who are literate and has knowledge in English are part of the study.

Exclusion criteria

1. The children and parent who have any psychiatric condition are not part of the study.
2. Other country residents are not part of the study as it aims to implore the south Indian participant

Tools Used

Digital Screen Exposure Scale

Video media variable was assessed using the Digital Screen Exposure Scale, which evaluates both the duration of screen time and the media environment within the home. For this purpose, 27 relevant items were selected from a broader set of 86 questions. Each section of the scale demonstrates validated internal consistency. The tool is intended to detect children who have excessive screen time, defined as exceeding one hour per day, which aligns with the American Academy of Pediatrics recommendations of limiting daily screen exposure for young children to 1 hour [1]. Learning variable was assessed using the same scale, focusing on the Media Literacy domain as reported by parents. This domain comprises 12 items, each evaluated using a binary scoring system where a "yes" response earns 1 point and a "no" earns 0. A higher cumulative score indicates increased learning levels in the child, while lower scores point to limited learning. The Digital Screen Exposure Questionnaire (DSEQ) has shown to be highly reliable, with kappa statistics ranging from 0.52 to 1.0 and intra-class correlation coefficients between 0.62 and 0.99 (p<0.05). Additionally, robust internal consistency has been observed across three key areas: screen time and media environment (Cronbach's alpha = 0.82), media-related behavior (α = 0.74), and physical activity (α = 0.73) [14].

Child Behavior Checklist (CBCL)

To evaluate externalizing behavioral issues in young children, the Child Behavior Checklist (CBCL) for ages 1.5-5 was utilized. This instrument focuses on 24 items that specifically assess externalizing tendencies, drawn from a larger set of 99 behavioral indicators. The CBCL is a widely recognized and psychometrically sound tool, with test-retest reliability coefficients reported between 0.68 and 0.92, and inter-rater reliability values ranging from 0.48 to 0.67. Its construct validity has also been well established. Behavioral patterns are categorized into two broad groups: internalizing and externalizing. Internalizing behaviors, encompassing 36 items, reflect inward emotional struggles such as anxiety, emotional sensitivity, somatic complaints, and withdrawal. Externalizing behaviors, assessed through 24 items, focus on outwardly expressed issues such as hyperactivity and aggression. Additionally, a number of items that don't fit neatly into either category are included to provide a fuller picture of the child's behavioral functioning [15].

The classification of internalizing and externalizing behaviour problems on the basis of T-score is as follows:

T Scores	Per centiles	Categories
≤59	≤50th-82nd	Normal
60-63	83rd-90th	Border Line
≥64	≥91st-98th	Clinical Range

Ethical consideration

The participants were given informed consent after the study's debriefing. The researcher's educational background was disclosed to the participants. Individual data will be shared with participants upon request. No participant was pressured into taking part in the study through any form of coercion. There are no anticipated physical or psychological risks associated with this study. All ethical standards were adhered to.

Statistical Analysis

The sample was obtained from 130 participants and initially entered the collected data into an Excel spreadsheet. Incomplete data entries were identified and removed from the dataset, along with data that did not meet the predetermined inclusion and exclusion criteria, ensuring the integrity of the dataset. The data collected was transferred from Excel to SPSS (Statistical Package for the Social Sciences) software for further analysis. Frequency and percentage distributions were calculated for demographic variables such as gender and gadget exposure. Descriptive statistics provide a broad overview of the sample and help in understanding the distribution of variables. Spearmen correlation analyses were conducted to examine the relationship between video media, learning and behavior.

Results

The findings explore the associations between video media exposure, learning outcomes, and behavioral patterns in early childhood. Accordingly, this chapter aims to present the results derived from both statistical analyses and qualitative insights, addressing the core research questions and objectives of the study.

Sample Description

Table 1: Distribution of participants based on gender

Gender	Frequency	Percentage	Cumulative Percentage
		N=130	
Male	69	53.1%	53.1%
Female	61	46.9%	100.0%

Based on the sociodemographic data, out of 130 participants, 53.1% were male children, while 46.9% were female children. This indicates a slightly higher representation of male participants in the study sample, though the gender distribution remains relatively balanced overall.

Table 2: Distribution of participants based on the gadget owned at home

Gadget	Frequency	Percentage	Cumulative Percentage
N=130			
TV set	101	77.7%	77.7%
Computer/Laptop	56	43.1%	120.8%
Smartphone	116	89.2%	210.0%
Internet connection	81	62.3%	272.3%
Mobile phone (basic)	22	16.9%	289.2%

Note: Since participants could select more than one option, cumulative percentage exceeds 100%, which is expected in multiple-response data.

Above data presents the distribution of gadget ownership among participants. The results show that the most commonly owned device was the smartphone, reported by 89.2% of participants. This was followed by TV sets (77.7%), internet connections (62.3%), and computers/laptops (43.1%). A smaller proportion of participants (16.9%) reported owning a basic mobile phone. These findings suggest a high level of digital device access among the participants, particularly through smartphones and televisions

Table 3: Distribution of participants based on the frequency of Watching Tv

Category	Frequency	Percentage	Cumulative Percentage
N=130			
Never	19	14.6%	14.6%
Rarely	20	15.4%	30.0%
Seldom	38	29.2%	59.2%
Sometimes	32	24.6%	83.8%
Often	21	16.2%	100.0%

Based on the above table on TV watching frequency among child participants revealed varied patterns of engagement. A small portion of participants never watched TV (14.6%) or watched it rarely (15.4%). The largest group reported watching TV seldom (29.2%), followed by those who watched sometimes (24.6%). Only 16.2% of participants reported watching TV often. Overall, these findings suggest that while regular TV consumption exists among some children, the majority tend to watch it on an occasional or limited basis.

Table 4: Distribution of participants based on the frequency of Smart phone use

Category	Frequency	Percentage	Cumulative Percentage
N=130			
Never	28	21.5%	21.5%
Rarely	35	26.9%	48.5%
Sometimes	27	20.8%	69.2%
Seldom	25	19.2%	88.5%
Often	15	11.5%	100.0%

Based on the distribution of smartphone usage frequency among participants from the above pie chart represent, largest population, 26.9%, reported using smartphones 'rarely', followed by 21.5% who stated they 'never' use smartphones. These findings suggest that nearly half of the sample shows minimal or no engagement with smartphone technology. Apart from that 20.8% of respondents indicated that they 'sometimes' use smartphones, representing moderate use. 19.2% reported 'seldom' using smartphones, suggesting limited interaction with the device. The smallest proportion of participants, 11.5%, reported using smartphones 'often', indicating that frequent use is relatively uncommon in this sample

Descriptive statistics

Table 5: Shows the descriptive statistics of the variables

Variable	N	Minimum	Maximum	Mean	SD
Video	130	0.00	24.00	4.08	3.71
Behavior	130	0	48	12.25	10.93
Learning	130	2	11	4.86	2.49

Descriptive statistics were calculated to summarize the central tendencies and variability of three primary variables: Video exposure, Behavior scores, and Learning scores among a sample of 130 participants. The results are presented in Table 5. Participants reported a range of video exposure from 0 to 24 hours (M = 4.08, SD = 3.71). This indicates that, on average, individuals spent just over four hours engaging with video content, with a moderate level of variation in exposure levels. Behavior scores exhibited a broader range, from 0 to 48 (M = 12.25, SD = 10.93), suggesting considerable variability in behavioral outcomes across the sample. The high standard deviation relative to the mean indicates that participant responses were widely spread around the average. In contrast, learning scores ranged from 2 to 11 (M = 4.86, SD = 2.49), reflecting a more narrow distribution.

Table 6: Spearman's correlations between Video media and Behavior

Variable		Video	CBCL
Video	Correlation Coefficient	1.000	.130
	Sig. (2-tailed)		.139
	N	130	130
CBCL	Correlation Coefficient	.130	1.000
	Sig. (2-tailed)	.139	
	N	130	130

The Spearman's correlation analysis revealed a weak positive correlation between video media usage and behavioral change ($\rho = 0.130$, $p = 0.139$). Therefore, the data support the hypothesis, indicating no significant relationship between video media usage and behavioral change in this sample.

Table 7: Spearman's correlations between Video Media and Learning

Variable		Video	Learning
Video	Correlation Coefficient	1.000	.088
	Sig. (2-tailed)		.319
	N	130	130
Learning	Correlation Coefficient	.088	1.000
	Sig. (2-tailed)	.319	
	N	130	130

The above table depicts the relationship between video media usage and learning outcomes among 130 participants which was ($\rho = 0.088$, $p = 0.319$), indicating a very weak positive relationship between the two variables. Thus, the result was not statistically significant

Table 9: Spearman's correlations between Video media, learning and Behavior

Variable		Video	Learning	CBCL
Video	Correlation Coefficient	1.000	.088	.130
	Sig. (2-tailed)		.319	.139
	N	130	130	130
Learning	Correlation Coefficient	.088	1.000	.231**
	Sig. (2-tailed)	.319		.008
	N	130	130	130
CBCL	Correlation Coefficient	.130	.231**	1.000
	Sig. (2-tailed)	.139	.008	
	N	130	130	130
*. Correlation is significant at the 0.05 level (2-tailed).				

The correlation between video media usage and learning was very weak and non-significant (ρ = 0.088, p = 0.319), indicating no meaningful association. Similarly, the correlation between video media usage and behavior was also weak and not statistically significant (ρ = 0.130, p = 0.139). In contrast, the correlation between learning and behavioral functioning (CBCL) was moderate and statistically significant (ρ = 0.231, p = 0.008). This suggests that as learning difficulties increase, behavioral problems may also increase, or vice versa. Overall, the finding support the hypothesis that there is no significant relationship between video media exposure and either learning or behaviour change.

Discussion

The present study aimed to explore the role of video media on children's behavior and learning within a South Indian population. The research focused on a sample of 130 parents with children aged between 1.5 and 6 years. Data collection was carried out through an online survey form, which included a consent section detailing the study's objectives and clearly informing participants of their rights, including the freedom to withdraw from the study at any stage without any obligation. Upon obtaining consent, participants were asked to complete two standardized tools: The Digital Screen Exposure Scale and the Child Behavior Checklist (CBCL). Among the participants, 47% identified as female and 53% as male. In terms of device ownership, the majority of households reported access to various digital gadgets, including television sets (77.7%), computers or laptops (43.1%), smartphones (89.2%), internet connections (62.3%), and basic mobile phones (16.9%). These devices served as the primary means through which children engaged with digital video content.

The frequency of video media use was also assessed. When it came to television viewing, 14.6% of children were reported to never watch TV, while 15.4% did so rarely. Seldom usage was noted in 29.2% of cases, with 24.6% watching sometimes and 16.2% watching often. Similarly, smartphone usage patterns varied, with 21.5% of children never using them, 26.9% rarely, 19.2% seldom, 20.8% sometimes, and 11.5% often.

Descriptive statistical analysis revealed that weekly video exposure ranged from 0 to 24 hours, with a mean of 4.08 hours and a SD of 3.71. This indicates that, on average, children engaged with video content for just over four hours per week, although individual usage varied widely. Behavioral scores, as assessed using the CBCL, ranged from 0 to 48, with a mean of 12.25 and a SD of 10.93, suggesting substantial variability in behavior-related outcomes among the sample. In contrast, learning scores ranged from 2 to 11, with a mean of 4.86 and a SD of 2.49, indicating a narrower distribution in learning-related outcomes.

To determine the relationship between video media usage and child development, Spearmen's correlation analysis was employed. The first hypothesis tested whether there was a significant relationship between video media exposure and behavioral changes. The results indicated no statistically significant correlation, as reflected in the correlation coefficient (ρ = 0.130, p = 0.139). The second hypothesis examined the relationship between video media usage and learning outcomes, and similarly, no significant correlation was found, indicating a very weak positive relationship between the two variables. However, the result was not statistically significant (ρ = 0.088, p = 0.319). The third hypothesis considered the relationships between video exposure, behavior, and learning collectively. It was found that the correlation between video media usage and learning remained statistically insignificant (ρ = 0.088, p = 0.319), as did the correlation between video exposure and behavioral outcomes (ρ = 0.130, p = 0.139). However, a weak yet statistically significant relationship emerged between learning and behavioral scores, with a correlation coefficient of (ρ = 0.231, p = 0.008), suggesting a modest link between these two variables.

In contemporary digital culture, children are increasingly exposed to media content at a very young age. Many parents, especially those balancing work responsibilities, turn to digital devices as convenient tools to engage or calm their children. This reliance on digital media is often seen as a way to satisfy children's curiosity or to provide early educational input. However, it may also reflect the growing challenges faced by caregivers in meeting the emotional and developmental needs of their children through direct interaction and play. Young children are commonly introduced to digital content in the form of nursery rhymes or animated cartoons, which serve as their primary screen-based engagement. Children between the ages of two and ten are often quick to learn and are especially prone to imitating behaviors observed on screen. Numerous studies have emphasized that the nature and quality of digital content play a significant role in shaping behavioral tendencies [12, 22, 25]. The findings from this study further underscore the need for more nuanced research into the type and timing of video media exposure during early childhood, as well as its long-term implications for learning and behavioral development.

Conclusion

The study explored the role of video media in shaping behavior and learning in children between the ages of 1.5-6 years in the south Indian population. Overall findings revealed that no significant relationship between early video media exposure and children's behavioral or learning. While digital devices are commonly used in households and children are frequently exposed to screen content, the data suggest that such exposure alone does not directly influence behavior or learning. However, a weak but notable link was observed between learning and behavioral outcomes, indicating that these developmental domains may be interconnected. The findings highlight the importance of considering not just the quantity, but the quality and context of media exposure in early childhood. Further research is needed to explore how specific content types and parental involvement may mediate the effects of screen time on child development.

Limitation

Despite offering valuable insights, several limitations must be acknowledged. Firstly, the sample was limited to parents from a specific geographic and cultural background, which may affect the generalizability of the findings to other populations. Secondly, data collection relied on self-reported information, which can be influenced by recall bias or social desirability bias. Thirdly, the study measured video media exposure in terms of quantity but did not explore the nature of the content or the level of interaction involved, both of which could significantly influence developmental outcomes. Additionally, the cross-sectional design of the research does not allow for conclusions about causality or long-term effects. Expanding future research to include varied populations, detailed content analysis, and longitudinal data would provide a more comprehensive view of how digital media shapes early development.

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