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Parents Perception of Using Digital Technology Among Preschool Children in Selected Schools in an Urban Community

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ABSTRACT ***Background:*** In the world we live in now, technological devices are becoming more and more important. Digital technology can be a source of information and a good way to learn new things, but it also has some draw backs. ***Methodology:*** The cross-sectional study was carried out to determine the A total of 123 preschool children's (age:3-6yrs) parents participated in the study, parents' perception of digital technology usage of preschool children in selected schools in Dhaka city, Bangladesh from January 2024 to November 2024. ***Results:*** A total of 123 parents were participated in the study. Among them, 83.7% were women and 16.3% were men.60.2% of the mothers were between the ages of 20 and 30, and 78% of the fathers were between the ages of 20 and 30. 26.8% of mothers had completed H.S.C level, and 31.7% of fathers had a master's degree or more. Among the parents,48.8% Parents thought that children first used digital technology between the ages of 3 and 4 years. According to Parents perception, half of their children used digital technology for two hours a day. 69% children used digital technology for social media. According to Parents perception 59.3% of their children were generally well-behaved and usually did what adults asked, but 13.8% children often fight with other children. Among them, 36.6% of children had headaches,35.5% had body aches, 13.8% had decreased visual activity, 17.9% had lost weight and felt tired, and 40.7% were lack of sleep disruption. As a result, the children also experienced some psychological effects. 64.2% Parents thought that their children overused digital technology, which took away from their study time, 63.4% of children made them less creative, and 49.6% of children were a little bit restless. ***Conclusion:*** Digital technology use can influence a child's physical, psychological and social health. Parents influence children positive usage of technology.

Keywords: Technological Devices, Digital Technology, Source of Information Phones, Computer, Parents Perception.

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INTRODUCTION

Global systems of links between computers enabled by digital technology give almost instantaneous access to and diffusion of knowledge [1]. The usage of digital technology has spread rapidly all around over the last ten years [2]. Daily increasing this amount is the growing number of personal computers, laptops, and Android phones along with simple access to digital technology changing the life of millions of people [3]. Still, it is either directly or indirectly influencing people's

ideas, practices, and behaviour [4]. Among other technical developments, the usage of digital technologies is fast expanding in our daily life [5]. Millions of individuals have embraced digital technology for a range of uses since it has become a part of our life [6]. Digital technology is a blessing in this modern era and finds use in several fields. People cannot imagine their lives without this basic educational tool since it is seen as one. Youngsters are most likely accessing social media and viewing YouTube videos or playing various online games [7]. They occasionally develop addiction. Among the most harmful effects of this is addiction to digital technology [8]. Fast change and growth in science and technology have transformed traditional schooling nowadays [9]. These quick developments resulted in so many modifications in the educational system, including pupils using technology to try to absorb fresh knowledge [10, 11].

For these reasons, the demand for technology-especially digital technology-is possibly providing information for every age group. Parents thus believe that using digital technology is essential for education and that they should give their children access to it [12]. Digital technology has certain drawbacks even if it is a possible information source and useful tool for learning new skills [13]. Though all age groups suffer these drawbacks, children are especially vulnerable to them [14]. The evolution of digital technology [15] is causing fast increasing usage time for it. Sometimes long-standing usage of digital technologies leads to behavioural issues and diseases [16–18]. Digital technology addiction [19] is the term used when these issues and disorders arise from too high use of digital technology. Digital technology addiction like gaming addiction, information addiction etc. can lead to many other addictions [20]. The preschool years directly affect later life [21] and are thought to be the most important for the acquisition of knowledge, skills, and habits in the 0 -72-month period as well as for personality development. Children leave their homes at this period to start socialising. The surroundings the child interacts in during the socialising phase offer various chances for him to develop into a researcher and adventurer. These developments can have both good and negative consequences on the growth of children. One of the main means by which youngsters interact with the outside world nowadays is technology [22].

OBJECTIVES OF THE STUDY

General Objective:

To evaluate how the parents in particular Dhaka city, Bangladesh, see the use of digital technology among preschoolers in chosen schools.

Specific Objectives:

To pinpoint the demographic traits of the research population in general.

To find how parents view the kinds of activities preschoolers using digital technologies.

To investigate parents' opinions about the length of preschoolers' activities using digital technologies.

Find out how parents view the consequences of using digital technologies on preschoolers.

METHODOLOGY

This was cross-sectional descriptive research. The patients were chosen conveniently. This study comprised 123 patients in all. The study was carried out in the designated schools (YWCA Higher Secondary Girls School, Assemblies of GOD Church School, Silver dale Preparatory Girls High School and Zamzam Point Int. School & College) in Dhaka City, Bangladesh, during January 2024 to November 2024.

Inclusion Criteria

A parent with preschool-aged three- to six-year-olds.

Has at home either wifi or cellular data connection to the internet.

Exclusion Criteria

Parents who suffer from mental, emotional, etc. illnesses;

Those who were not voluntarily involved.

Data Collection Procedure

Interviews with 123 chosen students from the designated schools-YWCA Higher Secondary Girls School, Assemblies of GOD Church School, Silver dale Preparatory Girls High School and Zamzam Point Int. School & College-gathered data. Of the parent's majority of them were female. Pre-testing a questionnaire, it was then utilised in a face-to- face interview to gather information. Before the study began, written authorisation was obtained. Participants first knew about the goal of the study and the thorough methods of operation used there. Regarding the non-disclosure of

personal data, they received written guarantee. Their answer to the data collecting page took thirty to forty minutes. Every participant received a different ID number to help to maintain anonymity and confidentiality. The interview took place in Bangla, then it was translated into English. Recorded material was encrypted and meticulously stored in textual form within a lockable cabinet. Data access was granted to just research staff members. Access to the material was applied just for research needs.

Data Analysis

Determination of mean, and standard deviation (for symmetric data) for quantitative data; frequency and percentage determination were applied for categorical data. Interquartile ranges and a median were applied. Descriptive statistics and other pertinent approaches of data analysis were done using SPSS version 26.

Ethical Consideration

Once ethical clearance from the Institutional Review Board (IRB) of BSMMU was obtained, this investigation was started. Before the study started, the respondents had informed verbal and written consent. Once the study purpose was clear, informed written consent was obtained before the study started. The specific goals and objectives of the research, the methodology and advantages of the project.

RESULTS

This investigation was carried out at a few Dhaka, Bangladesh, chosen schools. Included in the study were 123 total parents of preschoolers. The outcomes are displayed below:

Table 1: Distribution of the Respondents Based on Gender (N=123)

Gender	Parents	Children
Male	20(16.3%)	43(35.0%)
Female	103(83.7%)	80(65.0%)

Table 1 shows that the parents 16.3% were male and 83.7% were female. Of the young people, 35% were male and 65% were female.

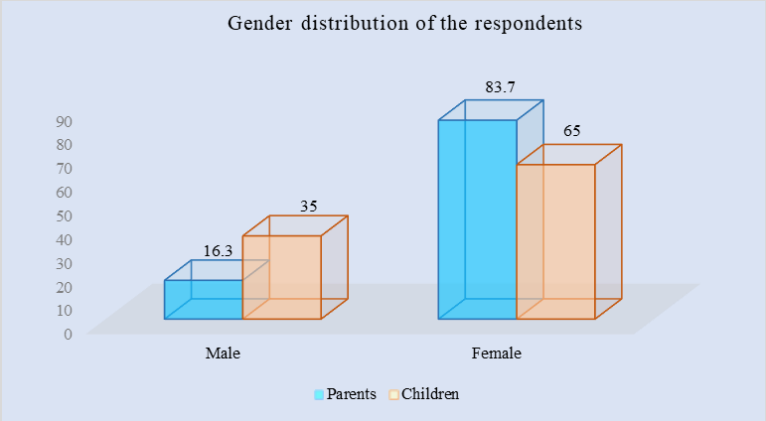

Figure 1: Column Chart Displaying Responder Distribution by Gender (N=123)

Table 2: Distribution of the Respondents According to Parent's Age. (N=123)

Age	Mother	Father
20-30 yrs.	74(60.2%)	8(6.6%)
31-40 yrs.	48(39%)	96(78%)
41 years and above	1(0.8%)	19(15.4%)

Table 2 revealed 78% father's age group was 31- 40 years and 60.2% of the mother's age group was 20-30.

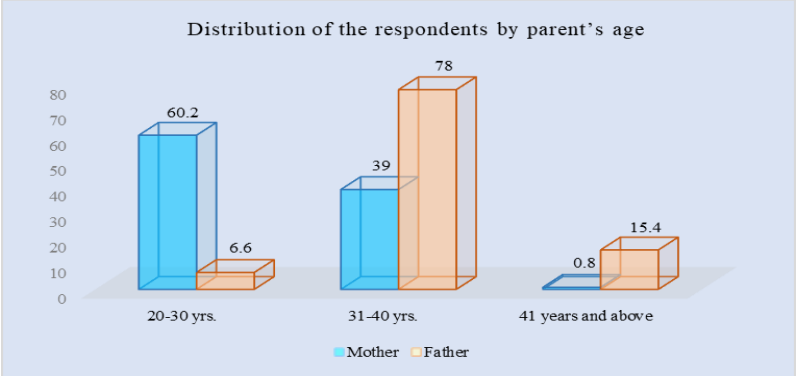

Figure 2: Column Charts Displaying the Age-Wise Distribution of Parent Responses (N=123)

Table3: Respondent Distribution Based on Age of the Children (N=123)

Age in years	Frequency(n)	Percentage%
3-4 yrs.	22	17.9%
5-6 yrs.	101	82.1%

Table 3 revealed that 5–6 years were the age range for 82, 1% children, while 17.9% were 3–4 years old.

Table 4: Occupational Distribution of the Responders (N=123)

Occupation	Mother	Father
Housewife/House Husband	102(82.9%)	0
Business	7(5.7%)	58(47.2%)
Service	12(9.8%)	65(52.8)
Others	2(1.6%)	0

Table 4 indicated that 82.9% of mothers were homemakers, whereas 52.8% of dads were employed in service positions.

Table 5: Distribution of Responses Based on the Educational Attainment of Children (N=123)

Children education level	Frequency	Percentage
Play group	47	38.2
Nursery	44	35.8
KG	27	22.0
One	05	4.0

Table 5 indicated that 38.2% of children were read to in the play group, whereas 35.8% were read to in the Nursery class.

Table 6: Distribution of Responders Based on Parental Educational Attainment (N=123)

Parent's education level	Mother	Father
Primary	6(4.9%)	2(1.6%)
Secondary	10(8.1%)	7(5.7%)
S.S.C	32(26%)	28(22.8%)
H.S.C	33(26.8%)	22(17.9%)
Graduation	25(20.3%)	25(20.3%)
Masters & above	15(12.2%)	39(31.7%)
Others	02(1.6%)	0

Table 6 indicated that among the parents, 26.8% of moms had achieved the H.S.C. level, while 31.7% of dads had attained a Master's degree or above.

Table 7: Distribution of Responders Based on the Medium of Education for Children (N=123)

Medium of education	Frequency(n)	Percentage (%)
Bangla Medium	115	93.5
English Medium	08	6.5
Total	123	100

Table 7 indicated that 93.5% of the pupils are enrolled in Bangla medium schools, whereas 6.5% attend English medium schools.

Table 8: Distribution of Responders by Marital Status (N=123)

Marital Status of Mother/Caregiver	Frequency (n)	Percentage (%)
Married	120	97.6
Divorced	02	1.6
Separated	01	0.8
Total	123	100

Table 8 indicated that 97.6% of the participants were married, 1.6% were divorced, and 0.8% were separated.

Table 9: Distribution of Responders by Family Status. (N=123)

Family Types	Frequency	Percentage
Single Family	90	73.2%
Joint Family	33	26.8%

Table 9 indicated that 73.2% of participants originated from single-family households, while 26.8% came from joint-family households.

Table 10: Distribution of Respondents Based on Monthly Household Income (In BDT). (N=123)

Monthly family income (BDT)	Frequency	Percentage
20,000-40,0000	67	54.5
41,000-60,000	29	23.5
61,000-80,000	7	5.6
81,000 and above	20	16.4

Table 10 presented the monthly family income of the participants, revealing that 54.5% earn between 20,000 and 40,000 BDT, 23.6% earn between 41,000 and 60,000 BDT, 5.7% earn between 61,000 and 80,000 BDT, and 16.3% earn 81,000 BDT or more.

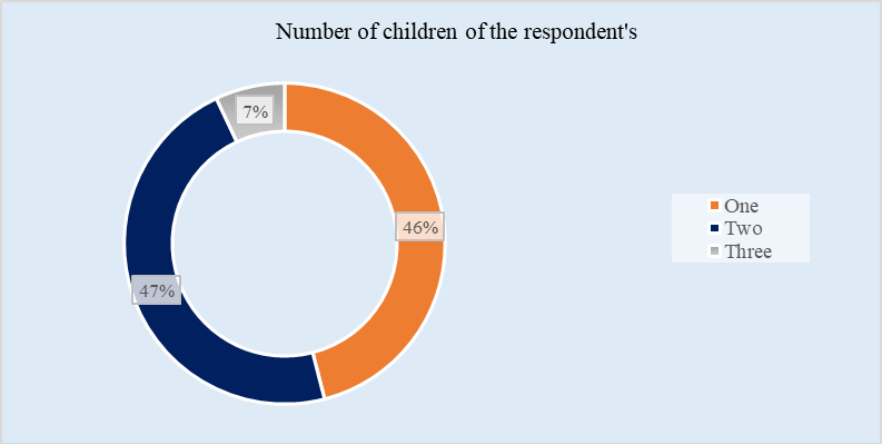

Figure 3: Ring Chart Showed Distribution of the Respondents According to Number of Children. (N=123)

Figure 3 indicated that 47% of individuals had two children, 46% had one kid, and 7% had three children.

Table 11: Distribution of Responders Based on the Utilisation of Digital Technologies. Parental Perceptions Based on age about Their Child's Initial Use of Digital Technology (N=123)

First use of digital technology	Frequency	Percentage
1-2 years	61	49.6
3-4 years	60	48.8
5-6 years	02	1.6

Table 11 based on parental perception 49.6% of children were initially exposed to digital technology at ages 1-2 years, 48.8% at ages 3-4 years, and 1.6% at ages 5-6 years.

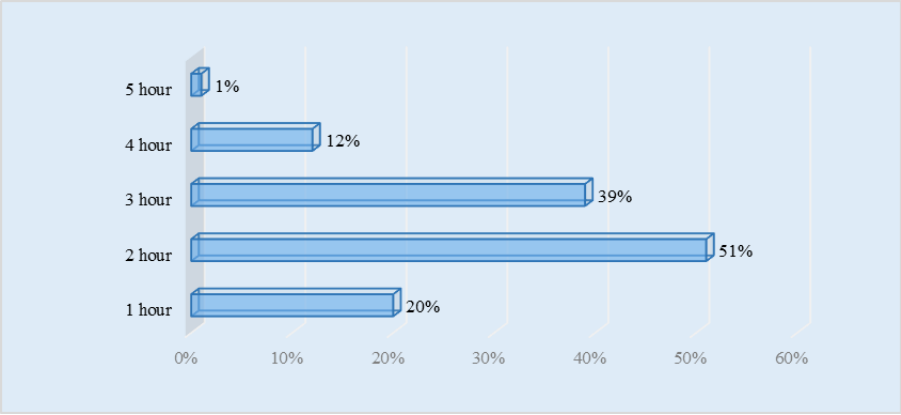

Figure 4: The Bar Chart Illustrates Parents' Perceptions Based on the Duration of Digital Technology Usage. (N=123)

Figure 4 indicates that, according to parental opinion, 51% of youngsters utilised digital technology for 2 hours, 20% for 1 hour, 39% for 3 hours, and 12% for 4 hours.

Table 12: Parental Perception on the Acquisition of New Abilities by Their Children Using Digital Technology. (N=123)

Learn new skill	Frequency	Percentage
Yes	56	45.53
No	67	54.47

Table 12 indicated that, according to parental opinion, 45.53% of children acquired new talents, whereas 54.47% did not acquire any new skills.

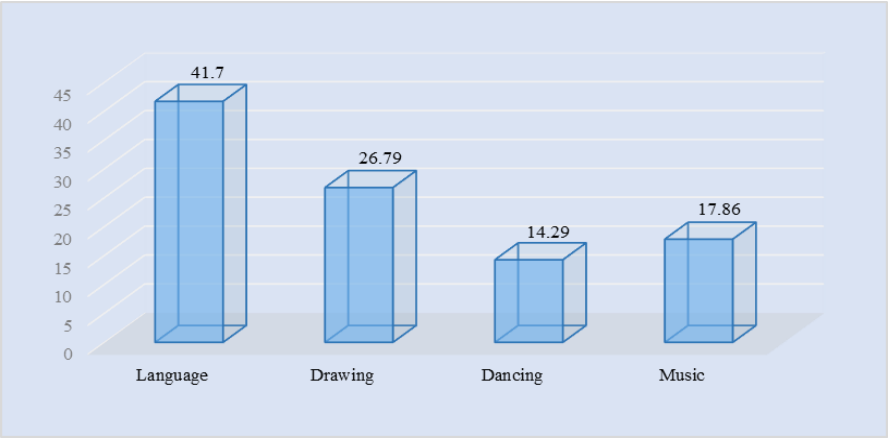

Figure 5: The Column Chart Illustrated Parents' Perceptions on the Acquisition of New Abilities Through Digital Technology (n=56)

Figure 5 indicated that 41.70% of youngsters acquired linguistic skills, 26.79% engaged in sketching, 17.86% pursued music, and 14.29% participated in dance using digital technology.

Table 13: Parental Perceptions on the Aim of Digital Technology Utilisation. Their Offspring. (Their Children) (N=123)

Purpose of use of digital technology(children)	Frequency	Percentage
Social media (Facebook/twitter, Instagram etc.)	06	05
Watching videos/play games	85	69
Phone Calls	06	4.9
Educational Activities	11	8.9
Others (taking pictures, record videos, listening to music)	15	12.2

Table 13 indicated that 5% of youngsters utilised social media, 69% engaged in video gaming, 4.9% employed digital media for phone calls, 8.9% utilised it for educational pursuits, and 12.2% utilised it for other purposes.

Table 14: Distribution of Responders Based on the Societal Impacts of Digital Technology Usage. (N=123)

Social Effect	S A	A	N	D	S D
Children show minimum socialization (hospitality) while any relatives come at home	23(18.7%)	61(49.6%)	07(5.7%)	15(12.2%)	17(13.8%)
Generally, well behaved, usually does what adults request	19(15.4%)	73(59.3%)	13(10.6%)	15(12.2%)	03(2.4%)
Often fights with other children.	11(8.9%)	17(13.8%)	08(6.5%0	65(52.8%)	22(17.9%)

Table XIV indicated that a Likert scale was employed in the data collecting process for this segment

of the study. 49.6% of respondents concurred, and 18.7% strongly concurred, that their infant exhibits limited socialisation during visits from relatives. 13.8% of participants expressed strong disagreement. A greater percentage, 59%, of respondents concurred that their child is generally well-behaved and complies with adult requests, whereas 11% disagreed. 8.9% of respondents strongly concurred, and 13.8% concurred that their children often engage in conflicts with other youths. 17.9% of respondents expressed significant disagreement, whilst 52.8% indicated disagreement with this assertion.

Table 15: Distribution of Responders Based on Physical Effects. (N=123)

Physical effect	Never	Rarely	Somewhat	Much	Very Much
Headache	25(20.3%)	18(14.6%)	45(36.6%)	33(26.8%)	2(1.6%)
Decreased visual acuity:	68(55.3%	21(17.1%)	17(13.8%)	04(3.3%)	13(10.6%)
Body ache pain of neck wrist and back	54(43.9%)	11(8.8%)	43(35%)	15(12.2%)	0(0.00)
Lose weight and feel tired	56(45.5%)	10(8.1%)	22(17.9%)	22(17.9%)	13(10.6%)
Weight gain (Obesity)	89(72.4%)	3(2.4%)	19(15.4%)	09(7.3%)	3(2.4%)
Loss of hearing sense	101(82.1%)	13(10.6%)	6(4.9%)	03(2.4%)	0(0.00)
Lack of sleep disruption	27(22%)	4(3.3%)	50(40.7%)	30(24.4%)	12(9.8%)
Observed low state of physical development	39(31.7%)	17(13.8%)	38(30.9%)	24(19.5%)	5(4.1%)

Table 15 indicated that a Likert scale was employed in the data gathering process. This table indicates that 49.6% of respondents concurred and 18.7% strongly concurred that their infant exhibits low socialisation (hospitality) during visits from relatives. Parents contend that their child's reliance on digital technology results in physical inactivity. Attachment to digital technology results in headaches for their youth. 36.6% indicated a small extent, whilst 26.8% expressed a considerable extent. Based on parental reports, around 35% of children have discomfort in the neck, wrists, and back, with 12.2% suffering from this pain to a substantial degree. Conversely, 17.9% of parents indicated that their kid has occasional weight loss and weariness, while another 17.9% observed regular weight loss and fatigue in their child. 45.5% of parents felt that their child will never achieve weight loss or experience fatigue. 72.4 percent of parents felt that their kid had either not gained weight or had lost weight. 2.4% of parents perceived that their kid experienced fast weight growth. Concerning hearing loss, 82.1% of parents indicated that their child has never encountered hearing impairment. Most parents, specifically 2.4%, indicated that deafness impacted their kid. 22% of parents said that digital technology never impacted their child's sleep, while 40.7%, 24.4%, and 9.8% indicated that it disturbed their child's sleep to a slight, moderate, and significant extent, respectively. 31.7% of parents reported never observing a poor level of physical development, whereas 30.9%, 19.5%, and 4.1% noted it to a little, moderate, and significant extent, respectively.

Table 16: Distribution of Responders Based on Psychological Consequences. (N=123)

Psychological Effect	Never	Rarely	Somewhat	Much	Very Much
Overuse of digital technology often takes the study time	7(5.7%)	23(18.7%)	5(4.1%)	79(64.2%)	9(7.3%)
Creative thinking hampers your child	10(8.1%)	18(14.6%)	9(7.3%)	78(63.4%)	8(6.5%)
Observe any decline in study habits and concentration in your child	10(8.1%	21(17.1%)	5(4.1%)	72(58.5%)	15(12.2%)
Irritability/restlessness	22(17.9%)	15(12.2%)	61(49.6%	19(15.4%)	6(4.9%)

Table 16 indicated that a Likert scale was employed in the data collecting process for this segment of the study. in favour of This table indicates that 49.6% of respondents concurred and 18.7% strongly concurred

that their infant exhibits low socialisation (hospitality) during visits from relatives. According to 5.7% of respondents, excessive use of digital technology frequently encroaches on study time, whereas 18.7%, 4.1%, and 64.2% said that it affects study time infrequently, slightly, and considerably, respectively. 8.1% of parents said that digital technology never impeded their child's creative thinking, whereas 63.4%, 7.3%, and 14.6% contended that it hindered their child's creative thinking severely, little, and occasionally, respectively. Approximately 8.1% of parents indicated that they never saw a deterioration in their child's study habits and concentration, whereas 15%, 72%, and 5% reported a significant, moderate, and mild decline, respectively. 49.6% of parents indicated that their kid is somewhat restless, whereas 17.9% claimed never having observed their child's irritability or restlessness.

DISCUSSION

The objective of this study was to ascertain children's knowledge regarding the utilisation of digital technology. The cross-sectional study aimed to determine the frequency of digital technology usage among preschool-aged children. Due to time constraints and selection criteria, 123 responses were selected. In this study, female children constituted 65%, whereas male youngsters comprised 35%. In separate research, the cohort comprised 43.6% females and 56.4% boys. In this survey, 60.2% of mothers were aged between 20 and 30 years, whereas 56.1% of fathers were aged between 36 and 50 years. Similar outcomes were seen in another research conducted in Hong Kong. More over 70% of the parents were aged between 21 and 40 [23]. In this survey, the medium of instruction was predominantly the mother language at 93.5%, with English medium comprising 6.5%. This finding corroborated the study. The majority of participants in this survey attended Bangla medium schools (70.3%), followed by English medium schools (12.4%) and Madrasha (17.4%) [24]. In this survey, 35.8% of participants said that their kid first engaged with digital technology at the age of two, whilst 28.5% indicated that their child first utilised digital technology at the age of three. 41.5 percent of respondents said that their child utilised digital technology for two hours daily, whilst 31.7 percent reported that their child engaged with digital technology for three hours daily. 5% of respondents reported using social media (Facebook, Twitter, Instagram, etc.), 69% stated their kid employed digital technology for watching films or playing video games, but just 8.9% indicated their child utilised digital technology for educational purposes. A survey in Gopalganj, Bangladesh revealed that 78% of students utilised Facebook, 41% utilised Google, 27% utilised Twitter, 26% utilised email, 38% utilised YouTube, 12% utilised Skype, and 19% utilised Google Maps as online tools and resources. [25]. In this survey, 59.3% of respondents indicated that their child acquired no information via digital technology, whereas 40.7% acknowledged knowledge acquisition from it.

The survey established that 45.53% of respondents said their kid acquired new skills (language, music, dancing, drawing) from digital media, with 41.07% acquiring language, 26.79% drawing, 17.86% music, and 14.29% dancing. An article published by Ponder indicates the availability of several extracurricular activities, including student groups, leadership programs, arts, music, athletics, volunteer work, yoga/meditation, language acquisition, dancing, and virtual volunteer programs [26]. Numerous digital media items and interactive toys intended for young children at home are crafted to impart language and reading preparation abilities, including the alphabet, phonics, word recognition, word construction, and second language acquisition [27]. Studies indicate that well-crafted digital learning programs in these domains can be efficacious [28-30]. Approximately 49.6% of respondents concurred, and 18.7% strongly concurred, that their infant exhibits little socialisation (hospitality) during visits from relatives. 13.8% of participants expressed strong disagreement. An increased ratio 59% of participants said that their child is generally well-behaved and adheres to adult requests, whilst 11% expressed disagreement. Effectively crafted computer applications that are open-ended, grant users' autonomy over learning activities, and present chances for creative decision-making or imaginative expression can enhance children's creative learning techniques and elevate their interest and engagement. In this survey, 15.4% of respondents strongly concurred, and 59.3% agreed that their children often engage in conflicts with other youths. 2.4% of respondents expressed significant disagreement, whilst 12.2% indicated disagreement with this assertion. Parents perceive that their child's reliance on digital technology results in physical inactivity. Attachment to digital technology results in headaches in adolescents.

36.6% indicated a small extent, but 26.8% reported a substantial extent. Another study has demonstrated that physical ailments such as headaches, backaches, neck discomfort, sleeplessness, and dry eyes are significantly correlated with the duration of screen time exposure. The present study aligns with the Turkish study to some extent.

A comparable study by Stigliani *et al.*, revealed that sore muscles, muscle fatigue, back discomfort, chest pain, pain or numbness in the arms, shoulders, or feet, neck or shoulder pain, visual impairments, headaches, and obesity were recognised as the eight primary health concerns associated with technology usage in a 2008 survey conducted by India Bytes [31]. This study indicates that, based on parental reports, around 35% of children experience bodily aches in the neck, wrists, and back, with 12.2% of children experiencing this discomfort to a substantial degree. Conversely, 17.9% of parents indicated that their kid has occasional weight loss and weariness, while another 17.9% observed frequent occurrences of weight loss and exhaustion in their child. 45.5% of parents felt that their child will neither lose weight nor experience fatigue. 72.4 percent of parents thought that their kid had either maintained or decreased weight. 2.4% of parents perceived that their kid experienced fast weight growth. Concerning hearing loss, 82.1% of parents indicated that their child has never encountered hearing impairment. Most parents, specifically 2.4%, indicated that deafness impacted their kid. 22% of parents said that digital technology never impacted their child's sleep, while 40.7%, 24.4%, and 9.8% indicated that it disturbed their child's sleep to a slight, moderate, and significant extent, respectively. 31.7% of parents reported never observing a poor level of physical development, whereas 30.9%, 19.5%, and 4.1% noted it to a little, moderate, and significant extent, respectively. This survey revealed that 5.7% of respondents believe that excessive use of digital technology frequently encroaches on study time, whereas 18.7%, 4.1%, and 64.2% said that it affects study time infrequently, slightly, and considerably, respectively. 8.1% of parents said that digital technology never impeded their child's creative thinking, whereas 63.4%, 7.3%, and 14.6% contended that it hindered their child's creative thinking severely, little, and occasionally, respectively. Another study revealed that researchers have investigated the development of children's cognitive skills through digital media, discovering that well-designed computer-based learning activities and games can enhance abstract thinking, reflective thinking, and the ability to analyse and evaluate information [32, 33]. Approximately 8.1% of parents indicated that they never saw a decrease in their child's study habits and concentration, whereas 15%, 72%, and 5% reported a significant, moderate, and mild deterioration, respectively.

Limitations of the Study

Cross-validation was not feasible as data was only gathered from parents.

The research's findings may not be generalisable to the entire national population due to the limited sample size and the purposeful selection of study locations.

Data was collected exclusively from four designated schools in Dhaka City.

Recommendation

Parents positively affect children's use of technology. To facilitate the adoption of a healthy lifestyle in children, it is imperative to regulate the duration, frequency, and nature of content consumed on technological devices, while also ensuring that children possess or cultivate sufficient opportunities for physical activity, nutritious eating habits, appropriate sleep patterns, and supportive social connections.

An awareness program should be implemented on the appropriate use of digital technologies.

Public health professionals may significantly mitigate the adverse impacts of digital technology on children by acquiring knowledge in media education and promoting its implementation.

Further research with a bigger sample size and consideration of regional variances is necessary for generalisability.

CONCLUSION

Digital devices are readily accessible and constitute a commonplace aspect of daily life for families with preschool-aged children. A child's physiological, psychological, and social development can be influenced by their level of digital technology usage. This may impact their familial and academic lives. Of the children, sixty-five percent were female and thirty-five percent were male, with about thirty-eight percent participating in playgroup activities. This study indicated that over fifty percent of youngsters were initially exposed to

digital technology between the ages of one and two for a duration of two hours. According to parents' perceptions, around forty-six percent of youngsters acquired new skills using digital technology. This survey indicated that about fifty percent of parents concurred that their kid exhibits little socialisation (hospitality) during visits from relatives and generally complies with adult requests. Fourteen percent of parents said that their children regularly engage in conflicts with other youngsters. Parents perceive that digital technology has led their children to have headaches; almost thirty-seven percent reported a moderate impact, while twenty-six percent indicated a significant impact. Parents said that around thirty-five percent of children experienced pain in the neck, wrists, and back. Ultimately, based on parental opinion, over sixty-four percent of children had diminished study time and hindered creative thinking owing to excessive usage of digital technology. Nearly fifty-nine percent of parents reported observing a reduction in their child's study habits and focus owing to the usage of digital media.

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