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# The Effect of Screen Time on Attention and Social Interaction in Children Aged 6 to 10: A Parental Perspective



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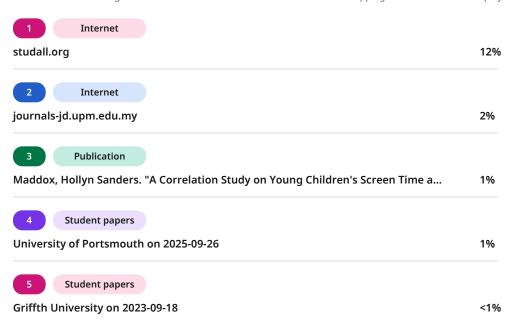
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#### **The Effect of Screen Time on Attention and Social**

## **Interaction in Children Aged 6 to 10: A Parental Perspective**

#### 4 Abstract:

- 5 The increasing prevalence of digital media use among children has raised concerns
- 6 about effects on developmental outcomes, particularly attention and social
- 7 interaction. This quantitative cross-sectional study investigated parental perceptions
- 8 regarding the impact of screen time on children aged 6-10 in Bangalore. A
- 9 structured questionnaire was administered to 79 parents, measuring demographic
- details, screen time patterns, attention-related behaviors, and social interaction.
- 11 Most children used screens for 1–2 daily hours, with moderate parental concern
- recorded. Statistical analysis (correlation, regression, ANOVA) indicated that screen
- 13 time did not significantly predict attention or social interaction scores. Instead,
- 14 contextual factors—such as content, parental mediation, and family environment—
- 15 appear more influential. The findings support balanced approaches emphasizing
- 16 content quality and parental involvement over rigid time restrictions.
- Keywords: screen time, attention, social interaction, parental perception, children
- aged 6–10, Bangalore

### Introduction

- 20 Children are increasingly immersed in digital environments, which has prompted
- 21 global debate regarding the developmental effects of screen exposure. During
- 22 middle childhood (6–10 years), key cognitive and social skills are consolidated. While
- excessive, unsupervised, or poorly structured screen use is linked with attentional
- 24 and social problems, not all screen time is equivalent. The content, context, and
- 25 degree of parental involvement are emerging as critical moderators. Existing



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- 4 26 evidence is limited for the 6–10 age range in Indian settings—this study addresses
  - this gap by focusing on parental perspectives in urban and semi-urban Bangalore.

## 28 Materials and Methods

## 29 Research Design

- 30 A cross-sectional survey design was used to capture parental perceptions at a single
- time point. Inclusion was limited to parents of children aged 6–10 residing in urban
- and semi-urban Bangalore who provided informed consent.

## 33 Participants

- Seventy-nine parents met the study criteria. Demographic details such as child's age,
- gender, parental education, income, and residence were collected. Most families
- belonged to middle-income groups, with an even gender split among children.

### **Data Collection Tool**

- 38 A structured, five-section questionnaire was developed: Sections included
- 39 demographic details, screen use patterns, attention-related behaviors, social
- 40 interaction, and parental perceptions, with most responses on a five-point Likert
- scale. The instrument was subject to expert review and piloted for clarity.

### **Data Collection Procedures**

- Surveys were distributed both in-person (via schools) and online. Participation was
- 44 voluntary and anonymous, and ethical approval was secured from the Institutional
- 45 Ethics Committee.

## 46 Data Analysis

- 47 Data were analyzed using Microsoft Excel, R, and Python: Descriptive statistics,
- 48 Pearson's correlation, regression analyses, and two-way ANOVA were performed.





- 49 Composite sub-scores were computed for attention, social interaction, and parental
- 50 concern.

#### 51 Results

## 52 Demographics

- 53 The 79 respondents were evenly distributed across the 6–10 age range. Most
- parents had graduated or held postgraduate qualifications; children's screen access
- 55 was nearly universal.

### 56 Screen Time and Patterns

- 57 Most children (approximately two-thirds) used screens for 1–2 hours daily, typically
- via smartphones and televisions. Usage patterns varied most by time of day and
- device type.

# **50** Parental Perceptions

- Parents reported moderate concern about attention but lower social interaction
- issues. Mean Attention Score was 2.69 (SD 0.79); Social Interaction Score averaged
- 63 2.15 (SD 0.56).

# **Statistical Analysis**

- 65 Correlation and regression showed screen time did not significantly predict
- attention or social interaction. Two-way ANOVA found no group or interaction
- differences by age or gender.

### Discussion

- The results confirm that in this Indian urban sample, screen time alone was not a
- reliable predictor of attention or social difficulties. Consistent with recent literature,
- 71 quality, context, and parental mediation modulate developmental impacts. These



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- 72 findings challenge universal screen time limits and underscore the importance of
- 73 content and family routines.

### 74 Conclusion

- 75 Screen time in isolation appears to have limited impact on attention and social
- 76 interaction outcomes among urban Indian children aged 6–10. Parental
- 77 engagement, content quality, and environmental structure are the more critical
- 78 determinants. Guidance should move away from rigid limits and toward nuanced,
- 79 context-sensitive recommendations.

## Acknowledgments

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- 82 and friends for essential support, and all participating parents for their valuable
- 83 input.

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